

ETSU 125
Academics: Programs and Opportunities Task Force

Tuesday, November 20, 2012
3:30-5:30 PM
President's conference room, Dossett Hall

MINUTES

Present: Kelly Atkins, Bert Bach, Steve Barnett, Alison Barton, Dan Brown, Daryl Carter, Terry Countermine, Michele Crumley, Anita DeAngelis, Alan Forsman, Roy Ikenberry (via live stream), Karen King, William Kirkwood, Karen Kornweibel, Zach McCamey, Celia McIntosh, and Patricia Van Zandt

I. Approve minutes of November 13, 2012

Motion was made, seconded, and carried to approve the minutes of November 13, 2012, with one correction to the title of Item II.

II. Read, revise as necessary, and approve vision statements

Dr. Kirkwood reviewed the agenda. Members were then given time to review the vision statements. He began with the technology theme.

Proposed Vision Statement 3: ETSU will use emerging technologies to enhance student learning, make college more affordable, and encourage participation in higher education.

Consensus on Vision Statement 3 was reached.

Proposed Vision Statement 1: ETSU will be distinctive for programs and practices that promote student success.

Dr. Kirkwood advised that since another task force will address student life and student services, he would like to see the spirit of undergraduate education re-introduced into this vision statement. Discussion ensued.

Final Vision Statement 1: ETSU will be recognized for distinctive programs and practices that promote excellence in undergraduate education.

Consensus on Vision Statement 1 was reached.

Proposed Vision Statement 4: ETSU will become a showcase for distinguished programs in the arts and will provide inviting facilities, collaborative learning opportunities, and dynamic audience experiences.

Discussion brought one change to the statement.

Final Vision Statement 4: ETSU will be a showcase for distinguished programs in the arts and will provide inviting facilities, collaborative learning opportunities, and dynamic audience experiences.

Consensus on Vision Statement 4 was reached.

Proposed Vision Statement 2: ETSU will have a global reputation for rigorous, high quality, cutting edge, accessible graduate education including integrated interdisciplinary programs, outstanding training and mentoring, and noteworthy opportunities for networking and professional community building.

Discussion ensued, and the vision statement changed.

Vision Statement 2: ETSU will have a global reputation for high quality, innovative, accessible graduate education that provides outstanding training, mentoring, and professional networking and community building.

Consensus on Vision Statement 2 was reached.

III. Apply filters to vision statements

Dr. Kirkwood noted that it has been suggested that the university use the Bain Consulting Group filters in developing each vision statement. The filters used will be asking if each vision statement: 1) meets the institution’s core mission; 2) is there a market differentiator to it; 3) does it account towards efficiency and effectiveness; and 4) does it provide for new revenue. Members will then review recommendations separately. Rationale will be sent to members.

Members then discussed how each statement met the filters as identified and reached consensus that each meet each filter.

<p>Vision Statement 1: ETSU will be recognized for distinctive programs and practices that promote excellence in undergraduate education.</p>	<ul style="list-style-type: none"> ✓ Core Mission ✓ Market Differentiator ✓ Efficiency and Effectiveness ✓ New Revenue
<p>Vision Statement 2: ETSU will have a global reputation for high quality, innovative, accessible graduate education that provides outstanding training, mentoring, and professional networking and community building.</p>	<ul style="list-style-type: none"> ✓ Core Mission ✓ Market Differentiator ✓ Efficiency and Effectiveness ✓ New Revenue

<p>Vision Statement 3: ETSU will use emerging technologies to enhance student learning, make college more affordable, and encourage participation in higher education.</p>	<ul style="list-style-type: none"> ✓ Core Mission ✓ Market Differentiator ✓ Efficiency and Effectiveness ✓ New Revenue
<p>Vision Statement 4: ETSU will be a showcase for distinguished programs in the arts and will provide inviting facilities, collaborative learning opportunities, and dynamic audience experiences.</p>	<ul style="list-style-type: none"> ✓ Core Mission ✓ Market Differentiator ✓ Efficiency and Effectiveness ✓ New Revenue

IV. Read, revise as necessary, and approve recommendations related to vision statements.

The task force then went through recommendations for each of the visions statements. Consensus was then reached to send the following recommendations to the full committee. Dr. Kirkwood may revise some of the recommendations themselves with respect to style and language, and he will probably revise the accompanying text significantly so that it makes the best possible case for each recommendation.

