

Minutes **TO POST**

DEANS COUNCIL

Wednesday, May 15th - 3:00 p.m.

President's Conference Room - Blackwell

PRESENT: John Omachonu (Chair), Rick Cary, Marie Nicholson, Scott Pearson, Cathy Franklin-Griffin, Cathy Adkins, Bev Robertson, Audrey Martin-McCoy, and Danielle Hagerman (recorder).

1. Approval of Minutes - *Approved*

 2. Dean's Updates
 - a. Donna Parsons
 - i. Graduate Council (proposing new/changed graduate programs procedure)
 1. On Jim's proposal, proposed process follow undergraduate process
 2. There was talk about it going to graduate council instead of curriculum committee before going to faculty
 - a. John – hesitant to bypass curriculum, may open to problems down the road.
 - b. Move to table this discussion until further down the road
 - b. Cathy Adkins
 - i. Traditional to AGS policy update (see attached)
 1. Most significant concerns so far:
 - a. Excluding summer courses from the policy establishes a double standard for student eligibility due to limitation on number of classes one can take during FA/SP vs Summer.
 - i. Stress that summer is separate.
 - b. Several members questioned limiting traditional-to-AGS enrollment to “upper-level major courses”
 - i. Response: take out “upper-level major” portion of description
 - c. Rest of list to be tabled until later
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3. Faculty Chair Update – Marc Mullinax
 - a. Would like ideas on what break-out sessions everyone would like (see attached)
 - b. List of options on attached sheet, need help deciding final four topics
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4. Assessment Update – Audrey Martin-McCoy
 - a. Reminder of resources available
 - i. Assessment briefs available in the R drive under Assessment Briefs_Spring 2019
 - b. Student Learning Assessment Report
 - i. Due to division Deans by Friday, May 31st
 - ii. Template is available in the R drive under Assessment of Academic Programs_Spring 2019
 - c. Uploading Student Learning Evidences for Program Assessment
 - i. Program coordinators and department chairs are responsible for uploading program assessment learning evidences to the Q: drive
 1. Rick Cary – has trouble with computer, would like to add access to Q: drive for Administrative Assistant Karyn Van Etten
 - d. Protocol for Submission and Review of the Student Learning Assessment Report: Part B

- i. 1. Academic programs use the Spring 2019 revised version of the template to complete the **Student Learning Assessment Report: Part B**.
 - ii. 2. Program coordinators and department chairs submit the completed **Student Learning Assessment Report: Part B** to their division dean by Friday, May 31.
 - iii. 3. Program coordinators and department chairs within the program upload assessment learning evidences to the MHU network Q-drive by Friday, May 31.
 - e. Checklist for Academic Division Deans: Student Learning Assessment Report: Part B
 - i. Complete and send checklists to Audrey by Friday, June 21st.
 - f. Update on the Assessment Committee on Academic Programs
 - i. Assessment Committee will be meeting July 8-12 to prepare feedback for programs in the fall
- 5. Provost Office Updates – John Omachonu
 - a. Attended Nursing Pining Ceremony- all over great event
 - b. Special thanks to Cathy Franklin-Griffin for all her hard work as Nursing Dean
 - c. Other thanks and good news:
 - i. Scott – thanks to faculty to help pitch in to cover Andrea Rose with the early arrival of her baby
 - ii. Rick – High numbers promised in the fall for Theatre majors
 - iii. Cathy FG – special thanks to Cathy for pinning ceremony music, met with Stefan Orthopedic, on track to graduate first in new IHS major in Spring of 2020
 - iv. Audrey – excited about assessment and moving in the right direction
 - v. Donna – thankful graduation was so smoothly run
 - 1. Special thanks to Richard Slagle and Cory Walters for their hard work
 - vi. Marie – thankful graduation went well... and is over. 😊
 - vii. Deb – livestream was well done, watched from home
- 6. Adjourn – Next meeting is Wednesday, May 29th at 3pm in the President’s Conference Room.

To: Members of Deans Council
From: Cathy Adkins
Date: May 1, 2019
Re: UPDATE on policy suggestions for traditional-to-AGS enrollment

On Thursday, April 18, I met with the Plans & Policies Committee, while Marie Nicholson met with the AASFA Committee to present the suggested policy for traditional-to-AGS enrollment. On the back of this page you will find the document that was provided to all members of both committees. Discussion followed. The purpose of this memo is to provide a summary of those discussions.

