Agenda

1. Introductions and Welcome
2. Academic Affairs Staff Awards and Recognitions
3. Staff Professional Development Opportunities
4. Academic Affairs Administrative Search Updates
5. Gold Gatherings
6. Updates from the Faculty Senate General Education Ad Hoc Committee
   Dr. Molly Lynde-Recchia, Vice Chair, Faculty Senate Ad Hoc General Education Design Committee
7. Enrollment Updates
   Dr. Terry Curran, Associate Provost for Enrollment Management
Adrienne D. Fraaza, First Year Experience
Amber Hutson, Psychology
Walter Malone, Center for Academic Success Programs
Deanna Merz, Counselor Education and Counseling Psychology
2016-17 APA Executive Board Members in Academic Affairs

Teri Schrimpf, Recording Secretary, Institutional Research
Mario Galbreath, Office of Information Technology
Toni Latham, College of Education and Human Development
Monica Liggins-Abrams, Broncos FIRST
Patty Mikowski, Unified Clinics
Julie Nemire, College of Fine Arts
Caroline Ray, Haworth College of Business
Kitty Scheffers, College of Health and Human Services
2016-17 PSSO Executive Board Members in Academic Affairs

Vicky Crawford, Secretary, Human Performance and Health Education
Paige Warner, Treasurer, First Year Experience
Amber Hutson, Psychology
Staff Professional Development Opportunities

www.wmich.edu/provost/training-professional-development-opportunities

• WMU Campus-Wide Forum on Student Mental Health Difficulties and Suicidality (Friday, Feb. 26, 2016)
• WMU Students in Distress Panel Discussion (Tuesday, Dec. 1, 2016)

• AI Pro Online Video Training Library
• Time Management Webinar – coming soon
Academic Affairs
Administrative Search Updates

Haworth College of Business
Haenicke Institute for Global Education
Please join us for

Gold Gatherings

Spring 2017

Thursday, March 30, 11 a.m. to 1 p.m. – Rooms 157-159, Bernhard Center
Please R.S.V.P. for lunch at www.wmich.edu/provost/goldgatherings

Thursday, April 20, 4 to 6 p.m. – Fetzer Center
(End of Year Celebration)
General Education at WMU

Dr. Molly Lynde-Recchia, Vice Chair
Faculty Senate Ad Hoc General Education Design Committee
Academic Affairs Non-Bargaining Unit Staff Meeting
March 23, 2017
History & Background

- **1993** Existing GE program approved by Faculty Senate
- **1996** Existing GE program implemented
- **2010** HLC found our GE program largely unassessed
- **2013** Faculty Senate Ad Hoc Committee on GE convened
- **2014** Survey of faculty and students: dissatisfaction with the existing GE curriculum
- **2014-15** Campus-wide discussion through brown-bag events, workshops, and two-day residency of national expert Dr. Paul Gaston
- **2016** Committee produced Self-Study
- **2016** Faculty Senate passed MOA-16/06 to empanel a new committee to design and name new curriculum
Best Practices

The Association of American Colleges & Universities (AAC&U) launched the LEAP initiative in 2005.

LEAP (Liberal Education and America’s Promise) promotes
- Essential Learning Outcomes;
- Principles of Excellence;
- High-Impact Educational Practices;
- Authentic Assessments;
- Students’ Signature Work.

Michigan is one of 13 LEAP states. GE reform is a national trend.
Mission statement: Through learner-centered approaches, the WMU general education program will enable students to:

• Expand understanding of human cultures and the physical/natural world;
• Enhance intellectual and practical skills;
• Exercise personal and social responsibility;
• Exhibit integrative and applied learning.
WMU Essential Student Learning Outcomes.

Through learner-centered approaches, the WMU General Education program will enable students to:

- Expand their understanding of human cultures and the physical/natural world.
- Exercise personal and social responsibility.
- Enhance intellectual and practical skills.
- Exhibit integrative and applied learning.

Connections

Local and National Perspectives

Global Perspectives

Exploration and Discovery

Personal Wellness

World Language and Culture

Science and Technology

Laboratory Science

Artistic Theory and Practice

Societies and Cultures

Foundations

Writing

Communications

Quantitative Reasoning

Inquiry and Engagement: Critical Thinking in the Arts and Humanities

= Sequenced courses
Content + Skills

• Skills are taught through content.

• Faculty focus groups will establish the learning outcomes for each course category.

• Assessment can be built into the course grade.

There is room for individuality.
Structure

Level I: Foundations – 4 courses

Level II: Exploration and Discovery – 6 courses

Level III: Connections – 2 courses
Progressive Skill-Building

Level I writing and critical thinking courses are pre-requisites for a Level II course that builds on those skills.

