Minutes of Excellence in Undergraduate Education Implementation Team

December Seventh, 2004
4:PM, Algonquin Room

1) Cathy Cavins called the meeting to order and explained the committee’s charge.

2) Committee proceeded to go through the list of 16 action items. These items were derived from Section 1 / F of the University’s Strategic Plan, copied below.

F. Excellence in undergraduate programs

Goal: To achieve excellence in undergraduate education
1. Review the process by which new undergraduate degree programs are proposed.
2. Review the potential for expanded degree programs, such as:
   a. B.B. in Supply Chain Management
   b. B.B. in Construction Management
   c. B.A. in Digital Photography or option in Digital Photography in the B.F.A. in Art
   d. B.S. in Nursing
   e. B.S. in Forensic Science
   f. Bachelors degree in International Business
3. Explore new offerings for undergraduate programs in the Quad Cities.
4. Develop a plan for assessment that incorporates accreditation and influences curriculum revision.
5. Review student-advisor ratios in light of national norms to ensure students are receiving the appropriate levels of attention.
6. Seek appropriate ways for graduate programs to contribute to undergraduate education, i.e., shared research.
7. Beginning with the students’ first year, find additional ways of mentoring students and advising them of graduate and career opportunities in their field of study.
8. Explore the consequences posed by internet classes to the residential campus experience.
9. Develop internet classes to meet the educational needs of site-bound students.
10. Evaluate the use of service learning pedagogy in the undergraduate program and establish a structure for service learning if appropriate.
11. Define goals for summer school and fund them appropriately.
12. Identify ways to enhance pre-professional programs through recruitment and promotion, timely program review, alumni advisory boards, internships, scholarships, and dual-degree arrangements with select universities.
13. Focus multi-disciplinary approaches to learning by developing curriculum and programs within Centers and Institutes.
14. Ensure that computer literacy is an integral part of the undergraduate experience and that our graduates have mastered the use of informational technologies.
15. Create an Institute for Environmental Studies
16. Develop a Survey Research Center through partnerships between the Departments of Political Science, Sociology/Anthropology, Psychology, and the Illinois Institute for Rural Affairs

The committee decided to go through the 16 action items to determine which could be addressed more or less immediately, which would need more time—and more study—to address, and which items ought to be addressed simultaneously as they were related. Also, the committee decided that it would leverage the work of other committees (for
instance, the three distance education committees) to aid in its deliberations.

It was decided that items 1, 2, and 3 were intimately related, e.g. expanding undergraduate programs (item 2) is related to the process by which new undergraduate degree programs are proposed (item 1). Likewise new undergraduate offerings for the Quad Cities campus (item 3) is effected by items 2 and 1.

Item 4. (Assessment) will be addressed by the committee in the near term.

Item 5. (Student/Advisor ratio) is being addressed by a committee of student advisors. We will request their report.

Item 6 (Graduate programs contributing to undergraduate education) The committee decided that it would useful to coordinate our deliberations on this item with the Excellence in Graduate Education Implementation team.

Item 7 (mentoring undergraduates)
- How does this relate to item 5?
- Is this also a curriculum issue? If you are going to encourage shared research projects (item 6), and if those projects result in some sort of evaluative process (a grade, say) then there will need to be curricular and programmatic coordination.
- Could item 6 also be an instance of mentoring?
- How does item 7 relate to item 12 (enhancing pre-professional programs)?

Items 8 and 9 (exploring consequences of internet classes for our local student population (8) and developing internet classes to meet educational needs of site bound students (9)) are being addressed by three other distance education committees in various ways (curricular, technological, etc). This committee will seek the expertise of those committees to help us make a decision.

Item 10 (Service learning)
- How does this work with items 1, 2, and 3, e.g. what are the programmatic implications for service learning? How might this work with item 12 (preprofessional programs: service learning might be a way to gain entree to experience in a profession–volunteering at a legal clinic, for example.) How might service learning work with item 6 (shared research project might have a service learning component, for example, surveying victims and perpetrators of domestic abuse (a big local problem) would meet the goals of 6 and 12.
- What sort of support will there be for service learning? How will faculty be encouraged to develop service learning curriculum? Extra money as with online courses? Will there be staff support? Grad students often teach labs in science courses–would they be funded to help coordinate service learning experiences?

Item 11 (summer school) Begin by getting a copy of the summer school report from Barbra Bailey. Perhaps schedule a meeting with the Provost and Dr. Bailey and with Judi Dallinger (in her role as assistant provost for undergraduate studies) to hear what their ideas are in regards summer school.
Item 12 (enhancing pre professional programs) How does this relate to item 5 (advising), to 6 (shared research), to 7 (mentoring), and to 1,2, and 3 (the programmatic items). If we explore dual degree programs (as 12 suggests) there will be curricular/programmatic implications.

13 (multi disciplinary approaches to learning within centers and institutes).
- Inventory of institutes and centers with their missions.
- Implications for items 1,2,3 (the programmatic items)
- Implications for 6 (shared research)
- What does it mean for institutes to have a teaching role? How does a non-department function like a department, e.g. produce for-credit courses. Under what protocol will these courses be developed? CCPI? Outside CCPI (as honors classes are)? Other like concerns.

14 (computer literacy) Obtain a copy of the 2001 computer literacy report.

15 and 16. Already done. But how do these new entities address issues raised by items 13, 1,2,3, and 6?

3) Judi Dallinger will call a meeting early in the new year.

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