- Email from Kerri Jamerson, Chair of AASFA, received on Friday, April 19

Cathy

You have the support of the AASFA committee for this policy. There was discussion around the form and making sure it would be easy to fill out for the students and the advisors. Marie and I assured them that it would be knowing the full background and trying to streamline a process. Also would all students have to fill it out or just those requesting the extenuating circumstances. Marie and I, felt like it would be a two part form - Part 1 for the general 60 credit hours and 3.0 GPA with the needed signatures and Part 2 for the extenuating circumstances information (if necessary).

I am happy to discuss this with you more if needed.

What else do you need from me or the committee now?

Kerri

- Adkins' summary of meeting with Plans & Policies (P&P)

In principal, the committee members agreed with the need for a policy. At least one member of the committee had trouble separating this policy from issues related to online courses. The most significant concerns/questions follow:

1. Excluding summer courses from the policy establishes a double standard for student eligibility. During the fall-summer academic year, students are limited in the number of AGS courses they can take and must meet a GPA threshold of 3.0. In its current form, the policy does not include those criteria for students who wish to take AGS summer courses.
2. Several members questioned limiting traditional-to-AGS enrollment to "upper-level major courses." Courses specifically mentioned were MTH 210 and CJ 111, 112, all three of which have been (more or less) designed for blended populations; however, they are not upper-level courses and provide options for satisfying General Education requirements.
3. There was a desire to limit the number of signatures required. I explained that the final multi-signature step of the proposal process had not been thoroughly discussed by the Deans Council.
4. As was true for AASFA, members of Plans and Policies wanted the proposal form to be easily accessed and used, preferably in an online platform.

I informed the P&P members that I would return to the Deans Council with their concerns and questions. Based upon my conversations with Kerri and the P&P discussion, there is not agreement as to whether there needs to be a faculty vote on a policy.

To: Members of AASFA and Plans & Policies committees
From: Cathy Adkins, Dean of General Studies
Date: April 16, 2019
Re: Proposal of Traditional-to-AGS enrollment policy

CONTEXT: Historically, traditional students have not been allowed to enroll in AGS classes, unless there are extenuating circumstances. The reasons behind this practice are numerous. Due to increasing requests for traditional students to enroll in AGS classes, Cathy Adkins, Dean of General Studies, met with John Omachonu, Provost; Kerri Jamerson, Chair of the Admissions, Academic Standards, and Financial Aid Committee; and Marc Mullinax, Chair of the Plans and Policies Committee, to discuss the need for a formal *policy* rather than the decades-long *practice*. A draft policy to govern enrollment of traditional students in AGS classes was then proposed to the Deans Council by Cathy Adkins, after conversations with Marie Nicholson, Registrar, and Jim Brown, Dean of AGS. The following proposal reflects discussion and revisions that took place during Deans Council meetings on March 30 and April 3.

PROPOSED POLICY: Traditional undergraduate students who have completed a minimum of 60 college credit hours and have a cumulative GPA of 3.0 may take one (1) AGS course per academic year¹, providing that seats are available. Exceptions to this policy include (a) ~~upper-level major~~ courses that are intentionally designed for blended populations of traditional and AGS students, and (b) extenuating circumstances that preclude enrolling in comparable courses offered through the traditional program (e.g. schedule conflicts between required courses). Students who are claiming extenuating circumstances must complete an application form that provides a thorough explanation of the circumstances, a rationale in support of their request, and indication of cumulative GPA. The completed application is submitted to the student's advisor for review and signature before forwarding to the Department/Program Chair, Registrar, Dean of AGS, and Dean of General Studies for final approval.

¹ "Academic year" is defined as fall and spring semesters. Courses offered during summer sessions are excluded from this policy and open to all students.

Tracy Parkinson, Coker College, Faculty Workshop, Monday August 19, 2019

Topic: "The Liberal Arts at MHU: Refreshing the Conversation for the 2020s"

What are the Liberal Arts' message and core for

- ⊕ this day and age?
- ⊕ a small college whose roots and future are in the liberal arts?
- ⊕ all faculty buy-in?
- ⊕ all staff buy-in?

