CPC Task Force Report Suggestions

**Academic Challenge**

- “such as” for recommendation #4
- “such as” also for examples in initiative #2
- “as mentioned in recommendations”
- Address rigor with adjuncts
- Define and discuss the limits of “Academic Freedom”
- What will be the reward for faculty that involve themselves fully?
- How do you measure academic rigor - how do you get student perceptions? Specific information to act on…
- Chairs are key to rigor and implementation
- Not only do we need to have high expectations for students, but we need high expectations for faculty
- Academic advisors well versed on department requirements. faculty and staff supporting one another
- I’m feeling a bit waterboarded by all this. Suggest that these excellent ideas be reparted-out a bit more
- We should recognize all freshman who meet our high expectations in a formal way
- Enforce standards and expectation for courses

**Active and Collaborative Learning**

- Goal 2: involve adjuncts in professional development
- Goal 3: Campus-wide initiatives to capture born-digital faculty/departmental material may include student component
- Agree with goal 2 - Think about posting video of effective practice
- Goal 2 - would increase 25% seems low for target date of 2013
- Like goal 3 is measureable
- Goal 1 - Action step 3 - yes - individuals get rewarded for activities
- Key issue is faculty incentive for making change in classroom
- Establish a neutral teaching assistance center
- Goal 1 - step 5: Thank you for reestablishing the Center for Excellence in Teaching!
- 2013 seems like a very long time horizon/goal. Q: Can certain action steps be accomplished earlier?
- Note that not all faculty is teaching faculty

**Student-Faculty Interaction**

- Advisement coord relationship to “assistants to” deans
- Advisement coordinator for each department (and advisement oversight committee) are great ideas!!
- Agree with need for student-faculty interaction - caution watch/cap advisee load
• Q: should there be either a program-specific, or college-wide “check sheet” that guides (or frames) the advisement process…could be on-line (part of Banner)?
• Action step 1 - eliminate consider language - do or don’t do. Add rewards incentives to improving advisement. Work with departments to help deal with challenges
• Train new faculty in advisement approaches
• Rename advisement to mentoring
• Look at best practices and other campus efforts like U. Md. “advise five” program

Enriching Educational Experience

• Co-curricular program planning might occur during pedagogical institutes in May
• There is so much here (good) suggest breaking down into timetable - by 2009, 2010 etc
• Diversity goal and action steps are quite appropriate
• Q: Should the initiative be called Instructional Technology instead of Technology?
• Use alumni from the area and beyond for internships
• I agree with hybrid courses - but caution on the use/over use of on-line courses or put more checks in place to ensure that the person who is submitting the work is the same person enrolled in the course
• Link internships: Action step 3 with the design of the student teaching experience - time spent, credits gained, evaluation process, etc

Supportive Campus Environment

• Improve access for students with disability (physical) and increase opportunities for social interaction with these students
• Lounges (space) is a great idea and badly needed
• When is budget brought into the picture?
• Provide a comprehensive supplemented instruction program for critical courses
• Utilize data from current learning communities and use the trends to integrate to the remainder of the 1st year class
• Not clear that student affairs programs and services (counseling, career development, health services, etc) are included. Dean of students
• Provide increase support for students with disabilities. There are 770 students to be served by a staff that is the same as when we had 500 students.
• Consistent with goals of learning communities - leverage lessons learned from learning community program
• Develop additional goals to challenge the campus community in all areas to better contribute to a supportive environment
• New goal - (example) establish standards and expectations for what it means to provide a supportive environment
• Good idea to use BSC101 as a way to introduce and integrate the student into the college. Currently not sure if that potential is being utilized
• Increase on-campus residence halls (beds) to 50% of total enrollment - improve campus life, improve co-curricular activities
• Goal 1 is of primary importance
• Create a committee made up of student leaders/support staff and admin/faculty to act as a conduit for good and provost office.
• Goal 2: Action steps - how is the use of faculty envisioned? - will these bring Academic skills out to the college community?
• Goal 1: What is the communication plan of the college community?
• Add learning process seminar to BSC101 courses in order to provide supplemental instruction
• Include university police in the BSC101 course to enhance the services provided to students by the university police department
• Link non-academic and/or academic support to academic program
• Action step: develop a “process-flow” diagram for each aspect of campus student support. Purpose: Facilitate focused analysis.