

ATTACHMENT A

MINUTES

OF THE ACADEMICS COMMITTEE OF THE BOARD OF REGENTS

WESTERN KENTUCKY UNIVERSITY

October 27, 1995

AGENDA ITEM 1 - Call to Order

Required statutory notice having been given, a meeting of the Academics Committee of the Board of Regents of Western Kentucky University was held in the Regents Conference Room of the Wetherby Administration Building. The meeting was called to order by Chairman Fred Mudge, at approximately 9:30 a.m., CDT.

The following members were present:

Mr. Earl Fischer
Ms. N. Joy Gramling
Mr. C.C. Howard Gray
Ms. Tara D. Higdon
Mrs. Peggy Loafman
Mr. Cornelius A. Martin
Dr. Raymond Mendel
Mr. Burns Mercer
Mr. Fred N. Mudge
Mr. Raymond B. Preston

Ms. Bale was absent.

Also present were Dr. Thomas C. Meredith, President; Mrs. Liz Esters, Staff Assistant for Special Projects and Secretary to the Board of Regents; Dr. Robert Haynes, Vice President for Academic Affairs; Dr. James R. Ramsey, Vice President for Finance and Administration; Dr. Jerry Wilder, Vice President for Student Affairs; Dr. Randall Capps, Parliamentarian; Mr. Fred Hensley, Interim Vice President for Institutional Advancement and Director of University Relations, and Ms. Deborah Wilkins, University Counsel.

In keeping with the policy of the Board, the agenda for the meeting and information and materials pertinent to items thereon had been mailed in advance of the meeting by the President to members of the Board.

AGENDA ITEM 2 - Annual Report from the Office of International Programs

Dr. John Petersen, Assistant Vice President for Academic Affairs, provided the committee with a summary of the annual report and distributed additional materials

which included (1) the Western Kentucky University International Student Guide; (2) a brochure on International Day; (3) information regarding International Forum Brown Bag Lunch programs on campus.

Secretary's Note: A copy of the Annual Report from the Office of International Programs and the additional materials mentioned above are filed in the Board's official files.

AGENDA ITEM 3 - Recommendation for approval of a proposal to establish a School of Integrative Studies in Teacher Education within the College of Education and Behavioral Sciences

RECOMMENDATION:

President Thomas C. Meredith recommends approval of a proposal to elevate the current Department of Teacher Education to the status of a School of Integrative Studies in Teacher Education within the College of Education and Behavioral Sciences. The School would focus on providing those instructional, research, and educational services necessary to promote quality teaching in the public schools of Kentucky. The state's educational reform directives recognize that content cannot be effectively separated from the instructional process and stress the importance of applying and integrating content in an authentic manner. Therefore, the School would encourage and promote campus-wide collaboration and serve as a catalyst for the development and delivery of interdisciplinary models that blend effective teaching practices with meaningful content.

Background:

Kentucky institutions of higher education that provide teacher education programs have an obligation to support the public education process of the state, recommend competent candidates for teacher certification, and provide opportunities for teachers to enhance their skills and abilities. In recent state level discussions, however, there is an indication that this obligation must also be evidenced, as in Western XXI, by a real institutional commitment

...visibly making teacher...personnel preparatory programs an institutional priority for programmatic as well as funding purposes.

In the Report of the Governor's Task Force on Teacher Preparation, it states:

By January 1, 1994, each institution (public and independent) shall clearly indicate its intent to continue or discontinue its teacher education program. A decision to continue this program shall be contingent upon the institution's designating teacher education as a top program priority, with concomitant commitment of resources to adequately support this program.

The above statement seems to clearly indicate the level of commitment

to teacher education that is expected by the state. This level of commitment requires the time, structure, and expertise to facilitate comprehensive change in teacher education programs and consistently monitor and maintain the quality of those programs. Therefore, universities will have to possess and demonstrate a true commitment to teacher education. Establishing a School of Integrative Studies in Teacher Education has the potential to consolidate our resources toward

maintaining Western Kentucky University's reputation as a leader in teacher education, as well as energizing faculty by providing new professional opportunities and a clearly defined focus for their efforts.

BUDGET IMPLICATIONS:

Budget implications are minimal. The School will be funded from reallocations within the current Department of Teacher Education and minimal reallocations within Academic Affairs. The proposed School is a result of restructuring within the Department of Teacher Education and strategic utilization of extramurally generated funds.

SCHOOL OF INTEGRATIVE STUDIES IN TEACHER EDUCATION

It is proposed that Western Kentucky University establish a School of Integrative Studies in Teacher Education within the College of Education and Behavioral Sciences. The School would focus on providing those instructional, research, and educational services necessary to promote quality teaching in the public schools of Kentucky. The state's educational reform directives recognize that content cannot be effectively separated from the instructional process and stress the importance of applying and integrating content in an authentic manner. Therefore, the School would encourage and promote campus-wide collaboration and serve as a catalyst for the development and delivery of interdisciplinary models that blend effective teaching practices with meaningful content.

Rationale

Kentucky institutions of higher education that provide teacher education programs have an obligation to support the public education process of the state, recommend competent candidates for teacher certification, and provide opportunities for teachers to enhance their skills and abilities. In recent state level discussions, however, there is an indication that this obligation must also be evidenced, as in Western XXI, by a real institutional commitment

...visibly making teacher...personnel preparatory programs an institutional priority for programmatic as well as funding purposes.

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By January 1, 1994, each institution (public and independent) shall clearly indicate its intent to continue or discontinue its teacher education program. A decision to continue this program shall be contingent upon the institution's designating teacher education as a top program priority, with concomitant commitment of resources to adequately support this program.

This statement seems to clearly indicate the level of commitment to teacher education that is expected by the state. A level of commitment required to achieve this goal must provide the time, structure, and expertise to facilitate comprehensive change in teacher education programs and consistently monitor and maintain the quality of those programs. Therefore, universities will have to possess and demonstrate a true commitment to teacher education. Establishing a School of Integrative Studies in Teacher Education has the potential to consolidate our resources toward maintaining Western Kentucky University's reputation as a leader in teacher education, as well as energizing faculty by providing new professional opportunities and a clearly defined focus

for their efforts. Further, the School would distinctly demonstrate and support a commitment to teacher education by:

1. clearly confirming Western Kentucky University's intent to continue its unique, long standing, and sincere commitment to the quality preparation of teachers;
2. providing an undeniable indication that teacher education is a top priority of Western Kentucky University;
3. clearly indicating the University resources that are being committed and utilized to both support teacher education and promote quality instruction in Kentucky's schools; and
4. providing an organizational structure designed to be more responsive to the needs of Kentucky's reformed educational system.

Purpose

In order to be aligned with Kentucky's classroom instructional needs, the defined purposes of the School of Integrative Studies in Teacher Education would be to:

1. prepare teachers for Kentucky's schools who enthusiastically and effectively meet the challenges and demands associated with educational reform and change.
2. develop and maintain effective training/educational partnerships with schools to enhance the preparation of new teachers by utilizing experienced and effective teachers and by extending the skills and abilities of both experienced teachers and university personnel.
3. effectively support positive change in schools by using appropriate collaborative models and providing constructive, research-based direction for that change.
4. confirm a University-wide commitment to the preparation of teachers by establishing and maintaining procedures that promote, encourage, and enhance inter-college and inter-departmental collaboration.
5. promote beneficial uses of instructional technology in the educational process by assisting both new and experienced teachers in the effective utilization of technology.
6. provide the support services necessary to assist a diverse student population in successfully meeting program and certification requirements.

Organizational Structure

The administrative structure of the School of Integrative Studies in Teacher Education must help to sustain its purpose by providing essential instructional support without compromising needed program resources. Therefore, each administrative structure must be related to at least one designated purpose and be supported by specified needs for Kentucky's teachers and classrooms.

- I. Director of the School of Integrative Studies in Teacher Education and Assistant Dean of the College of Education and Behavioral Sciences (3/4 FTE: **No change**)

The position primarily responsible and accountable for the School's operation need not be a new position. This could be filled by an Assistant Dean of the College of

Education and Behavioral Sciences with the added title of Director of the School of Integrative Studies in Teacher Education. The added title would carry line administrative authority for the School. Staff administrative authority would probably not provide the status necessary to effectively direct the School's operations.

- A. **Division of Instruction:** With a full-time faculty of 43, administer and maintain the quality of 38 instructional programs at the undergraduate and graduate levels that evidence the preparation of quality teachers for Kentucky's schools. (Purpose #1)

The Governor's Task Force on Teacher Preparation has identified a number of measures and criteria by which to judge the quality of an institution's preparation of teachers (see attachment A). Further, as stated in a recommendation of the previously mentioned report,

University education programs that do not comply with the aforementioned criteria within a timeframe set by the EPSB in consultation with the CHE shall have their approval of these programs revoked by the CHE and EPSB.

