

WESTERN MICHIGAN UNIVERSITY  
FACULTY SENATE

UNDERGRADUATE STUDIES COUNCIL  
Tuesday, 5 May 2015, 3 p.m.  
Faculty Lounge, Bernhard Center

**Members present:** K. Ackerson, A. Anderson, R. Aravamuthan, J. Atkin, K. Baldner, José Brandão (for J. Cousins), Mark Delorey (for C. Tremblay), K. Hillenbrand, C. Koretsky, M. Kritzman, D. Reinhold, C. Smith, Matthew Steel (for L. Coons), D. Walcott (via conference call), G. Whitehurst. **Absent without substitution:** D. Sachs. **Guests:** Michelle Kominz, Professor and Undergraduate Advisor, Department of Geosciences and Heather Petcovic, Associate Professor and Graduate Advisor, Department of Geosciences. **Also present:** Sue Davenport, Faculty Senate Office.

**Procedural Items**

Council Chair Marilyn Kritzman called the meeting to order at 3 p.m.

*Acceptance of Agenda*

Atkin moved acceptance of the agenda, seconded by Hillenbrand. Motion carried.

*Approval of the Minutes*

Koretsky moved approval of the minutes of 14 April 2015, seconded by Atkin. Motion carried.

*Chair's Remarks*

Three council members whose terms were expiring have all been re-elected for three-year terms: Kelly Ackerson, Kathryn Hillenbrand and Dianna Sachs. Congratulations!

**Action Item – Curriculum Proposal**

*Department of Geosciences – [CAS 15-105] Create a new Accelerated Graduate Degree Program in Geosciences – Michelle Kominz and Heather Petcovic*

M. Kominz and H. Petcovic addressed the council. The objective of this program is to take advantage of the Accelerated Graduate Degree Program at WMU to attract ambitious geoscience students to WMU and to improve the outcomes for strong undergraduate geoscience majors to meet their career goals. A master's degree in geosciences is the entry-level degree for most geoscientists in the non-academic sector of the economy. Thus, it is to the advantage of our students to obtain a master's degree. The accelerated program will allow more students to successfully complete a program that will prepare them for applying for jobs. It will reduce the price of their education and reduce the time for obtaining the master's degree by one semester. Anderson moved approval of this program, seconded by Hillenbrand. Motion carried.

One question that was raised was the standards for 5000-level courses. Reinhold noted that there is University-wide uncertainty about the level at which these courses should be taught. Anderson asked that this issue be put on the council's agenda for next year.

**Information / Discussion / Action Items**

1. *Revised catalog language for military credit for General Education Area VIII, Health and Well-Being – David Reinhold, Chair, Transfer of Credit Committee*

Current Catalog Language:

Students who have completed a minimum of two years United States military service through active, reserve, or National Guard duty, will be deemed to have satisfied and will receive two credit hours for Area VIII Health and Well-Being of the University General Education Program.

Proposed Replacement Catalog Language:

Students who have completed Initial Military Training in the United States military will be deemed to have satisfied and will receive two credit hours for Area VIII Health and Well-Being of the University General Education Program. Training completion will be verified by the student's DD-124, Joint Service Transcript or certificate of completion from the military training institution. Initial Military Training is defined as completing advanced individual training, A-school, or tech school.

D. Reinhold addressed the council, and explained that the new language makes clear what part of military service is relevant for credit towards General Education Area VIII. Reinhold moved approval, seconded by Anderson. Motion carried.

2. *Report on the Transfer of Credit Committee – David Reinhold, Chair*

D. Reinhold continued to address the council. The Transfer of Credit Committee was formed in 2010 to comply with expectations of the Higher Learning Commission. The HLC wanted a standing committee to address issues with transfer of credit. The committee has discovered a mish-mash of transfer policies that no one any longer understands. The committee is thus reviewing these policies and proposing changes. The Transfer of Credit Committee is now a standing committee that reports to both USC and the Graduate Studies Council, depending on the transfer courses in question.

3. *Election of Council Officers (Chair, Vice Chair and Secretary)*

Marilyn Kritzman, Ariel Anderson, and Kent Baldner were re-elected by acclamation as council chair, vice chair, and recording secretary.

4. *Discussion of Council Charges 2014-15*

Charges number 1 and 4 from the Senate Executive Board have been completed. We will have a summer reading assignment with respect to our charge concerning student retention. We are asking that our charges with respect to recruitment and retention be carried over for next year.

## Other

Our June meeting is cancelled. See everyone in the fall.

The meeting was adjourned at 4:10 p.m.

Respectfully submitted,

Kent Baldner

### **Notes on Council Charges for Undergraduate Studies Council of the Faculty Senate May 5, 2015**

At our May 5<sup>th</sup> meeting, the USC discussed our council charges. We agreed that both charge 1 and charge 4 had been met or mechanisms were in place to meet them. We discussed ideas to continue with charges 2 and 3. Those ideas are listed below.

**Charge #2: Look at ways in which to engage faculty in recruitment of undergraduate students. Gather information on best practices and ideas; provide opportunity for discussion, including a Faculty Senate presentation or forum.**

\*Seek faculty ideas on unique and spectacular points of pride for our programs. Information to be shared with/used by the Office of Admissions

\*Classify recruitment of students as part of promotion and tenure. Classified under service

\*Create faculty fellows program for undergraduate recruitment, including course buy-out for participants and formal training for participating fellows

\*Inform University Community of best practices regarding student recruitment

\*Recruit/assign senior/tenured faculty who are not seeking promotion to assist with recruitment

\*Recruit faculty fellows from under-represented groups. Seek wide participation to ensure same core group of faculty are not always tapped for service

\*Recruit fellows in sufficient time so they are available to meet with students/parents during recruitment events

\*Promote/encourage enrollment in pre-college/dual enrollment/Academically Talented Youth Program (ATYP) programs

\*Provide more face-time for prospective students with fellows

\*Determine which faculty would be willing to let prospective students sit in on a class while they are on campus. Promote to visiting students.

\*Host events with fellows/faculty the evening before Medallion showcase with prospective students and parents

\*Create entrance scholarships for both freshman and transfer students. Promote widely

**Charge #3: Look at ways in which to engage faculty in retention of undergraduate students. Gather information on best practices and ideas; provide opportunity for discussion, including a Faculty Senate presentation or forum.**

\*Obtain an accurate count of the number of students in each academic program (available on institutional research website), experiential learning, service learning, and internships

\*Classify retention of students as part of promotion and tenure. Classified under service

\*Inform University Community of best practices regarding student retention

\*Create faculty fellows program for undergraduate retention, including course buy-out for participants and formal training for participating fellows

\*Recruit/assign senior/tenured faculty who are not seeking promotion to assist with retention. Assign interested/willing faculty to retention efforts when fall/spring courses don't fill and are canceled.

\*Recruit faculty fellows from under-represented groups. Seek wide participation to ensure same core group of faculty are not always tapped for service

\*Communicate information both ways re: high impact practices and obstacles preventing success

\*Gather and review campus/college recruitment/retention efforts by department and college. Determine which efforts are most effective for WMU.

\*Share gateway courses

\*How do we support faculty who want to be involved in student retention?

\*Key to faculty engagement = merit-based reward for faculty involvement