**MINUTES**

**March 27, 2014, 10:00-12:00**

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| **Present** | Alison Morrison-Shetlar, Robert Kehrberg, James Zhang, Darrell Parker, Richard Starnes, Carol Burton, Dale Carpenter, Doug Keskula, Susan Fouts |
| **Guests** | Andrew Adams, Mark Stoffan for Dana Sally, Greg Hodges, Emily Sharpe for Brian Railsback, John West for Robert Kehrberg |
| **Recorder** | Anne Aldrich |

**DISCUSSION**

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| **Digital Measures/Activity Insight (Andrew Adams)** | Andrew distributed a handout and reviewed these items with COD. The last page of the handout is specific to the implementation schedule. Andrew has been working with CEAP’s School of Teaching and Learning and Human Services to customize and will use this customization as a model as they move forward. The plan is to meet with department heads to make recommendations regarding customization. Base instrument screens need to be better defined so we can get better utilization from this screen. Andrew will attend New Faculty Orientation and college meetings in the fall to let people know what has occurred over the summer.  **Q:** Can people start using it sooner than later?  **A:** The reason we are delaying is to have a university wide vision for this initiative first, thus the importance of delay.  Steering committee meetings have been very animated, interesting and healthy. The use of this database is a reservoir of information, not to be used as an evaluative piece although AFEs will be housed here. Programs used to accreditation will not have issue with this; those that are not accredited may have the most questions. Discussion ensued.  **Q:** Are we looking to include part time faculty to use this database?  **A:** That is a departmental question – currently we are not necessarily requesting this data of part time faculty, although we do have to report part time faculty for accreditation requirements as well as SACSCOC.  SharePoint - Greg is working on an initiative in the Provost Office to digitize many of our processes within SharePoint. He distributed a handout demonstrating a request portal for many of these processes. Greg reviewed a sample workflow for the staffing plan. The other initiative is to handle travel in this way as well. |
| **Deepening and Strengthening our curriculum/Program Prioritization Assessment (All)** | **Curriculum**  This discussion comes back to our foundational values – how we use program prioritization and assessing that information to showcase the institution internally and externally. The goal is to talk about all the different components such as assessment of programs, telling our stories, how we are doing within our own areas, how to create a more robust summer session – a year in the life of WCU, moving forward, where we are, what we have and what we could have, including resources all with the goal of increasing student success, recruitment, retention, and graduation.  Program prioritization/Category 1, 2 and 3 programs – These programs still need to be invested in but in many cases just prioritizing while creating a robust curriculum.  Curriculum Committee – We need to define the charge for the task force and to purchase Curriculog. Our incoherence with how we process curriculum emerged in the program prioritization process. We have requested names to serve on the committee to help us determine where the main issues are. We process curriculum requests year round, nothing shapes it in the department, no program development, there are no checks and balances in terms of courses, and we keep adding with little deletion. We have just continued to try to move it forward within the Provost Office.  Curriculum development is tied to program prioritization. We look at these processes as discrete and they are not – we need to marry these processes. We want to create a model that is meaningful to the department. We also want to make sure we are utilizing accurate data.  What kind of data do you need?   * The timeliness in which we receive data is problematic – we need real time. * The number of students on the attachment does not conform with other information we have or data we used to determine this data. Undeclared students are not included; during program prioritization a lot of students were not captured. Depending on where you look, the data is different. This has created a culture where no one believes what we say. * Retention data by program would provide us with opportunities to intervene – if we could find these students where plan A fails, we have a plan B.   GA has mandated that we provide degree path alternatives specifically for students who do meet GPA or other program requirements. “What if…”? should be covered at some other time other than summer orientation – maybe in USI 130 or 101 class or 2nd semester of a student’s first year - an orientation-like event at the end of sophomore year for items that have changed or become more relevant.  Are criteria for each of our programs realistic?   * Once decided we need to stick with them. * Currently we have four students one course away from graduating and they do not meet the GPA requirements of the program – what can we do? We don’t want to have students leave without completing their degrees. We need to catch these earlier. * We need to look at a way to have a core for health sciences so students can more easily move into another major if they do not meet the requirements in their intended program. Common core would be effective means of tracking students as well as providing alternatives. * To keep growth in a program is a good thing, but it needs to stabilize in order to take on more growth in the future. * When a student cannot get a class because classes are full and it is the next in a sequence, we lose these students, but have no way of knowing where they go. * BFA is an alternative pathway for performance arts and studio arts students that cannot make the final hurdle. This allows them to still graduate with the hours they have accumulated and earn their degrees.   Program prioritization as it was conducted last year will not happen every year; however the data collected will be collected annually and this is the evidence data and narrative that becomes part of our annual report. Deans had little input into the program prioritization process and would like to be able to provide greater perspective.  University College Concept – this is a university general degree, an institutional alternative pathway to graduation – there may be a larger pool of students being addressed and it could be more cost effective. Educational Outlook has looked at this. There are 70,000 NC students who have completed an AA degree – how could EO create a path to a bachelor’s degree? At the time (few years back) GA did not look favorably on this approach. The goal was to create a broad based degree that gave students a bachelor’s degree so they could move up in their current employment.   * Interdisciplinary degrees? General degree with an emphasis? * Prerequisites? Are we holding students to these? If not, do we need to let some of them go as they may be prohibitive for some students looking to create an interdisciplinary degree or a student late in the game trying to figure out what they want to do.   