Consequently maintaining vigilance relative to programmatic delivery will be essential.

1. Assistant Director and Division Head (3/4 FTE, 12-month appointment: **No change**)

Since the School of Integrative Studies in Teacher Education would focus on teaching, a new division head position would not be necessary. With minor accommodations, this position would be equivalent to the department head position for teacher education.

2. Program Coordinators (5/8 FTE: **No change**)
 - a. Elementary Education (1/8 FTE)
 - b. Middle Grades, Secondary, Vocational, Business Education (1/8 FTE)
 - c. Communication Disorders (1/8 FTE)
 - d. Exceptional Child (1/8 FTE)
 - f. Library Media and Reading Education (1/8 FTE)

Since the Division of Instruction is very diverse, instructional program coordinators would be necessary. Time for these positions is currently allocated.

- B. **Division of Research, Development, and Service:** Develop and deliver effective instructional programs/services associated with ongoing educational change that meet the needs of districts, schools, and instructional personnel and provide the educational community with direction for change through a consistently coordinated and integrated faculty research and dissemination program related to these change efforts. (Purpose #3)

1. Division Head (3/4 FTE: **No change**)
Note: Position funded through Center for Excellence

The Governor's Task Force Report on Teacher Preparation calls for

Significant emphasis ... on long term (professional development) training experiences...

...colleges/universities at which advanced educator... preparation is a high priority, and (where) institutions shall design KERA

related, school-based, long-term collaborative training and research programs...leading to advanced certification and/or degrees.

Because this purpose will require such a comprehensive effort, a major commitment would be required to direct the development activities. However, **the Center of Excellence for School Reform currently provides 3/4 FTE for purposes analogous to these.**

2. Related Programs

All teacher education grant-supported service, research, and development programs would be related to this division. The following are provided as examples.

- a. Green River Regional Educational Cooperative
- b. Center for Math, Science, and Environmental Education
- c. Center for Gifted Studies
- d. Center for Economic Education
- e. Diagnostic Network Coordination Center
- f. Interdisciplinary Early Childhood Education

Other projects may also be included in this division as determined applicable.

- C. **Division of Integrated and Cooperative Studies:** Provide direction and support for designing, revising, and evaluating outcomes/performance-based teacher education programs that incorporate and articulate inter-college and inter-departmental collaboration. (Purpose #4)

1. Division Head (1/2 FTE: **New**)

Integral to the success of this division's effort is the structure for inter-college/departamental cooperation that should be provided by the Director of the School of Integrative Studies in Teacher Education in collaboration with the deans of the University's academic colleges. Given a solid foundation of cooperation, the responsibilities of this division would then become twofold. First, it is very clear in the Report of the Governor's Task Force on Teacher Preparation, as well as in directives distributed by Kentucky's Education Professional Standards Board, that outcomes/performance-based teacher education programs will be established by Fall 1997. Statements throughout the task force report, e.g.,

...performance...outcomes specified by the EPSB for new and experienced teachers...should identify the state's expectations and should, in turn, provide direction for the training institutions. The certification system, itself based on these expected outcomes, should drive the necessary transformation of preparatory programs' structure and content.

...establish continuous assessment programs at both the undergraduate and graduate levels as based upon the EPSB-approved performance outcomes for new and experienced teachers...

Preparatory programs should, thus, provide continual assessment of their students so as to inform them of progress toward success.

Combined with the state adopted teacher standards and implementation directives, demonstrate the commitment to outcomes/performance-based instruction and evaluation that is expected. However, **the Task Force** did not stop at this point. They **went on to point out the University-wide nature of teacher preparation and included all University areas in this outcomes/performance-based effort**. As recommended in the report:

The University shall...submit to the CHE assurances of KERA's application in teaching strategies across campus, or a transition plan to revamp teaching methods University-wide...

...establishing for all programs minimum expectations for learner outcomes...

...measuring, at set intervals, student outcomes in relation to expected outcomes for each degree program...

The person leading this division, therefore, must not only assist the instructional division in the transition to and maintenance of outcomes/performance-based teacher education programs but must also collaborate with the other colleges and departments that are so essential for quality teacher preparation. Given the KERA emphasis on Basic Communication and Math Skills (Goal 1), Application of Core Concepts and Principles (Goal 2), Thinking and Problem Solving Skills (Goal 5), Integration of Knowledge (Goal 6), and the Education Professional Standards Board's new directive toward broader certification areas, e.g., social studies, science, language arts, etc., the resulting collaboration between and among teacher education and the content areas would truly mirror the name of the proposed School, Integrative Studies in Teacher Education. The Governor's Task Force also emphasized the inclusion and inseparability of content preparation in teacher education by calling for student assessment that includes

...measurement of subject matter specialization and expertise, as well as acceptable performance in a KERA setting.

The collaborative nature of the School of Integrative Studies in Teacher Education could also provide both an impetus and nurturing environment for cultivating a genuine interdisciplinary approach within the University. Collaborating with the University's Center for Teaching and Learning may also be helpful since the Task Force states that universities choosing to train teachers:

shall provide adequate professional development opportunities for faculty to make the adjustments in their teaching styles necessary to reflect the principles of KERA.

It is suggested that the position be 1/2 FTE, since it will also be vital for this person to maintain contact with the program being designed and implemented. Further, establishing the collaborative framework would be the primary responsibility of the Director in collaboration with the deans of the academic colleges.

2. Areas of Responsibility

a. outcomes-based instruction

- b. performance-based evaluation
- c. program design, revision, and evaluation
- d. inter-college/department collaboration

- D. **Division of Technology:** Develop an appropriately integrated technology program into each teacher preparation program utilizing and expanding on the partnerships with Jostens Learning Corporation, IBM, Tandy, etc. (Purpose #5)

While the Governor's Task Force on Teacher Preparation does not speak specifically to technology, the state's newly adopted teacher standards do. Undeniably, the importance of technology to teachers, students, and the Kentucky educational reform process is critical. Since we have an outstanding technological resource base at Western, this area should be a primary focus for our efforts.

1. Division Head (1/2 FTE: **New**)

In close cooperation with the Educational Technology Center, the division head's duties would be twofold. First, work with the other divisions to develop programs that enhance the ability of beginning and experienced teachers to effectively utilize and apply instructional technology. Second, assist the various divisions in the use and application of technology for their own program management purposes.

2. Areas of Responsibility

- a. Enhancement of technology components within education
- b. Faculty development activities related to advances in and utilization of technology
- c. Utilization of technology for program management
- d. Instructional utilization of the Educational Technology Center
- e. Maintenance of technology to ensure quality preparation programs
- f. Develop/maintain instructional and technology partnerships with schools and/or hardware and software vendors

- E. **Division of Student Services:** Coordinate all student practicum experiences with the field and provide all student-related services and initiatives necessary to recruit, retain, and certify matriculating students. (Purposes #2 & 6)

The Governor's Task Force speaks extensively to the areas identified within this division, and all of the services provided through this division are critical to the recruitment, retention, and certification of students. The Department of Teacher Education already has established working field partnerships with both districts and schools in the area for assisting in the training of our students. These relationships with the field can be fostered to develop the Task Force's call for "a joint effort between higher education and the schools" that "emphasizes interaction between the training institutions and the schools" to promote "school-based clinical preparation of teachers..." The Task Force also emphasizes other areas within this division with their additional calls for:

...performance-based assessment to determine the eligibility of college students and others to be admitted to teacher education (admissions)

...emphasis on the recruitment and retention of minority candidates (recruitment)

Continual assessment...to inform students of progress (advisement/retention)

...certification...to be outcomes-based and designed to meet state need (certification/internship)

1. Division Head (Internal appointment: No change)

The division head would be primarily responsible for ensuring that the various components within this division are working in concert and are providing the types of services necessary to promote instructional program delivery. The responsibilities of the division head would be assumed by someone already in the unit, e.g., Director of Certification, Internship Coordinator, etc.; therefore, no additional administrative time would be necessary.