If the Liberal Arts is our heritage/history and future, we should, from time-to-time have a refresher for:

- ⊕ Older faculty to involve new pedagogical insights
- ⊕ Younger faculty who may not have a long history in the importance of the liberal arts
- ⊕ What skills do we want students to achieve, across the curriculum?
- ⊕ What pedagogical traits should be our norms?
- ⊕ "Un-silo" our campus to the extent possible, constructing new bridge and tunnel networks from Liberal Arts building blocks.
- ⊕ A campus increasingly marked by demographic diversity, inclusion initiatives, and technological changes (traditional seated classrooms to hybrid to 100% online classes).

Help us anticipate the roadblocks, pinch-points in integrating & conveying this message to

- ⊕ Parents (quickly, as in an elevator speech)
- ⊕ Prospective students (quickly, effectively)
- ⊕ Current students¹
- ⊕ Every class: hybrid, traditional, online, AGS
- ⊕ Gen Z students & learner styles
- ⊕ Every professor/coach, from STEM to Music to Athletics to English to Professional Programs
- ⊕ Career center's core mission
- ⊕ Dorms and all Student Life
- ⊕ First Generation students

We hear and see all the time how employers want the **L.A. FOUNDATIONAL SKILLS** (below). How do we convey these in convincing and innovative ways to students and parents in the 2020s? Shall we more intentionally build into our courses these Foundational Skills?

- ⊕ Writing
- ⊕ Foreign languages and cross-cultural knowledge
- ⊕ Research and information retrieval
- ⊕ Creative thinking/ Problem solving/Improvisational thinking
- ⊕ Learning and synthesizing new ideas
- ⊕ Leadership that adds value
- ⊕ Speaking
- ⊕ Numeracy
- ⊕ Analytical/Critical thinking
- ⊕ Effective with ambiguity
- ⊕ Collaborative learning styles
- ⊕ Ethical thinking/practices

MHU HAS A NEAR-BOTTOM-OF-ITS-PEERS GRADUATION RATE. ARE THE LIBERAL ARTS PART OF THE SOLUTIONS? HOW SO?

Mission Statement

*Mars Hill University, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, spiritual, and personal growth that is:
grounded in a rigorous study of the Liberal Arts, connected with the world of work, and committed to character development, to service, and to responsible citizenship in the community, the region, and the world.*

¹ What is the "ideal MHU graduate" and what do we all start doing to help make this ideal more the reality?

Potential Break-Out Sessions

(Ideas for now; there will be time for perhaps four of these)

- ✓ ⊕ Panel Discussion of employers: *What skills should a graduate of MHU have?*

- ⊕ Panel Discussion of Stakeholders: *Making the Liberal Arts the norm across the campus – what it will take?:* General Education, STEM, Religious Life, Student Life, Athletics, CAB
 - ⊕ Advising as Liberal Arts reinforcement:
Role of Advising/Advisors

 - ⊕ New Initiatives for interdisciplinary majors.

 - ⊕ Liberal Arts Pedagogies for the Foundational Skills

 - ⊕ Jimmy Knight leading a "graduated" four year step plan for building skills

- ⊕ English 112 across the curriculum. Whether the ENG 112 skills once a student passes this course, and moves on to all her other courses?
 - ⊕ Marketing/Branding the Liberal Arts

 - ⊕ Next Steps or Conversations

- ✓ ⊕ Kimberly Reigle, Alaysia Black Hackett, John Omachonu and Liz Pierce are attending the Diversity, Civility and Liberal Arts Institute in June, and our application to that institute (provisionally) commits us to share what we learn at our Faculty Workshop in the fall. So, I think it's fair to say we'd be willing/able/already sort of committed to filling one of the "extra slots."

- ⊕ Deb Myers, Brett Johnson, Ann Peiffer: Community Engagement would really like to be involved in some way. We could host a "break out session" about our community engagement initiatives for the 2019-2020 year. Not sure what we would call it yet, but it would definitely include information about our CE Course Development project that we will be launching and, hopefully, some discussion about an interdisciplinary major proposal for "Community and Nonprofit Leadership."

- Community Engagement is a pedagogy that definitely fits with the liberal arts – and we will be seeking more traditional Liberal Arts program faculty to engage with us.