Take-aways for the Provost –   * Changing language regarding program prioritization moving forward and getting a clear process in place on program prioritization. * Deepening curriculum review and prerequisites. * Holding to standards. * Moving to an online curricular process regardless of funding because it is so critical and important to us in so many ways that will change so many aspects of WCU (Curriculog – an online workflow process beginning with faculty and is electronic throughout the process). This will help us to clean up our curriculum through the input part of the process. * Next year is the time to look at the curriculum that we want to change, eliminate, etc. so that we have a catalog that accurately reflects what is offered.   **Liberal Studies**  What is Liberal Studies? What is the goal? How do we measure outcomes? How do we assess?  Results of small group sessions:  What is the purpose of Liberal Studies? If you had a magic wand what would it look like at WCU?   * Liberal studies should reflect a broadly educated person, good citizen, and consist of integrated learning. The learning goals and outcomes we have now could be tweaked but are adequate. * Liberal Studies is a foundation of a liberally educated person that ought to be simple to administer and complete but with choice and flexibility in classes. * Liberal Studies is a core curriculum, soft skills, common knowledge, team work, academic skills, appreciation of arts and music, communication skills, critical thinking, and essential skills.   What should Liberal Studies look like at WCU?   * Simple with choice - when majors can designate particular liberal studies courses where there are choices, there should not be penalties when students change their major, but currently, there can be. * It currently is a process-based set up. It should be more outcomes based. It is tougher on native students than transfer students and really hurts students who transfer to us after one year at a community college. * It needs to be transfer friendly (in and out of WCU), more integrated with the major (outcomes); capstone; synthesis in capstone; easy to advise.   Is there a disconnect or are we right on target?   * Liberal Studies is too complicated to do what we say it ought to do. * It needs to provide a certain level of flexibility in specific situations. * It ought to be sustainable, students should get what we tell them they are going to get; liberal studies ought to be affordable given our current fiscal restraints. * It either needs to be reduced in number of hours or more flexible; there needs to be ways to develop exemptions. This is not a turf issue, but is more of resistance to change. It may be easy to push through small changes than sweeping changes. * Disciplines matter. * There are four small changes that would easily pass Faculty Senate that would make a difference and assist the committee in not feeling that all their work was lost.   Take-away for the Provost –   * Make modifications that are needed.   Carol provided a history of assessment of Liberal Studies at WCU to date. We must demonstrate our students are attaining the broader outcomes as listed. We must have benchmarks as targets, learning objectives, student work samples, faculty submitted syllabi, sample course work below, at and above standard and student surveys, are all things we have done in the past. The only way to improve liberal studies is to assess it. This is regardless of SACSCOC.  **Summer Session**  We are proposing a robust and focused academic summer session. Student Affairs is 100% supportive. Our students could graduate on time or early. Summer is a separate entity, therefore, revenues can be used in alternative ways. This could be extremely useful for equipment, etc., with student success being the centerpiece. We need to make it simple while meeting the needs of the students, not the faculty. Distance learning also comes into this, but we are talking residential for this conversation beginning summer 2015 as a pilot with full force 2016.   * There is lots of potential. With compressed salaries this is an opportunity for faculty to add to pay. Field experience is a complication for CEAP but not a deal breaker. * We are looking at students in gateway courses in the summer: Biology 140 and Chemistry 139 are offered in succession. We are anticipating a need for students we have never met. Challenges are getting this information out, creating a marketing strategy for summer school (we don’t have the staff to do this). We need to create marque courses and target students who live in WNC returning home for the summer. * There is the issue with logistics/residential. * We need to reevaluate summer pay structure – historically it was fixed based on credentials; it is formula driven now. Some colleges would be challenged because of the base pay to cover the cost of offering these courses. * Some college’s faculty will not work for the pay as it stands thus we can’t staff courses with the right quality faculty.   Summer school for the last three years has run at a deficit – the reserve has been tapped into to cover these past years; we can sustain as it is currently run for eight years then we run out of the reserve.   * We have deans, associate deans and some department heads attached to summer revenue. * There are financial issues for students – most cannot afford to pay during summer; financial aid is tapped out. * Some departments do not want to offer classes in the summer because we do not earn SCHs; it could hurt FTE justification. * Could it become a liberal studies summer school that every student has to take with options to provide work on campus for students while taking a smaller load? * We need a robust funding model that is transparent. It is okay to generate revenue because of how we utilize those funds—put them back into the university for improvements. It also impacts economic development in the area in the summer. The community could benefit as well. |
| **Policy 65, Space Utilization and Allocation**  **(Doug Keskula)** | Policy 65 is not for distribution at this point in time. Doug has been part of a large group working on Policy 65 which was last revised in 1998. The substance has been clarified and defined. Doug walked through the policy with COD then opened to questions and comments.  General Principles – The chancellor has ultimate responsibility for space and his designee. Once space is allocated it can still be used for other purposes. Space may be reallocated and is not dependent upon how long it has been occupied or the prior expense to renovate for the current occupier.   * Deans would like some sort of summary to come to COD from the Space Committee. * Facility coordinators – defined as to the roles and responsibilities (often are deans) * Multi use classrooms have had keys issued to numerous people. The same key opens the building. Master keys no longer open mechanical rooms which is an issue. * There is no standardized system for issuing keys. It is hard to get them back. It creates a significant increased workload for the dean’s office dealing with signing keys out. * Will there be an annual training for facility coordinators? We need to inform people they are facility coordinators and what responsibilities go along with that. * We are hamstrung by the R25 system. We should make colleges and departments responsible for assigned space. Currently we play the lottery and some game the system for convenience.   Please review the policy. If you have other ideas, please send those to Doug within two weeks. We will revisit with your input. |
| **Regional Tour (May 12-16) – Who should attend? (Alison)** | Anne will get the agenda of visits and more details and we will email this out. |