2. Related Services (7 staff and 1 3/4 FTE: No change)

a. Field Experience and Student Teaching (1 staff and 3/4 FTE: No change)

b. Admissions (1 staff and 1/2 FTE: No change)

c. Advisement, Retention, and Recruitment (2 staff: No change)

*d. Minority Student Recruitment/Retention Coordinator (1 staff: No change)

e. Certification (2 staff: No change)

f. Internship (1/2 FTE: No change)

*Grant Funded

Conclusion

The Governor's Task Force on Teacher Preparation is clearly directing universities toward definitive and observable support of Kentucky's educational reform. Enacting this proposal would reconfirm Western Kentucky University's commitment to the Commonwealth's total educational needs and place Western in a position to lead the reform effort by confronting and embracing the challenges presented for teacher preparation. Due to performance-based teacher education mandates already enacted by the state, the initiatives and staffing called for in this proposal will have to be established even if the School of Integrative Studies in Teacher Education is not approved. However, accomplishing the instructional tasks involved would be greatly enhanced with the structure presented, due to the overt commitment it demonstrates to the faculty, University, state, and public. Further, through this consolidation, both the currently significant resource commitment to and productivity of the preparation programs identified can be easily demonstrated. We have been presented with a unique opportunity to lead a successful reform in teacher education by effectively redesigning our teacher education programs and providing a comprehensive, coordinated, and performance-based approach to support quality teaching in Kentucky. The opportunity should not be lost.

Attachment A

New standards of practice, developed collaboratively by the CHE and EPSB, shall be mandated to ensure that public universities (and their faculties) engaged in the training of educators comply with the expectations of KERA. The following standards shall establish the minimum conditions required of a university choosing to offer preparatory programs:

- visibly making teacher, administrator, and/or certified non-teaching personnel preparatory programs an institutional priority for programmatic as well as funding purposes;
- providing a campus-wide commitment to active modes of student-centered teaching for all programs, and formally documenting this commitment in the university's strategic plan, with compliance measured via the CHE's program review process;
- making institutional reviews of teaching quality a major component in the program review process;
- incorporating quality instruction and service to the schools as meaningful components of faculty promotion and tenure policies, to be considered on par with research;
- establishing for all programs minimum expectations for learner outcomes, with measurements developed as part of the campus-wide assessment program, and making these outcomes subject to CHE and EPSB, in cooperation with the colleges/universities;
- measuring, at set intervals, student outcomes in relation to expected outcomes for each degree program, using the results in the continuous improvement of programs, and reporting results in the CHE and EPSB's program review and accountability processes; and
- including the best practicing public school teachers and administrators in collegiate training programs.

University education programs that do not comply with the aforementioned criteria within a timeframe set by the EPSB, in consultation with the CHE, shall have their approval of these programs revoked by the CHE and EPSB. Revocation procedures shall be incorporated in the CHE and EPSB program approval and review policies.

ORGANIZATIONAL STRUCTURE

SCHOOL OF INTEGRATIVE STUDIES IN TEACHER EDUCATION

- I. Director of the School of Integrative Studies in Teacher Education and Assistant Dean of the College of Education and Behavioral Sciences (3/4 FTE: No change)
 - A. Division of Instruction: With a full-time faculty of 43, administer and maintain the quality of 38 instructional programs at the undergraduate and graduate levels that evidence the preparation of quality teachers for Kentucky's schools.
(Purpose #1)
 1. Assistant Director and Division Head (3/4 FTE, 12-mo. appointment: No change)
 2. Program Coordinators (5/8 FTE: No change)
 - a. Elementary Education (1/8 FTE)
 - b. Middle Grades, Secondary, Vocational, Business Education (1/8 FTE)
 - c. Communication Disorders (1/8 FTE)

- d. Exceptional Child (1/8 FTE)
- e. Library Media and Reading Education (1/8 FTE)

B. Division of Research, Development, and Service: Develop and deliver effective instructional programs/services associated with on-going educational change that meet the needs of districts, schools, and instructional personnel and provide the educational community with direction for change through a consistently coordinated and integrated faculty research and dissemination program related to these change efforts. (Purpose #3)

- 1. Division Head (3/4 FTE: No change)
Note: Current Center for Excellence position
- 2. Related Programs-Grant supported
 - a. Green River Regional Educational Cooperative
 - b. Center for Math, Science, and Environmental Education
 - c. Center for Gifted Studies
 - d. Center for Economic Education
 - e. Diagnostic Network Coordination Center
 - f. Interdisciplinary Early Childhood Education

C. Division of Integrated and Cooperative Studies: Provide direction and support for designing, revising and evaluating outcomes/performance-based teacher education programs that incorporate and articulate inter-college and inter-departmental collaboration. (Purpose #4)

- 1. Division Head (1/2 FTE: **New**)
- 2. Areas of Responsibility
 - a. outcomes-based instruction
 - b. performance-based evaluation
 - c. program design, revision, and evaluation
 - d. inter-college/department collaboration

D. Division of Technology: Develop an appropriately integrated technology program into each teacher preparation program utilizing and expanding on the partnerships with Jostens Learning Corporation, IBM, Tandy, etc. (Purpose #5)

- 1. Division Head (1/2 FTE: **New**)
- 2. Areas of Responsibility
 - a. Enhancement of technology components within education
 - b. Faculty development activities related to advances in and utilization of technology
 - c. Utilization of technology for program management
 - d. Instructional utilization of the Educational Technology Center
 - e. Maintenance of technology to ensure quality preparation programs
 - f. Develop/maintain instructional and technology partnerships with schools and/or hardware and software vendors

E. Division of Student Services: Coordinate all student practicum experiences with the field and provide all student-related services and initiatives necessary to recruit, retain, and certify matriculating students. (Purposes #2 & 6)

- 1. Division Head (Internal appointment: No change)
- 2. Related Services (7 staff and 1 3/4 FTE: No change)
 - a. Field Experience and Student Teaching (1 staff and 3/4 FTE: No change)
 - b. Admissions (1 staff and 1/2 FTE: No change)
 - c. Advisement, Retention, and Recruitment (2 staff: No change)
 - *d. Minority Student Recruitment/Retention Coordinator (1 staff: No change)

- e. Certification (2 staff: No change)
- f. Internship (1/2 FTE: No change)

*Grant Funded

Note: Any instructional differences delineated in this new structure will be accounted for internally via funds generated through grant activity. Such funds are sufficient and will be utilized to purchase any needed instructional additions.

Chairman Mudge noted that this recommendation to elevate the Department of Teacher to a School of Integrative Studies in Teacher Education is a dramatic reorganization of the department to respond to the trend and issues in education reform taking place not only in the State of Kentucky but in the nation. It will also address and maintain Western's status as a premier institution in supplying teachers as well as insuring that Western has areas of instruction that give the University national recognition is a topic discussed by the Board of Regents at the Rough River retreat.

Dean Carl Martray discussed the purpose of the transition and provided answers to questions from the Board. Dean Martray used overheads in presenting data to the Board pertaining to the Department of Teacher Education. Copies of those overheads used by Dean Martray are attached to the minutes as **Exhibit I**.

AGENDA ITEM 3 - Recommendation for approval of the implementation plans for "Moving to a New Level While Keeping Old Traditions"

RECOMMENDATION:

President Thomas C. Meredith recommends the approval of the implementation plans for "Moving to a New Level" as developed by the task forces appointed to develop such plans.

TO: President Meredith

FROM: New Level Steering Committee

DATE: October 13, 1995

SUBJECT: "Moving to a New Level" Recommendations

The "Moving to a New Level" document advanced a number of action items to be implemented. These items were carefully considered by task forces of volunteer faculty, staff, administrators, and students who were charged not to reformulate or debate the item but to suggest various means for its implementation. In some instances, an action item was broadened but we believe remained within the spirit of the original action item.

While the Steering Committee generally feels that no one particular idea being advanced will necessarily make or break the transition to a "New Level," we do believe that a comprehensive effort is required to reform how our University functions and accomplishes its work. In that regard, several themes have emerged that are crucial to understanding and effectively, successfully "Moving to a New Level" and will require our University to:

1. Foster a sense of community where all members of our University work collaboratively to institute the changes necessary for our University to be successful.
2. Critically examine the activities we conduct to decide what we can no longer afford to do and what needs even greater emphasis.
3. Make effective use of technology with the intent not to get more out of our people but to get the best that our people have to offer.
4. Reevaluate the relationships we have with our students and the roles we should lay in advising/assisting/facilitating/assuring the successful attainment of their educational goals.
5. Engage in continuous, well-crafted, sharply focused professional training and development for the continuous growth of all members of our University community.
6. Carefully examine the entire organizational structure of our University to ensure it is best configured to accomplished the "Move."

The Steering Committee found it difficult if not impossible to attach budget implications to many of the recommendations. We found that the estimates varied dramatically depending on the implementation strategies used, the time-table being followed, etc. Therefore, we have chosen to include no budget estimates for fear our inability to attach estimates to all recommendations might falsely communicate some recommendations are more important than others.

NEW LEVEL ACTION ITEM #1: Western's ACT composite requirement will be increased to 18 in 1996, 19 in 1998, and 20 in the fall of 2000, or students may be admitted with a GPA requirement that will be increased to 2.3 in 1996, 2.4 in 1998, and 2.5 in 2000.