**Institutional Effectiveness and Assessment Update Deans
Council Meeting
May 15, 2019**

Assessment Briefs for Academic Programs

The Office of Institutional Effectiveness and Assessment has introduced a set of short publications referred to as Assessment Briefs this spring to assist with the completion of the *Student Learning Assessment Report: Part B*. The first is titled *Analyzing and Interpreting Assessment Data: Program Assessment Reporting* and the second is titled *Reporting Program Assessment Results and Closing the Loop: Guidelines and Reminders*. These publications are located on the R-drive in a folder titled 'Assessment Briefs_Spring 2019.' Please encourage faculty to refer to these publications as they are completing their program assessment reports.

Student Learning Assessment Report: Part B due to Division Deans on Friday, May 31

The revised *Student Learning Assessment Report: Part B* template is available for all programs to report results for program outcome assessment for the 2018-19 academic year. This template and the accompanying instructions titled *Completing the Student Learning Assessment Report: Part B* are posted on the R-drive in the folder titled 'Assessment of Academic Programs_Spring 2019.'

Reminder: Uploading Student Learning Evidences for Program Assessment

Program coordinators, department chairs and/or designees are responsible for uploading program assessment learning evidences (student learning evidences/learning artifacts) to the MHU network Q- drive as was done last year. Academic programs are reminded that the Q-drive is ONLY for uploading program assessment learning evidences. The only items that should be placed in each program's folder are assessment evidences that are named based on the file naming convention that has been shared for this year.

The 2018-19 assessment learning evidences should be placed on the Q-drive. Most of the folders that include program assessment learning evidences from academic year 2017-18 have now been removed from the MHU network Q-drive. This will help lessen confusion for programs and the Assessment Committee as to which evidences apply to which year.

As of May 11, 2019, the following instructions should be used in uploading assessment learning evidences to the Q-drive:

1. Create a folder on the Q-drive that includes the program's name,
2. Once each piece of learning evidence is named using the assigned convention, upload it to the folder created for the program.

Please do not include a copy of *Student Learning Assessment Report: Part A* or *Part B* in this folder.

Protocol for the Submission and Review of the Student Learning Assessment Report: Part B Faculty are asked to follow the established protocol for the submission and review of the *Student Learning Assessment: Part B*. While this has been shared in previous communications it is outlined below.

1. Academic programs use the Spring 2019 revised version of the template to complete the ***Student Learning Assessment Report: Part B***.

2. Program coordinators and department chairs submit the completed *Student Learning Assessment Report: Part B* to their division dean by **Friday, May 31**.
3. Program coordinators and department chairs within the program upload assessment learning evidences to the MHU network Q-drive by **Friday, May 31**.

As a reminder, the division dean must review the report and complete a checklist prior to uploading the final report to the R-drive. If there are anything other than minor changes, the dean will return the report to the program for editing before the final report is posted to the R-drive.

Only division deans officially submit the final version of the Student Learning Assessment Report: Part B to the Office of Institutional Effectiveness and Assessment via the R-drive.

Checklist for Academic Division Deans: Student Learning Assessment Report: Part B

Deans are reminded to complete the *Checklist for Academic Division Deans Student Learning Assessment Report: Part B* for spring 2019. While a copy of the checklist was sent to your Outlook email account, it is also posted on the R-drive in the folder titled 'Assessment of Academic Programs_Spring 2019.' This cursory checklist is similar to the one you completed last year for each of the program reports that are submitted to you by undergraduate and graduate programs. You are encouraged to follow up with programs if there are anything other than minor changes or edits needed for the report.

The checklist will assist in reporting to the Provost Office those programs that have completed and submitted the assessment report. Be reminded that all checklists and final program reports must be submitted for institutional review no later than **Friday, June 21, 2019**. Once the checklist is completed and signed for each program report reviewed, place all of the checklists in a folder and send as a compressed file (zip file) to audrey_martin-mccoy@mhu.edu by **Friday, June 21, 2019**.

Update on the Assessment Committee on Academic Programs

The Assessment Committee met May 8 to discuss their summer program report review meeting that is schedule for July 8 – July 12, 2019. During this time the Assessment Committee will be preparing feedback to provide to programs in the fall. The Committee also discussed ideas related to it being designated as a MHU Special Committee and its role in relation to other forthcoming committees related to institutional effectiveness work, including SACSCOC QEP committees and the possible restart of an MHU Institutional Effectiveness Committee.