**MINUTES**

**September 20, 2011, 10:00a.m. -12:00 p.m.**

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| **Present** | Carol Burton, Mark Lord, Robert Kehrberg, Perry Schoon, Beth Lofquist, Louis Buck, Scott Higgins, Brian Railsback, Dana Sally, Gibbs Knotts, Regis Gilman, James Zhang, Linda Stanford**NCCAT participants:** Elaine Franklin, Executive Director; Kay Shapiro, Deputy Executive Director; Dr. Renee Coward, Director of Programming;, Director of Business Services; and Dr. Jonathan Wade, Lead Center Fellow. |
| **Recorder** | Anne Aldrich |

**ANNOUNCEMENTS/INFORMATION/MINUTES**

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| **TPR Deadlines (Mark/Beth)** | All TPR deadlines are important to follow every year, but this year we have a lot of very involved cases. The stakes are higher that we follow the practices we know we are supposed to follow. Administrative reviews are like the 2/4 reappointment stage. A written charge will be in the H-drive by tomorrow morning. Discussion ensued. |
| **Minutes** | August 25, 2011 COD Workday minutes are approved as written. |

**DEANS’ ROUNDTABLE**

There are no items.

**TASK INTRODUCTION AND DISPOSITION**

There are no items.

**DISCUSSION**

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| **Articulation agreement between SCC Human Services Department** **and WCU Bachelor of Social Work Program (Linda)** | Linda is requesting COD support – this is basically an advising piece. We have this same agreement with AB Tech and it worked out very well. COD voted unanimously to support. |
| **WCU/NCCAT Collaboration****(Beth/****Elaine Franklin)** | Beth thanked Elaine Franklin for hosting this discussion today. Introductions were made and a history of NCCAT was provided as well as the history of the relationship between NCCAT and WCU. NCCAT began in the Academic Affairs office, and then moved to the College of Education and Professions with the first seminars in the summer of 1985. NCCAT has been in the present location since 1990.**Q:** What have been some of the past collaborations?**A:** Support for beginning teachers, teaching fellows retreat, alumni to serve on various committees, utilizing resources from WCU, work with the departments of psychology, biology, music, and English – some are still ongoing.Programmatically, NCCAT has been assessing resources – we have interdisciplinary faculty at NCCAT. The Graduate School and Research provides research support for NCCAT and are discussing collaborative grant opportunities. We need evaluation and scholarly research component partnerships with WCU faculty. Graduate School and Research will again provide IRB support and work with NCCAT to develop collaborative grant opportunities.NCCAT has a site at Ocracoke and would like for WCU to think about collaborative opportunities that would include that facility as well. Rob Young has helped at that location with some seminars. Alton Balance, a teaching fellow at that campus and a native of Ocracoke, would like to see some sustained programs in environmental science. Collaborations in undergraduate research because of the QEP and WCU have had quite a bit of success and might be an area of collaboration with NCCAT and WCU. Brian suggested bringing back development seminars on teaching for new faculty in excellence and teaching. The Coulter Faculty Commons once were heavily involved. It was a great experience that made an impact, a weekend residential on collaborative learning and how to get away from the lecture model – it also helped faculty as a new class of teachers because they got to know each other. It could be promoted through the Coulter Faculty Commons.**Q:** How involved are NCCAT fellows in the disciplines that match their backgrounds? **A:** We don’t know what is going on right now, but all would love to have more of a connection with even one home department. Once upon a time there were two fellows that were adjunct faculty in A&S and CEAP – it allowed them to keep their credentials up to date and allowed for inexpensive part-time teaching assistance for the department.Robert Kehrberg indicated they are in process of developing a summer arts program that will be a 501-3c. They may be wish to meet with NCCAT about a collaborative project for nationally known artists but also those that teach, a multi-media and multi-disciplinary program –this really does not exist at WCU and is very important for teaching and how this all comes into play. **Q:** How does one use the conference center? **A:** We are developing a business plan to utilize this space. We have 47 sleeping rooms, a conference center, two residential halls with a common area and meals prepared onsite, not part of Aramark.**Q:** What most directly is the mission of NCCAT?**A:** The mission has not really changed - advancing teaching as an art and a profession. It is really about developing the whole profession through an interdisciplinary approach. **Q:** Is the target still K-12? **A:** When legislation was originally written it was supposed to be for career teachers. We are now required to serve the majority of teachers in their first 15 years of teaching, K-12. Part of what we are working through now is a larger aim. We do have a mandate to reach a certain percentage, but it is more open than that.**Q:** How is NCCAT linking with the large federal grant, Race to the Top? **A:** We were not involved in the planning and are trying to understand what school districts have in their plan – all are different. We are offering specific kinds of assistance especially moving to common core standards. Many of the districts used the money on technology infrastructure leaving little for professional development. We are not sure how we are going to address this and are trying to find our way into this now. We did submit a proposal but were denied. We are offering schools and school systems to tailor our services to their needs. We are finding western North Carolina is way ahead in terms of the state regarding common core standards and they are already moving ahead. If you look at the DPI website it will tell you how much Jackson County received. Most RFP’s are asking for equipment. There is also a lot of focus on principal and teacher evaluations. Discussion ensued.Connections is a program that NCCAT has been in development since 1996. There are two major prongs of induction support: 1) yearlong support – we go to them for day long sessions, meet monthly then bring them here for a weekend to deal with issues of poverty – all for first year teachers. We don’t have as many beginning teachers in western North Carolina as we do in the east; 2) we contract with school systems and work with 2nd and 3rd year teachers in a week long program that builds on classroom management, etc – it is very well recognized.