Changes in the admissions requirements and guidelines are suggested below. And, while these changes are rather complicated in nature to those not familiar with university admissions criteria and their application, the recommendations are intended to maintain Western's tradition of access to higher education for students who have the academic ability to successfully complete their selected programs of study and graduate in a timely manner. In addition, the changes are also intended maintain Western's tradition of helping students who might not be as strong academically identify their academic deficiencies and programs that fit their particular educational needs.

Recommendation 1.1:

Changes in admission requirements should be reflected in undergraduate catalog issues published in even numbered years, starting with 1996. The ACT/GPA requirements would be:

For Kentucky residents:
 Fall 1996 - Spring 1998
 18 ACT OR 2.3 GPA
 Fall 1998 - Spring 2000
 19 ACT OR 2.4 GPA
 Fall 2000 - Thereafter
 20 ACT OR 2.5 GPA

For non-Kentucky residents:

- Fall 1996 - Spring 1998
19 ACT AND 2.3 GPA
- Fall 1998 - Spring 2000
19 ACT AND 2.4 GPA
- Fall 2000 - Thereafter
20 ACT AND 2.5 GPA

Recommendation 1.2:

For Kentucky residents, the floor for unconditional admission will mean meeting the ACT/GPA requirements set forth in Recommendation 1.1 AND having a minimum ACT composite of 15 AND a minimum high school GPA of 2.0.

Kentucky residents with the ACT/GPA requirements in Recommendation 1.1 but without the floor ACT/GPA requirements may be admitted conditionally. For continued enrollment beyond 24 semester hours of credit, all conditionally admitted students must:

- 1) Remove any pre-college curriculum and/or assessed academic deficiencies.
- 2) Maintain the scholastic standards set forth in undergraduate catalog issues.

Based on the 1995 admissions standards, a Kentucky resident who has a minimum ACT composite of 17 OR a minimum high school grade point average 2.2 may be admitted with conditions.

Recommendation 1.3:

A non-Kentucky resident who does not meet the admissions standards as shown in 1.1 may be admitted without conditions if the student's ACT/GPA meet minimum requirements set forth in Recommendation 1.2 AND the sum of the ACT composite and 10 times the high school GPA (on a 4.0 grading scale) yields a "sliding scale" total of at least 45.

A non-Kentucky resident who does not meet the ACT/GPA requirements set forth in Recommendation 1.1 but has a "sliding scale" total of 41 to 44 determined by the sum of the ACT composite and 10 times the high school GPA (on a 4.0 grading system) may be admitted with conditions. For continued enrollment beyond 24 semester hours of credit, all conditionally admitted students must:

- 1) Remove any pre-college curriculum and/or assessed academic deficiencies.
- 2) Maintain the scholastic standards set forth in undergraduate catalog issues.

Recommendation 1.4:

Transfer students with fewer than 24 semester hours of degree credit may be conditionally or unconditionally admitted only if, at the time they began their college studies, they would have satisfied the admission requirements for beginning freshmen that match their residency status.

Recommendation 1.5:

Transfer students with 24 or more earned hours are ELIGIBLE TO BE CONSIDERED for admission ONLY IF they:

- 1) Hold a cumulative higher education GPA of at least 2.0; OR
 - 2) Satisfy admission requirements for beginning freshmen that matches their residency status;
- OR
- 3) Have not been enrolled in any college or University for a period of at least two consecutive calendar years.

NEW LEVEL ACTION ITEM #2: Students who have undeclared major status will enter a new University College for advising. Students who have been admitted as exceptions will also enter the new University College.

This action item has been broadened to include all beginning freshmen, undeclared sophomores, and selected transfer students who are pursuing a baccalaureate degree. These students would transfer to undergraduate degree-granting colleges only after they have demonstrated academic proficiency in the University College.

Recommendation 2.1:

It is recommended that a University College should be established to be the home for:

- 1) All beginning freshmen seeking a baccalaureate degree.
- 2) Sophomores who have not declared a major or do not meet requirements for such declaration.
- 3) Transfer students with fewer than 24 semester hours credit.
- 4) Transfer students who have completed 24 to 48 semester hours but have not declared a major or do not meet requirements for such declaration.

Recommendation 2.2:

While enrolled in the University College, students must remove Pre-College Curriculum deficiencies, develop effective study and educational planning skills, develop personalized academic and career plans, choose an academic major, and complete part of the general education requirements for a baccalaureate degree. [Recommendations 2.3 to 2.6 below detail methods by which this will be accomplished.]

Recommendation 2.3:

One-semester hour orientation and educational planning courses should be developed to help new University College students adjust to the academic learning community. A requirement of these courses, would be that students develop written plans for their personal development, education, and future careers.

Recommendation 2.4:

Aside from the required orientation/planning courses offered by the University College and non-degree credit developmental Community College courses that may be needed, students in the University College would enroll in regular University courses taught by faculty from degree-granting departments.

Recommendation 2.5:

University College students would be provided academic advising and support services through one-hour orientation/ planning courses taught by 40 to 45 selected and thoroughly trained faculty members. Each faculty member would teach two sections of the course each semester and serve as the academic advisor for the 20 to 25 students enrolled in each course section, with the total number of advisees not to exceed 50. In addition, the advisor will schedule five office hours each week for individual conferences with those students. These commitments will be recognized as the equivalent of a three semester-hour teaching load for the faculty member. University College freshmen who are not enrolled in orientation and planning courses, sophomores, and selected transfer students enrolled in the University College will be advised by staff in the Advising Center.

Recommendation 2.6:

Students enrolled in the University College would qualify for transfer to one of the undergraduate degree-granting colleges at the end of the semester in which they complete 24 semester hours credit if they have:

- 1) Earned at least 24 semester hours of degree credit.
- AND

- 2) Met the minimum GPA requirements of the desired academic program.
AND
- 3) Removed all Pre-College Curriculum deficiencies.
AND
- 4) Completed a University Core Component of the general education program.
[The recommended Core Component is: ENG 100, SCOM 145 or 161, HIST 119 or 120, and the general education mathematics requirement.]

Recommendation 2.7:

After the term in which they complete 48 semester hours of credit, University College students must transfer or seek admission to a degree-granting college. Students unqualified for transfer could enroll in the Community College to improve their credentials for admission or pursue an associate degree.

NEW LEVEL ACTION ITEM #3: The Community College will assume a much larger role than it currently occupies.

The objectives of the Community College, as currently set forth in University publications, which remain appropriate are:

- 1) To offer career-oriented associate degree programs designed to prepare students for immediate technical or semi-professional employment.
- 2) To offer the first two years of a baccalaureate program for those who are either not prepared for University study or who desire to attend a small college.
- 3) To offer remedial and developmental education.

However, in order to assume a larger role within the University, the Community College will require accessible facilities, expanded programs, and adequate staffing.

Recommendation 3.1:

Offices and classrooms for the Community College should be located off the main campus at a site that provides adequate space and room for future expansion. However, the University and the Community College should continue to share the use of specialized laboratory space and equipment in the conduct of their separate academic programs to avoid unnecessary duplication.

Recommendation 3.2:

The Community College must develop a staff of full-time faculty sufficient to assure the academic quality of its programs.

Recommendation 3.3:

As part of the effort to form advisory committees across the University (refer to Recommendations 27.1 to 27.5), an advisory committee which includes business and industry representatives should be formed to monitor Community College programs needed in the University's service area.

Recommendation 3.4:

All terminal two-year degree programs in which a majority of the credits is not directly applicable to a baccalaureate program should be offered through the Community College.

Recommendation 3.5:

To enhance the image of the Community College, the Community College should have at least one academic program that is of high demand and based on competitive admissions.

Recommendation 3.6:

Articulation agreements with area vocational technical schools and technology centers should be explored for additional technology-related programs.

Recommendation 3.7:

Associate of Arts and/or Associate of Science degree programs should be developed for Community College students planning to transfer to four-year programs. These transfer programs should gain formal CHE endorsement with regard to acceptance for state-wide general education transfer.

Recommendation 3.8:

To transfer to degree programs within the University, Community College students would have to meet the same requirements as University College students. They must have:

- 1) Earned at least 24 semester hours degree credit.
AND
- 2) Met the minimum GPA requirements of the desired academic program.
AND
- 3) Removed all Pre-College Curriculum deficiencies.
AND
- 4) Completed a University Core Component of the general education

program.

[The recommended Core Component is: ENG 100, SCOM 145 or 161,

HIST 119 or 120, and the general education mathematics requirement.]