<p>Vision Statement 1: ETSU will be recognized for distinctive programs and practices that promote excellence in undergraduate education.</p> <p>Consensus to send to full committee</p>	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. The university should adopt a top-down commitment to instructional development, beginning with the creation and sustainment of an Instructional Development Center. <p style="margin-left: 40px;">Research regarding faculty instructional practices indicates that well-organized classes which employ active learning strategies are positively related to student engagement, retention and persistence to graduation. In order to provide support for faculty to adopt such strategies, a university-wide instructional development center, which offer a focal location for the organization of workshops, peer-to-peer advisement, and individual consultations may have the best chance of success, particularly if faculty members’ instructional development is recognized via tenure/promotion weighting, adapted teaching workloads, and monetary acknowledgment.</p> 2. Adopt a model of advisement reflecting research-based best practices. [<i>Academic advising</i> includes help with course
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	<p>scheduling, registration, academic intervention, declaring a major, and dealing with transfer issues. <i>Career advising</i> includes guiding students through interest inventories; arranging individual counseling, campus career fairs, on-campus recruiting, and workshops.] Best advisement practices include (a) much lower ratios of students to advisors; (b) incentives for faculty to excel in advisement (such as considering it in tenure/promotion rubrics) [note: move elsewhere in paragraph] ; (c) assisting in the identification of student strengths and interests; (d) identifying at-risk students and pairing them with appropriate institutional support services; (e) assisting first-year student success by advising meaningful course clusters or pairings; and (f) following a clear, data-based path with identifiable milestones of student success.</p> <p>Recommended for more detail is the Education Advisory Board report; citation at end of document.</p> <p>3. The university demonstrates a commitment to first-year student success, beginning with the creation of learning communities.</p> <p>The recommended model would be a cohort system of two or three linked general education courses for first-year students. These courses could be thematically organized around areas of curricular strength at the institution and we recommend that cohort be organized for diversity. Learning communities have been shown to create a supportive community for students, increase intellectual interaction between students and faculty, increase student achievement and retention, and enhance student understanding of the connections between courses.</p>
<p>Vision Statement 2: ETSU will have a global reputation for high quality, innovative, accessible graduate education that provides outstanding training, mentoring, and professional networking and</p>	<p>Recommendations:</p> <p>1. Assistantship/fellowship stipends. For cache, global reputation, professional community building, research/scholarly activity community, reputation, perception, and</p>