**Q:** Are you doing much with diversity, specifically Native Americans? CHHS have a culturally based Native American health certificate that includes some wonderful programs that would be available to NCCAT in modules to support some teacher programs – it is a certificate credit and non credit program. There could be some great partnerships. **A:** NCCAT is waiting to hear from Caesars Corporation to work with Cherokee elementary students – working towards academic success.Linda stated Caesars do a lot of funding with geriatrics – didn’t see much for children. HHS is also looking at Caesars. We don’t want to work at cross purposes with each other so this communication is vital and a way to build on proposals.Carol suggested the Global Poverty Project as a way to involve NCCAT and the elementary schools – Renee Coward is the contact person. Carol will follow up with the Poverty Project chairs to include NCCAT as a partner.Louis suggested that as a facility, NCCAT would be a good teaching lab for hospitality and tourism students. COB faculty would love to meet and talk with NCCAT about what we could do. The conferences that NCCAT hosts provide perfect training for our students in this major. NCCAT could offer internships in the program as well. WCU also needs to do more of this on our own campus.Mark suggested making students aware of the education programs for teachers at NCCAT so they can have a real opportunity as well.James suggested for teachers here – STEM education can provide support and services regarding this topic. The Kimmel School has many faculty members whose doctorate is in education. With a strong focus on engineering education, we could pursue grants for STEM students. Elaine stated this is a primary initiative for NCCAT and has worked with faculty in the Kimmel School (Brian Howell). NCCAT is focused on getting more K-12 students interested in engineering, math, etc – they wish to continue to focus on this. What is done regarding professional development has a direct impact on students. NCCAT just completed a seminar on CSI – there is a lot of interest in forensic science, but it folds into the other sciences nicely. Creativity has been the hallmark of NCCAT – now innovation may be the next level to realize product innovation, etc – this comes back to the teacher at that very early stage.Dana stated that historically, the library has supported teachers in the field who don’t have access to raw materials in their jobs, especially those in rural areas. How can the university system support this? Are there ways for teachers to keep up with their profession, get raw materials and ideas? Once they are in the field they cannot access an information infrastructure – so how can we create this access?**Q:** What sort of assessment do you see using to demonstrate what NCCAT is accomplishing as you go forward?  **A:** Traditionally teacher retention data has been the primary focus. It would be great to partner with someone doing a quantitative dissertation to evaluate.Regis stated Educational Outreach could partner more closely than in the past.Dana stated Hunter Library is developing digital collections and will be doing more of these – right now regionally based. For several that have been grant funded, the library has been successful in getting lesson plans with these on line – this could be another area of collaboration.Elaine suggested holding an open house for WCU at NCCAT to get more faculty and staff involved who don’t know anything about NCCAT. Perry suggested NCCAT teaching fellows could serve on dissertations committees, but they would need to apply for graduate school teaching status.Linda suggested the creation of a speaker’s bureau of WCU faculty and NCCAT teaching fellows involved in specialized programs like CIS, shoreline development, etc. – an added service to our community of teachers.**Q:** Do you still have the teachers’ scholar program that pulls in multidisciplinary teachers to assist? **A:** We have gotten away from it but hope to build those relationships again – could even seek some collaborative grant funding.REACH-NC – each campus is building this to help identify individuals who have similar research interest – first time grant recipients could build on this or collaborate – this is in its infancy right now.What are the next steps that will help some of these things come to fruition? This could be a win-win for all of us.Elaine would like to take the list created today, prioritize with colleagues and get to the ones that are on the verge of happening. Elaine and Beth thanked the NCCAT staff and COD for taking time to meet and discuss future collaborative initiatives. |

**REPORTS AND UPDATES**

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| **Phased Retirement (Louis)** | COB ended up with half a line funded and no adjuncts to pick up the load due to phased retirement. Before we commit to phased retirement, at the end of their term the faculty line needs to go back to the full faculty position. COB has lost three faculty in the last three years because of this program. Linda has experienced the same. We did not receive lapsed salary and never regained the full FTE. COB is requesting clarification on supporting phased retirement – the form that is provided to faculty only indicates they have to apply for phased retirement – guidelines extracted from the Code are also included. The form says “if the faculty member decides to participate”. We need to be very clear this is not a given and institutional resources are factors to consider before approving requests for phased retirement.COD requested to see the list of those eligible. Beth indicated deans can support some and not others (have to justify) – however deans are losing faculty lines as a result. The only way to build back our staffing plans is using the resources of those that retire.  |