Recommendation 3.9:

The Community College should continue to provide open admissions but should require placement tests for reading, mathematics, and English to assure appropriate placement and competency:

- 1) Reading: Test required for students with ACT composite score (or equivalent CPP score) less than 17.
- 2) Mathematics: Test required for all students entering the University who have not completed the general education mathematics requirement.
- 3) English: Test required for students with ACT English score (or equivalent CPP score) less than 17.

Students who do not meet minimum standards on the placement tests should be required to enroll in developmental courses and achieve a passing score on a competency exam before they enroll in a college level course in the same area.

Recommendation 3.10:

Academic probation standards should be strictly enforced.

Recommendation 3.11:

Appropriate Community College faculty should advise students in certificate and terminal associate degree programs. Students planning to transfer to a four-year program should enroll in Community College sections of the orientation/educational planning courses recommended for University College students (refer to Recommendations 2.3, 2.4, and 2.5).

Recommendation 3.12

The Community College should offer remedial and developmental courses for students who need them on the main campus as well as at the Community College.

Recommendation 3.13:

The degree offerings of the Community College and the non-degree offerings of Division of Continuing Education should be coordinated to maximize service to the region.

Recommendation 3.14:

The University should establish an appropriate fee structure for the Community College.

NEW LEVEL ACTION ITEM #4: With increased standards, the faculty at Western will have to make a commitment to increase the expectations in every class, utilize the latest in instructional technology and techniques, and involve students more explicitly in the learning process.

Students are coming to us using information on computers and learning from this activity. We must utilize their interest in the teaching and learning process.

Recommendation 4.1:

Faculty should develop and implement strategies that encourage student attendance and active participation in the teaching/learning process. [Refer to Recommendation 24/25.1.]

Recommendation 4.2:

Comprehensive assessments that emphasize understanding, insight, and application rather than recitation of specific facts should be encouraged in appropriate courses.

Recommendation 4.3:

Faculty should be provided access to and training in the use of new instructional technologies (including distance learning) appropriate to their discipline. A fund should be established to support, on an application/grant basis, the implementation of departmental specific instructional technology.

Recommendation 4.4:

The University should maintain and develop additional educational technology infrastructure such as establishing an instructional microcomputer laboratory in each academic building on campus, establishing user support groups, making available appropriate documentation, and having sufficient technical support personnel to make it all happen.

Recommendation 4.5:

Student use of educational technology should be integrated into the current LME 101 course required of all students.

Recommendation 4.6:

Faculty should develop strategies in upper level courses to involve students in discipline and inter-discipline appropriate investigation and problem solving activities. These strategies should emphasize improved communication skills, effective use of groups to improve student preparation, and appreciation for learning and its application.

Recommendation 4.7:

Faculty who teach courses or want to develop courses which cross discipline lines should be provided incentives to do so.

NEW LEVEL ACTION ITEM #5: Although there have been continued increases in the quality of new faculty coming to Western, that quality will have to be further enhanced.

To attract and keep high quality faculty, the University should actively seek out and recruit high quality potential faculty and then work to keep them here by providing the best employment "package" possible.

Recommendation 5.1:

Before attempting to recruit new faculty, departments should carefully assess current and future departmental needs and identify the skills, competencies, and experiences a new faculty member must have to meet those needs.

Recommendation 5.2:

Departments should establish and actively employ recruiting procedures that are consistent with affirmative action guidelines and that carefully screen potential candidates to ensure that they possess the skills, competencies, and experiences necessary to meet departmental needs now and in the future.

Recommendation 5.3:

To recruit and retain competent faculty, the University should have a competitive salary and benefits package (including pay, retirement options such as TIAA-CREF, insurance, etc.) that is equal to or exceeds those of our benchmark institutions.

Recommendation 5.4:

The University should develop and institute programs (such as a mentoring program) that would enhance new faculty getting off to a good start and adapting to the University's work environment.

Recommendation 5.5:

The University should enhance professional development opportunities for all faculty. This may include such things as increasing the availability of sabbaticals, providing specialized and/or technical training, and full support for travel to professional meetings.

NEW LEVEL ACTION ITEM #6. Average class sizes will generally need to be reduced where necessary.**Recommendation 6.1:**

Academic departments should establish maximum enrollment limits suited to the demands of particular courses. This may be especially critical in maintaining academic integrity as new technologies remove limits to the number of students that can be reached simultaneously.

NEW LEVEL ACTION ITEM #7: Everyone who is involved in classroom instruction will be expected to strive to be an excellent teacher.

Many factors influence the quality of instruction. As a result, implementation of recommendations associated with other New Level Action Items (e.g., Recommendations 5.3 and 10.1) will also affect the quality of instruction students experience.

Recommendation 7.1:

The University should conduct a needs assessment to identify discipline specific instructional issues and needs. A comprehensive plan should then be developed and implemented to address the identified issues and needs.

Recommendation 7.2:

The University should provide an adequate infrastructure of instructional resources for all faculty. [Refer to Recommendations 4.3 and 4.4].

Recommendation 7.3:

Faculty should explore and experiment with diverse teaching methods and strategies incorporating existing and new educational technologies and interdisciplinary approaches. These activities should be a part of a multi-dimensional faculty evaluation system and the University should develop and provide the means to enhance the instructional knowledge and skills of faculty. [Refer to Recommendations 4.6, 4.7, and 5.4.]

NEW LEVEL ACTION ITEM #8: Western faculty have been primarily involved in applied research, and that is appropriate. However, those who are involved in basic research will continue to receive encouragement and support.

Teaching and research and scholarly activity are linked in an ongoing process in which students and faculty work together to learn and disseminate knowledge.

Recommendation 8.1:

The University should provide direct clerical and technical support services for those involved in research and scholarly activity.

Recommendation 8.2:

The University should seek private funding to increase the number of endowed chairs and visiting professors as a means of stimulating research and scholarly activity through providing contact with the best that is being thought and written in a variety of disciplines.

Recommendation 8.3:

Faculty should strive toward new levels of research and scholarly activity through increased emphasis on higher quality.

Recommendation 8.4:

Research and scholarly activity should generally support teaching excellence and strongly encourage student research efforts as well.

Recommendation 8.5:

Faculty members' evaluations should continue to reflect their research and scholarly activities. [Refer to Recommendation 10.2 to 10.4.]

NEW LEVEL ACTION ITEM #9: Although some attempt has been made to improve the evaluation of teaching and to increase its importance, **it is time for Western to make an institutional-wide commitment to dramatically improve the teaching evaluation and improvement process.**

In order to move to a new level, the University must dramatically improve the way it evaluates teaching. The primary goal of teaching evaluation must be developmental, while the secondary goal should be formal performance evaluation. As effective teaching is multi-dimensional, evaluation of teaching must involve all the constituencies of the University--students through course evaluations, faculty through peer evaluations, and administrators through performance evaluations. The final system must be agreed to by all constituencies through their representative bodies, and individuals and units must consider the results of student evaluations in all decisions affecting tenure, promotion, and merit.

Recommendation 9.1:

A University Task Force of students, faculty, and administrators should review available course evaluation instruments and recommend a suitable choice (or choices) along with appropriate administration and scoring processes.

Recommendation 9.2:

Although a single item response may have statistical validity, multiple items should be used at the University, college, and unit levels in order to encourage a multi-faceted approach to the evaluation of teaching.

Recommendation 9.3:

Academic units should include other elements in addition to student ratings in their evaluation of teaching.

Recommendation 9.4:

Given the possibility for counterproductive misinterpretations and misconceptions, student ratings should not be published.

Recommendation 9.5:

Either developmental or formal performance teaching evaluations should be required in all classes. A formal performance teaching evaluation shall be conducted in classes chosen by the faculty member in consultation with the department head.

Recommendation 9.6:

All administrators involved in the evaluation of teaching should be required to have appropriate training as determined on an individual basis by the Vice-President for Academic Affairs.

Recommendation 9.7:

All academic units should seriously consider peer review as an element in the multi-dimensional evaluation of teaching. Peer review should ordinarily be limited to developmental evaluations and peer reviewers should receive appropriate training.

Recommendation 9.8:

All academic units should consider teaching portfolios, including self evaluations as an element in the multi-faceted evaluation of teaching.

NEW LEVEL ACTION ITEM #10: Evaluations of faculty and staff must be taken more seriously and in some cases must be more timely. They must be completed prior to the time salary recommendations are made if they are going to be fully impactful. Evaluations should occur regularly throughout the year and only be formalized in the official University forms at the appropriate times.

The evaluation process will be designed to call attention to strengths, weaknesses, and to offer a plan for correcting weaknesses. It will also be used as an assessment for promotion, tenure, and/or performance evaluation.