<p>community building.</p> <p>Consensus to send to full committee</p>	<p>degree completion. Research stipend levels, data on completion and other considerations.</p> <p>Information retrieved from the Education Advisory Board (EAB) website supports an increase in the minimum stipend paid to graduate assistants working at ETSU. The information was gathered by EAB from graduate deans from public universities throughout the United States. Though graduate assistant compensation based on degree being sought, the compensation ranges from a minimum of \$9,538 to over \$30,000 for some specialized science fields. The base compensation for graduate assistants working at ETSU is currently \$6,000. The availability of assistantships and other financial support is a key factor for full-time graduate students and international students consider when selecting a graduate program (Poock and Love, 2001). The community building and mentoring that occurs during the graduate assistantship also moves us toward our vision. To continue to develop our reputation as national university (Tier 2) quality graduate programs will be crucial.</p> <p>2. Integrated/interdisciplinary graduate programs. National need for such programs is evident in publications by the Department of Labor and the Council of Graduate Schools. ETSU has several programs already; should research possibility of new programs to increase spectrum of these programs. Key ideas are quality, flexibility, meeting needs, and anticipating needs. Some examples of programs found include: Informatics/analytics, M.S. Interdisciplinary Science, Doctorate in Interdisciplinary Studies, Renewable Energy, GREEN studies, programs in policy development, integrated STEM/Art programs, doctorate in public affairs, certificate in Global Studies, and doctor of business administration.</p> <p>Doctor of Business Administration (DBA). The PhD and the DBA are the two academic</p>
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	<p>credentials that terminally qualify faculty in the business disciplines. Unlike the PhD, which qualifies an individual to engage in basic research, the DBA prepares graduates to embark on consulting as well as teaching careers. A DBA may engage in basic research in business or may embark upon an applied research agenda. It is an opportune time to launch a doctoral program for several reasons. With regard to demand: business schools often have positions going unfilled, particularly in accounting and finance; growing number of baby boomers retiring, growth in number of accredited business schools worldwide, opportunities in private industry for doctorally qualified individuals, limitations placed upon enrollments by existing doctoral programs. With regard to supply: coupled with impending retirements, a school willing to make the investment can acquire the talent necessary to staff a doctoral program in business. In the next few years, ETSU will have the rare opportunity to realign its faculty to support such an endeavor. (Source: Dr. Linda Garceau, 15-page pdf document available. Preceding is taken from that document). this gets condensed into previous section</p> <p>3. Expedited calendar for approval of new programs and/or concentrations. It is imperative that ETSU be able to be nimble in addressing emerging needs for graduate education. Currently the approval process involves faculty proposing a new program through a Letter of Intent to Plan, dean approval, Academic Affairs Approval, TBR approval, and THEC approval of the Letter of Intent. Subsequent to approval of the Letter of Intent, the faculty then write a curriculum proposal to establish the new program which goes through the following review and approval steps: department, college committee, dean, Graduate Council, Academic Council, TBR, and THEC (certificate programs avoid the latter step).</p>
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	<p>Depending on the quality of the proposal and review findings as well as TBR and THEC calendar, approval can take 6 months to 1.5 years or more. For-profit institutions can take as little as 48 hours from idea to offering a degree. ETSU offers high quality and affordable programs and should explore options for streamlining the approval process, including state approvals.</p>
<p>Vision Statement 3: ETSU will use emerging technologies to enhance student learning, make college more affordable, and encourage participation in higher education.</p> <p>Consensus to have Dr. Kirkwood work on editing of these and return a final to next meeting.</p>	<p>Proposed Recommendations:</p> <ol style="list-style-type: none"> 1. MOOCS 2. Flipped courses 3. Alternate scheduling <p>Based on discussion, the task force agreed that items 1 and 2 under “Rationale” be pulled out and submitted as recommendations:</p> <ol style="list-style-type: none"> 1. We should use technology to enhance learning, reduce the cost of college, and increase progress toward graduation for full- and part-time students enrolled in ETSU degree programs. 2. We should also use free or very low cost online courses to facilitate entry into higher education for people who find enrolling in college a daunting prospect.
<p>Vision Statement 4: ETSU will be a showcase for distinguished programs in the arts and will provide inviting facilities, collaborative learning opportunities, and dynamic audience experiences.</p> <p>Consensus to send to full committee.</p>	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Develop a strategic plan for use of the Fine Arts Classroom Building (FACB), including academics, programming and community involvement. 2. Embed art content throughout university curricula.

V. Review process for moving forward.

Dr. Kirkwood noted that he will begin assembling the report which includes a narrative that briefly describes the process used by the task force. The report will include each vision statement and a brief paragraph to support each one along with the final

recommendations and supporting statements. He will try to integrate the research into the three to four pages. He will also complete the template, which asks that each vision statement be split into 5, 10, and 15-year intervals. Dr. Kirkwood spoke with Mr. Ross, who is the President's assistant to this process, about the fact that those coming from this task force were not amenable to splitting out. Mr. Ross advised he was comfortable with not receiving intervals with these recommendations.

Dr. Kirkwood reminded members concerning previous discussion on establishing a program on renewable energy engineering. Since Dr. Crumley already has a great deal of research and a one-page narrative, he would like the task force to approve sending this recommendation forward as a separate item. Members were in consensus.

Dr. McIntosh advised that in discussions with Dr. Kirkwood, there were examples of integrated, interdisciplinary programs that could move forward now. She will send these to Dr. Kirkwood as separate items.

Dr. Bach advised that there have been a number of issues discussed in both the academic affairs and student affairs task forces. These discussions have brought to light the need to have the chief student affairs officer as a sitting member of the Senior Staff. Membership at this level would greatly facilitate a high level of collaboration needed to ensure student success. He asked if members would be willing to endorse this recommendation. Members endorsed with votes of 12 for, 0 against, and 2 abstaining.

VI. Meeting on 11.27.12

Dr. Kirkwood advised that a brief meeting will be held next Tuesday at which time the members will approve all final documents going forward.

With no further business, the meeting adjourned at 5:10 p.m.

Respectfully submitted,
Kim S. Blevins
Office Manager
Office of the Provost and
Vice President for Academic Affairs