That Level II course is a pre-requisite for the two Level III courses, which further enhance those skills.
Level I

- Writing
- Communication
- Quantitative Reasoning
- Inquiry & Engagement: Critical Thinking in the Arts and Humanities
Level II

- Personal Wellness
- World Language & Culture
- Science & Technology
- Laboratory Science
- Artistic Theory & Practice
- **Societies & Cultures** (Social Sciences; critical skills course requiring Writing and Inquiry & Engagement as pre-requisites)
Level III

- Local and National Perspectives
- Global Perspectives

(disciplinary content and critical skills development in a culmination of the program; these require Societies & Cultures as a pre-requisite)
Flexibility

The levels provide a recommended sequence to the program as a whole, but most of the courses can be taken in any order.
As a campus, let’s change the conversation about General Education!

Instead of thinking of Gen Ed requirements as classes to “get out of the way,” let’s talk about the program’s purpose, its merits, and its distinctive features.
Purpose

Through learner-centered approaches, the WMU general education program will enable students to:

• Expand understanding of human cultures and the physical/natural world;
• Enhance intellectual and practical skills;
• Exercise personal and social responsibility;
• Exhibit integrative and applied learning.
Merits

• The program integrates critical skills into content in a progression and provides breadth of knowledge areas.

• Along with the student’s major, it ensures that every WMU student graduates with the essential skills and knowledge sets that are necessary to thrive in a rapidly changing world.
Distinctive Features

• The program encourages a variety of pedagogical approaches and experiences, including interdisciplinary team-teaching, experiential learning, and study abroad.

• The Connections courses provide not only a “big question” type opportunity but ideally a contrastive method in which faculty from different disciplines approach the same topic from different perspectives.
WMU Essential Student Learning Outcomes.

Through learner-centered approaches, the WMU General Education program will enable students to:

- Expand their understanding of human cultures and the physical/natural world.
- Enhance intellectual and practical skills.
- Exercise personal and social responsibility.
- Exhibit integrative and applied learning.

Connections

Local and National Perspectives

Global Perspectives

Exploration and Discovery

Personal Wellness

World Language and Culture

Science and Technology

Laboratory Science

Artistic Theory and Practice

Societies and Cultures

Foundations

Writing

Communications

Quantitative Reasoning

Inquiry and Engagement: Critical Thinking in the Arts and Humanities

= Sequenced courses
Next Steps

At the April 6 Faculty Senate meeting:
• the name “WMU Essential Studies” will be presented for a vote;
• the MOA proposing the revision described today will be read.

At the May 11 Faculty Senate meeting on the Faculty Senators will vote on the MOA.

All are welcome to attend Faculty Senate meetings and to participate in discussion. Only Faculty Senators may vote.
Enrollment Updates

Academic Affairs
Non-Bargaining Unit Staff Meeting
March 23, 2017
Terry Curran
Associate Provost for Enrollment Management
Enrollment Management

- Admission
- Financial Aid
- Registrar
- First Year Programs
- Pre-College Programs
YOUR PEDIATRICIAN? NO... I'M YOUR BABY'S COLLEGE ADMISSIONS REPRESENTATIVE
"THE U.S. NEWS & WORLD REPORT GUIDE TO AMERICA'S TOP 500 COLLEGES...CHAPTER ONE..."
“OK, maybe it would be better if I interview Anne alone.”
“Allowing for inflation and the rising cost of tuition, you’ll need to save 40 billion dollars for your children’s education.”
E M Hot Spots

- CRM
- Academic Works
- CollegeNet 25 Live
- National Search for Director of FA
- Yield
- International Student Admissions
- GEAR UP Grant Proposal
- Welcome Program and Orientation
Institutional Challenges

• Price Point for Tuition and Fees
• Narrowing the “GAP”
• Leveraging Scholarships
• Retention and Graduation Rates
• Class Schedule
• Weekend Events/Campus Affiliations
• Student Center
Institutional Challenges

• Holds
• Encouraging student responsibility
• Retention and Graduation
• Deadlines and Dates
• Institutional Identity and Messages
Critical Messages

• We are the best undergraduate education in MICHIGAN!
• We pride ourselves on being the quality alternative to the mega, ultra large, impersonal, flag ship institutions.
• Our unique size provides the opportunity to have the resources to meet your diverse range of interests but small enough that you will not get lost.
• We are a safe campus that proactively supports and engages in practices that protect our University community.
• We are student centered, we are invested in your unique interests and your ultimate success.
Critical Messages

• Our goal is not just to get you prepared for a job; it’s about preparing you for life.
• We are committed to providing an institutional experience that will develop you as a critical thinker.
• Our institution is based on active engagement and we expect our students to get involved in the life of the community.
• We value the opportunity to expose and challenge our students to learn in a diverse and supportive environment.
Critical Messages

• Our faculty is committed to creating an academic environment that is dynamic and encourages our students to learn inside and outside of the classroom.

• Our student support services are designed to meet your development needs and transitions over the course of your WMU experience.

• Orientation through Graduation is just the beginning of a lifelong affiliation to the WMU community.
Thank you!
Q & A