NEW LEVEL ACTION ITEM #32: All elements of an individual's evaluation will be available to that individual's department head, dean, the Vice President for Academic Affairs, [The President has communicated that this statement is not what he originally intended to say and should be modified to state, " department head/director, dean and/or vice president," to indicate that the statement applies to both faculty and staff.] and the President.

Faculty and staff evaluations must be taken seriously by all involved and stronger standards developed and implemented.

Recommendation 10.1:

Performance evaluations should drive all personnel decisions for faculty and staff.

Recommendation 10.2:

Meaningful evaluation is a continuous, on-going process which should strictly adhere to the procedures and deadlines set forth in relevant University documents.

Recommendation 10.3:

Annual evaluations and long-term employment considerations should be more carefully coordinated to help facilitate a stronger overall process.

Recommendation 10.4:

Evaluations should address areas for improvement as well as existing strengths. Improvement plans must be specific, based on clear behavioral standards, written, and signed by both the individual and the unit administrator.

Recommendation 32.1:

All elements of an individual's formal performance evaluation will be forwarded to the department head/director and dean (if appropriate) and will be made available to the vice president and the President as circumstances warrant.

NEW LEVEL ACTION ITEM #11: A new commitment to advising must be made.

A key element of "Moving to a New Level" is an increased emphasis on student advising. Since the advising process affects student recruitment, retention, and persistence, a long-range consideration of our advising system should be made a top priority of faculty and student services professionals. As noted earlier (see Recommendations 2.4 and 2.5), it is recommended that 40 to 45 faculty would teach the University College one-hour orientation/planning courses and serve as advisors for the 20 to 25 students enrolled in each course section.

Recommendation 11.1:

Although the *Faculty Handbook* lists academic advising under the rubric of Teaching, it is recommended that advising ordinarily be considered as a part of Service in the faculty evaluation system, both in order to emphasize its importance as well as the special skills required.

Recommendation 11.2:

Each unit should be encouraged to use only individuals well suited for advising. Effective advising should lead to financial and other merit rewards as a part of a multi-dimensional faculty evaluation system.

Recommendation 11.3:

Academic units must require training for all advisers to ensure thorough knowledge of academic requirements and to underscore the importance of sensitivity and confidentiality in the advising process.

Recommendation 11.4:

Until the degree program is filed, academic advising must be required for the registration of any student seeking a degree or certification.

NEW LEVEL ACTION ITEM #12: Although individual merit will still be of primary importance, an equally important element of merit will be the success of a particular department or unit--both academic and nonacademic.

Recommendation 12.1:

With appropriate administrative oversight and concurrence, all units must formalize annual and long-term unit goals consistent with the unit's stated mission, including interdisciplinary goals as appropriate, and establish the means by which the successful attainment of these goals can be assessed.

Recommendation 12.2:

In addition to individual achievements, all members of a unit must be evaluated on their contributions to unit success. Of course, merit or other rewards must facilitate this program by recognizing unit as well as individual success; additional rewards must be made to all who contributed to the unit's accomplishments.

NEW LEVEL ACTION ITEM #13: Alternate assignment time (released time) from teaching responsibilities will become a much more valuable commodity that will be granted for significant activities only.

Alternate assignment time of faculty provides the University with specialized skills to address significant activities.

Recommendation 13.1:

The University should establish the level/percentage of alternate assignment time desired and the priority of the activities for which it is granted. Special consideration should be given to those activities that are interdisciplinary in nature.

Recommendation 13.2:

The Vice-President for Academic Affairs, deans, and department heads should continue to review alternate assignment time to ensure those assignments further the mission of the University and are consistent with the established levels and priorities.

Recommendation 13.3:

Management of alternate assignment time should be a part of the performance evaluations of the Vice-President for Academic Affairs, deans, and department heads.

NEW LEVEL ACTION ITEM #14: More definitive work needs to be accomplished in identifying acceptable service.

University service must enhance quality in order to support excellence in teaching, to maintain program accreditation, and to raise the University to a higher level of accomplishment and prestige.

Recommendation 14.1:

Because a wide range of activities may legitimately be considered acceptable service in different areas of the University, units should design formal performance evaluation systems which reflect these differences but clearly establish what constitutes discipline-related service. In addition, the system should define service in ways that are capable of validation. All University service should include reasonable availability of faculty on campus to meet the varied needs of students and colleagues. Professional service such as consulting must complement but not compromise a faculty member's other obligations.

NEW LEVEL ACTION ITEM #15: Evaluations should cover a particular year, but the period for reward will cover a longer time span.

Recommendation 15.1:

As faculty and staff activities could, and often do, represent commitments which range far beyond a single year, reward systems should reflect appropriate consideration of such long term involvement.

NEW LEVEL ACTION ITEM #16: New programs should be proposed only if absolutely needed and are within the mission of the University. An extraordinary case must be made for any other programs. **Graduate programs will continue to play a vital role in the offerings at Western and particularly in support of the undergraduate programs.** They should continue to be monitored closely for effectiveness and viability. It will be far better for Western to have a few excellent graduate programs than to have an expanded number of weaker ones.

Recommendation 16.1:

When academic units submit new programs, the University must require thorough documentation and strict compliance with the criteria specified in the *Procedures and Format Covering the Submission and Review of Program Proposals*.

Recommendation 16.2:

The University should update the *New Course Proposals* document and send two copies of the revised document to all academic units. The group charged with the revision task should refer to the specific wording recommendations contained in the Program Development Task Force Report.

Recommendation 16.3:

Interdisciplinary collaboration should be encouraged in developing new programs and seeking internal and external sources to fund them.

Recommendation 16.4:

The Vice President for Academic Affairs should periodically review and publish the need, based on adequate enrollments and acceptable graduation rates, to continue existing programs and the need and resources required for new programs.

NEW LEVEL ACTION ITEM #17: Western should ensure that its students are indeed prepared by taking three significant actions in addition to the comprehensive understanding at the end of every course described earlier. First, a **rising junior assessment must be given** to make sure that students have grasped the essentials of their general education core including the ability to write and speak effectively.

Before any testing procedure is implemented to assess the effectiveness of the University's general education program, several significant problems must be addressed. First, the University's general education program is a broadly defined program of study that provides students with thousands of different course combinations that meet the general education program requirements. As a result, no national test will exactly match Western's general education offerings. Furthermore, an assessment procedure that will effectively allow for the many course combinations students use and yet still provide a comprehensive evaluation of the program will be difficult and time consuming to develop and implement. Second, many Western students fail to complete general education requirements in their first 50 to 75 hours or complete significant portions of their general education work at other schools. Any tests results from these students groups would say little about the merits of our general education program. Third, the motivation of students taking the test is of crucial importance. If students are not motivated to do their best, the test will not provide a true measure of their achievement and, therefore, will provide misleading information regarding the general education program and its effectiveness.

Recommendation 17.1:

The University should develop and field test a general education assessment process for rising juniors that reflects the diversity of the program. In the interim, the University could use the long form of the College Basic Academic Subjects Examination (CBASE) to test rising juniors. CBASE gives national and local percentile subscores in English, math, and social and physical sciences that can be used diagnostically to assess educational effectiveness (at least to the extent that the test reflects the general education program of the students taking the test).

Recommendation 17.2:

The general education assessment (either the locally developed test or CBASE) should be given each semester and required of all baccalaureate students with more than 50 hours of credit and fewer than 76. Students would not be allowed to register for hours beyond 75 until they have taken the test.

Recommendation 17.3:

The general education assessment (either the locally developed test or CBASE) should be administered to all baccalaureate degree seeking transfer students regardless of the number of hours being transferred.

Recommendation 17.4:

The general education assessment should be field tested for three years to study its effectiveness and to gather baseline data. CBASE testing could be implemented almost immediately while locally developed testing could not begin until the test is created. The field test data could be used with appropriate qualifications outlined above to determine whether the test (which ever one is used) effectively monitors the outcomes of the University's general education program.

Recommendation 17.5:

If students are not held accountable for their performances, the test results will not provide meaningful information about the general education program. Therefore, it is recommended that student motivation options such as including publishing percentile scores on student transcripts or offering academic credit for outstanding performance and other options be explored.

NEW LEVEL ACTION ITEM #18: [Western should ensure that its students are indeed prepared by taking three significant actions in addition to the comprehensive understanding at the end of every course described earlier.] **Second, departmental majors should be given a comprehensive assessment early in their final semester** to determine if they have particular shortcomings before entering graduate school or the job market.

It is suggested that this action item be modified such that the comprehensive assessment be conducted in the student's senior year rather than final semester in order to allow time to coordinate and complete any necessary remediation.

Recommendation 18.1:

The University should make senior-level assessment of department majors an official requirement for all programs and graduates, assigning oversight responsibility to the appropriate group and/or the Vice-President for Academic Affairs.

Recommendation 18.2:

Academic departments should be charged with clearly defining the skills and competencies essential to their discipline and establishing appropriate means of determining whether seniors in their programs have mastered these. Senior-level assessments should be in place in all programs by the fall of 1996.

Recommendation 18.3:

Senior-level assessment should be scheduled early enough in the student's senior year to allow time for remediation, if needed. The use of required capstone courses as a form of senior-level assessment is encouraged. [Refer to Recommendation 19.3.]

NEW LEVEL ACTION ITEM #19: [Western should ensure that its students are indeed prepared by taking three significant actions in addition to the comprehensive understanding at the end of every course described earlier.] Third, a "quality assurance" should be issued on all our graduates who have completed a specific major.

Recommendation 19.1:

As specified in Recommendation 18.3, during the 1995/1996 academic year each academic department should describe essential skills and competencies for graduates in their area and design ways of testing seniors for these skills. Departmental skills lists and senior-level assessments should form the basis for written quality assurances for Western graduates.

Recommendation 19.2:

The University's liability under the quality assurance program should be limited to academic preparation and remediation.

Recommendation 19.3:

Academic departments should strongly consider senior-level assessment in the form of a required capstone course. The course could be designed to emphasize knowledge and skills designated as essential by the department and would guarantee the senior-level assessment could be completed prior to graduation. Repeating the course, or portions of it, would offer a clear and workable way of addressing deficiencies. [Refer to Recommendation 18.4.]

NEW LEVEL ACTION ITEM #20: Students engaged in study at a top quality University should be strongly encouraged to visit a foreign country with a culture different from their own.

Recommendation 20.1:

Increase inter-campus communication regarding international opportunities by doing such things as listing Study Abroad Programs on the WKUNet, holding a Study Abroad Day each semester, and disseminating information on international programs through Residence Life, OAR, weekend seminars, and department notices.

Recommendation 20.2:

Fund a Study Abroad Scholarship program.

Recommendation 20.3:

The University should encourage academic units to offer study abroad courses or host international scholars. Faculty, staff, students, and community members with experience abroad should be invited to participate in the development of these programs.

Recommendation 20.4:

The University should seek private funds that could be used to encourage faculty, staff, and students to undertake research/study abroad. On their return, program participants would be expected to share their experiences with others.

Recommendation 20.5:

Individual faculty members should be encouraged to take groups of students to other countries by taking advantage of existing public, commercial travel/tour programs.

NEW LEVEL ACTION ITEM #21: Additionally, a comprehensive plan must be developed to foster a greater crossover between our native student body and students from foreign countries on our campus.

Recommendation 21.1:

The University should establish a representative task force to develop a comprehensive plan to provide students on-campus opportunities for exposure to foreign cultures and people. The recommendations that follow should be considered by that task force when developing that plan.

Recommendation 21.2:

The University should encourage student organizations to become more involved with international students and study abroad activities.

Recommendation 21.3:

The University should increase efforts to recruit a diverse group of international students, faculty, and staff.

Recommendation 21.4:

The activities of the International Club should be promoted on campus and in the community.

Recommendation 21.5:

The University should invite local members of the international community to serve as a resource for international students.

Recommendation 21.6:

Faculty, staff, and students with experience abroad should be encouraged to speak on and off campus about the University's international programs.

Recommendation 21.7:

The University should create an International Center to house the Office of International Programs and provide opportunities for native and foreign student interaction.

NEW LEVEL ACTION ITEM #22: Western's student, faculty, and staff population should be reflective of the race and gender population of Kentucky. The learning and living environment of the campus should represent the diversity of the Commonwealth.

Although the University has acted in good faith to achieve affirmative action goals and remains committed to providing increased opportunities for minority faculty and staff, much remains to be done.

Recommendation 22.1:

Minority student recruitment and retention programs and graduation rates should be evaluated. Program revisions, if any, should be developed and implemented as needed.

Recommendation 22.2:

Special scholarships should be established for outstanding minority students who have completed associate degree programs at community colleges within Kentucky.

Recommendation 22.3:

Appropriate administrative units should establish minority student recruitment, retention, and graduation goals and then be evaluated in their attainment of these goals.

Recommendation 22.4:

Minority faculty and staff recruitment, retention, and advancement programs should be evaluated and revised where necessary.

Recommendation 22.5:

All University units should establish minority faculty and/or staff recruitment, retention, and advancement goals and then be evaluated in their attainment of these goals.

NEW LEVEL ACTION ITEM #23: A university should play a major role in developing attitudes of future members of our society towards others. Therefore, **a requirement for unpaid public service will be a part of our graduation requirements.**

There are two issues surrounding the implementation of this action item that are relevant to its implementation. First, the requirement of unpaid public service is an issue which is still being debated by students, faculty, and staff. That debate may foster an atmosphere "silent, non-compliance" where students record false service information and "wait" to be caught. Second, because of that potential, verification could become problematic in that auditing becomes a lottery of who gets "caught" and 100% verification is too expensive.

Recommendation 23.1:

"Unpaid public service" should be defined as public service given to individuals or organizations excluding service hours for which pay or academic credit is received or which have been court mandated.

Recommendation 23.2:

The public service graduation requirement should apply to all degree seeking undergraduates entering college for the first time in the 1996 fall semester.

Recommendation 23.3:

Thirty-two hours of public service should be required for all undergraduates seeking degrees except transfer students or students seeking associate degrees. For students who transfer to the University with:

- Up to 29 earned hours, 32 public service hours required;
- 30-59 earned hours, 24 public service hours required;
- 60-89 earned hours, 16 public service hours required;
- 90 or more earned hours, 8 public service hours required.

Sixteen public service hours will be required for students earning associate degrees. There will be no limit to the number of public service hours that can be earned in a single semester.

Recommendation 23.4:

The program should be administered using an existing University office.

Recommendation 23.5:

Students will record the completion of public service hours and related information on a student accessible computerized data base. Students' records will be audited and verified on a regular basis.

Recommendation 23.6:

When the requisite number of public service hours is completed, notification should be sent to the Office of the Registrar who will record the completion as a "banner" appearing at the end of the student's academic transcript.

NEW LEVEL ACTION ITEM #24: **The culture for our students must be changed in terms of their academic week.**

NEW LEVEL ACTION ITEM #25: **Additional steps must be taken to encourage our students to be here seven days a week. . .**

As recommendations for New Level Action Items are implemented, many aspects of the University's academic culture will be affected. At the same time it is further recognized that the University is serving diverse populations of students with differing goals and needs. Therefore, no one recommendation will necessarily address all students, but will affect particular groups of students.

Recommendation 24/25.1:

Faculty should develop and implement strategies that encourage student attendance and active participation in the learning process, incorporating new technology as appropriate. [Refer to Recommendation 4.1.]

Recommendation 24/25.2:

The University should consider how best to meet the educational needs of the diverse populations of students being served, perhaps by establishing a new class schedule. Weekend and evening course offerings should be expanded as appropriate.

Recommendation 24/25.3:

The University should schedule and publicize on-campus weekend events (such as football games, concerts, conferences) early in the semester to develop the habit of students remaining in town.

Recommendation 24/25.4:

The University should extend morning, evening, and Saturday hours in the library, the dormitories and computer centers, and student services offices by opening only portions of the facilities and staggering work shifts during peak use times.

Recommendation 24/25.5:

The University should schedule weekend bus trips for student, faculty, and staff to attend cultural and educational events within a 250 mile radius of Bowling Green.

Recommendation 24/25.6:

The University should poll a representative sample of the student body regarding on-campus entertainment and expand offerings in keeping with the results of this poll.

Recommendation 24/25.7:

The University should establish a cinematic arts board to present International and alternative films daily for a reasonable price during the academic year.

NEW LEVEL ACTION ITEM #26: A comprehensive university **should provide nonacademic credit continuing education opportunities for its many constituents.**

Recommendation 26.1:

The University should encourage partnerships between Continuing Education and appropriate units of the University to enhance alumni relationships, provide lifelong learning opportunities and professional certification, and encourage the use of CEUs in grant-funded activities.

Recommendation 26.2:

The University should develop and implement a plan to enable Continuing Education to become self-sufficient and generate income for the University.

NEW LEVEL ACTION ITEM #27: **Practically every unit on campus should have an advisory council which has a meaningful role.**

Recommendation 27.1:

Each unit within the University should recruit appropriate individuals for an advisory council.

Recommendation 27.2:

Requests for individuals to serve as members to advisory councils should be issued by the President, upon recommendation of individual units.

Recommendation 27.3:

Each advisory council should meet at least once per year and keep minutes, which should be distributed to appropriate individuals and groups. The purpose of the meeting should be to provide an opportunity for the advisory council members to provide appropriate feedback and guidance to units.

Recommendation 27.4:

Support for advisory council meetings should be made available on an application/grant basis.

Recommendation 27.5:

The University should maintain a generally available list of all advisory councils and their members.

NEW LEVEL ACTION ITEM #28: Institutional Advancement will play an increasingly important role on this campus.

A task force was not designated to address this issue. Therefore, there are no recommendations from the Steering Committee regarding this matter.

NEW LEVEL ACTION ITEM #29: The intellectual atmosphere on Western's campus must be enhanced.

As recommendations for New Level Action Items are implemented, many aspects of the University's intellectual atmosphere will be affected.

Recommendation 29.1:

The University should establish and maintain student study spaces in all academic buildings and dormitories.

Recommendation 29.2:

The University should develop and implement a student honor code.

Recommendation 29.3:

The University should establish a development fund to expand the number of endowed chairs/professorships and the program for visiting professors, writers, and artists-in-residence.

Recommendation 29.4:

The University should develop a guest lecture series, campus-wide forums, and an annual cultural series. A development fund should be established to support these activities.

Recommendation 29.5:

The park-like ambiance of the campus should be maintained and enhanced. Physical facilities at several points on campus should be modified to facilitate interaction such as constructing a landscaped outdoor commons with a permanent stage on the south side of the Downing University Center and establishing a faculty club with dining facilities.

Recommendation 29.6:

The collegiate atmosphere of the University should be enhanced through the prominent display of student and faculty work across campus.

Recommendation 29.7:

The University bookstore should upgrade the selection and quality of magazines, national newspapers, and other materials it offers for sale. The physical

arrangement of the bookstore should be modified to provide comfortable reading areas and light refreshments.

NEW LEVEL ACTION ITEM #30: University administrators will further develop an operational mentality oriented toward service and facilitating our educational mission.

Administrators must continuously seek ways to improve the operational effectiveness and efficiency of the University.

Recommendation 30.1:

The University should regularly and systematically recognize all employee contributions to decision making by providing more effective feedback regarding those contributions and the decisions ultimately implemented.

Recommendation 30.2:

The University should promote morale and collegiality among all faculty and staff as part of an internal public relations campaign that encourages and celebrates teamwork.

Recommendation 30.3:

Administrators should regularly review and evaluate the effectiveness and efficiency of the organizational structure and staffing patterns of the University in light of Western's educational mission.

Recommendation 30.4:

Evaluation procedures for all administrators should take into account their contributions to the University's service and educational missions.

NEW LEVEL ACTION ITEM #31: Continued staff development will be crucial to Western's overall success.

The University needs an innovative program to recruit, retain, and support the continued growth and professional development of staff.

Recommendation 31.1:

The University should create a comprehensive five year plan to recruit and retain high quality employees, including enhancing internal communication to ensure that job vacancies are effectively disseminated within the University.

Recommendation 31.2:

The University should create a comprehensive employee recognition program, incorporating longevity and meritorious performance.

Recommendation 31.3:

The University should provide appropriate salary adjustments and recognition for completion of degrees, certificates, licenses, and specialized training received by staff.

Recommendation 31.4:

The current Media Source Book should be updated to include all staff who are interested in providing skills and expertise.

Recommendation 31.5:

The University's staff performance evaluation program should be reviewed and improved as part of an effort to develop a pro-active staff development and advancement program.

Recommendation 31.6:

Unit administrators should have annual and long-term goals to provide appropriate teamwork and other professional training for their staff.

Recommendation 31.7:

The University should develop a broadly representative staff organization as a means to more effectively facilitate communication between staff and administrators.

NEW LEVEL ACTION ITEM #33: It will be imperative that everyone be cognizant of retention and graduation rates and actively involved in the recruitment of excellent students.

Everyone at the University should be involved in the recruitment and retention of students.

Recommendation 33.1:

Annual feedback reports for area community colleges should be developed to provide institutionally specific data regarding students who have successfully transferred to Western. These reports should highlight data on minority students and should be used as a recruiting tool.

Recommendation 33.2:

The faculty, staff, and administrators should be trained to respond to student needs and make a concerted effort to be more available. Effective work with students should be included as part of annual personnel evaluations of faculty, staff, and administrators.

Recommendation 33.3:

A framework for academic advisement that provides early warning and intervention for students in trouble should be developed (refer to Recommendation 2.3 to 2.5 and 11.1 to 11.5). Academic units should receive program-specific persistence and graduation data.

Recommendation 33.4:

Program information and the undergraduate and graduate catalog issues should be published on the Internet. Faculty, staff, and administrators should be able to communicate with students via e-mail.

Recommendation 33.5:

Alumni, secondary teachers, and community college faculty should be asked to identify promising students and help them apply for admission.

Recommendation 33.6:

University recruiting teams composed of appropriately trained faculty and staff members should be created to provide prospective students with accurate information regarding academic programs, financial assistance, technology, and campus life.

Recommendation 33.7:

Academic departments have a responsibility for recruiting outstanding students in their area and, therefore, should be afforded some latitude in offering additional financial assistance to students.

Recommendation 33.8:

The University should develop an annual "Education Awareness Day" program for each county in the primary service area to encourage businesses and industries to provide tuition assistance for their employees as well as encourage civic organizations to develop scholarships for deserving students from their locale.

Recommendation 33.9:

The University should provide better access to educational programs and services for nontraditional students as well as area students with collegiate experience but no degree.

Recommendation 33.10:

Information gathered from students who drop out should be systematically solicited and used to develop programs to help students persist.

Recommendation 33.11:

A task force should be established to regularly review all University financial assistance of students to seek ways to improve the recruitment and retention of excellent students.

Recommendation 33.12:

Academic units should establish standing committees to coordinate advising activities and monitor retention of majors. In addition, each academic unit should develop appropriate materials and procedures to make its students aware of the requirements and benefits of its programs.

Mr. Mudge noted that a number of concerns had been raised regarding whether there was sufficient time to go through the items for proper justification, and he recommended that the committee walk through the document and schedule a meeting within the next two weeks to formally take action as a recommendation.

Dr. Robert Haynes, Vice President for Academic led the committee through discussions of New Level Action Item 1-#32 (under Item 10).

Chairman Mudge expressed concern over the amount of time being consumed away from the formal Board meeting and the Finance Committee meeting. He reminded the committee that the Board had directed the administration to move forward on the "Move to a New Level..." and emphasized the importance of doing so. He stated, "We need to make some timely decisions, but I am concerned about the amount of detail that we are getting into that the administration would not have the re-sponsibility to fulfill the Board's wishes. Perhaps, as I suggested at the outset, that the Academics Committee needs to schedule another meeting when we can go through this and make a formal recommendation to the full Board. There is a lot of detail here, perhaps there's another document that we ought to be looking at rather than this. This is important enough to Western and where are going that we need to spend some quality time on it. There is far too much detail here for the Board to take action on, although we need to have some level of comfort that the direction the Board has given the administration is being taken."

Dr. Mendel made a motion that the full Board reconvene within the next two weeks to deal solely with "Moving to a New Level..." The motion was seconded by Joy Gramling.

Mr. Mercer noted that in March of 1995, "We endorsed raising entrance requirements of ACT to 20 or the GPA to 2.5 over a three-year period. The Board

- **further encouraged volunteer public service; and**
- **further directed the President of the University to continue the development of a more definitive plan which outlines in greater detail, the actions, strategies and tactics required to implement these enhancements; and**
- **further directed the President to indicate the financial impact of these enhancements to the University in both the short and long terms; and**
- **further directed that this plan and analysis be presented to the Board of Regents at the April meeting."**

Mr. Mercer stated, "That is what we need in two weeks, just what we said last March. Nothing has changed on where we are and where we are going. We just need the details."

Dr. Mendel "I'd like to incorporate into the motion what Mr. Mercer has just said in terms of the directions outlined in the March resolution.

President Meredith addressed the lack of financial impact data in the implementation plan, stating, " I asked the task forces to address that, and they just simply said they could not in their final report. They didn't feel like they had the ability to bring forth the financial impact. We're crashing now to give you the financial impact as best we can."

Ms. Gramling withdrew her second to the earlier motion by Dr. Mendel.

Dr. Mendel restated his motion to "meet within the next two-three weeks as a full Board to deal with the follow-up for "Moving to a New Level..." as reflected in the minutes of March 22, 1995." (Outlined in the above discussion by Mr. Mercer.) The motion was seconded by Ms. Gramling. The motion carried.

A special meeting of the Board will convene at 9 a.m. on Saturday, November 11, 1995, to address this issue.

With no further business to come before the Committee, the meeting adjourned at approximately 10:49 a.m.

