Executive Council Meeting  
February 10, 2009, 10:00 am, UW2 327

Present: Chuck Jackels, EC Chair, Dan Jaffe, Pam Joseph, Bruce Kochis, Pete Nye, Suzanne Sikma and Kelvin Sung

Guests: Annette Anderson, Tom Bellamy, Colin Danby, Gray Kochhar-Lindgren, Marc Servetnick, Eric Stewart and Linda Watts

Adoption of Agenda  
The agenda was adopted.

Review of EC Minutes of January 27, 2009  
The EC minutes of January 27, 2009 were approved.

Report of GFO Chair - Dan Jaffe

Dan reported to the EC on two major issues from the Faculty Senate on Planning and Budget Committee. President Emmert has declared that the proposed budget cuts will significantly impact the university. A 13% reduction of funding will mean job loss at administrative levels for the UW, a larger cut could result in job losses at the instructional level and a cut in enrollment. UWB is working with program faculty and administrators to structure a mandated budget plan for this campus.

Dan also discussed the Reorganization, Consolidation and Elimination of Programs (RCEP) involving the College of the Environment at UW. The new college will integrate many sectors of environmental departments and research institutes under a united program for all three campuses. UWB could benefit from this program and Dan has asked faculty willing to serve on this RCEP committee to contact him.

Dan touched briefly on the prioritization of degrees in the EC review process. How should start-up costs of proposed degrees be assessed in prioritizing the proposals that the EC is considering? Chuck shared information he received from FCAS at UWS on this matter: that council reviews at an academic level and does not require that strategic planning issues be included.

Dan would like to begin an outreach process for upcoming GFO elections to encourage a larger pool of candidates. Elections will be conducted in May. A Spring Quarter GFO meeting will be planned in April, and Bruce Balick, the incoming Chair of the Faculty Senate will be invited to attend.

Other issues that Dan requested EC comment and feedback on are input to the budgeting process and unfunded enrollment. Should we limit over enrollment at UWB and if so, what limits are reasonable to ensure the delivery of quality programs: 5%, 10% above target? The budget has a bearing on the delivery of programs, one critical influence is program planning. We need information for programs to make decisions on faculty lines and positions allocated, without advanced planning, the delivery of programs could be negatively impacted.

Reports from Program Representatives. None requested
Reports of Standing Councils/Committees. *None scheduled.*

Special Reports. *None scheduled*

Unfinished Business

A. **Bridge program report/discussion - Gray Kochhar-Lindgren will present revised proposal.**

Gray opened discussion on the Academic Transition Program Proposal and thanked Pete for his collaboration and work on the proposal. The proposal addresses some issues that the EC had voiced previously and clarifies that FOCUS will be the final review body for the Bridge program.

**EC motion**

Bruce moved to pass the motion:

The EC approves the Academic Transition Program Proposal. The text of the motion is attached as Appendix A (will attach to minutes).

The motion was seconded, and discussion followed:

- The proposal sets up the Bridge Program for one year, an EC review could then recommend that the program continue, with adequate funding.
- The proposal would put in place faculty mentors for each Bridge Program student; are faculty ready for mentoring at the level that these students require?
- Will there be training for mentors? Academic guidance is one thing, but life skills support is more intensive.
- Workshops to train faculty could be arranged, mentors would need to be knowledgeable about resources and referrals.
- The sequence of required courses for Bridge Program students should be encouraged to ensure the success of students. Ongoing scholarship support would help guide students into taking all the courses in sequence with the Discovery Core.

Chuck called the question on the original motion. Hearing no objection, he called for a vote on it. By show of hands, the motion carried unanimously.

B. **Proposal for Masters Degree in Educational Leadership - 2nd reading for possible action: Professor Bellamy is invited to attend to answer questions.**

Professor Bellamy and Professor Watts were present for the 2nd reading of the proposal for the M.Ed. in Educational Leadership. The EC had no further questions on the proposal.

**EC motion**

Suzanne moved the motion:
The EC endorses forwarding the Master of Education (M.Ed.) in Educational Leadership to the UW Graduate School and the HEC Board.

The motion was seconded.

Chuck called the question on the motion. Hearing no objection, he called for a vote on it. By show of hands, the motion carried unanimously.

**New Business**

**A. Planning NOI for proposed Biology degree - 1st reading with possible action. Professor Servetnick will make presentation.**

Professor Servetnick presented the Planning NOI for a BS in Biological Sciences to the EC. Chuck stated that EC approval would endorse forwarding the proposal to the UWB Academic Council and the HEC Board. Professor Servetnick emphasized the integrative approach that this degree will offer students at UWB, interdisciplinary scholarship will make connections between biology and the social science and humanities. There is high student demand for biological science degrees, both nationally and regionally. Community partnerships with local biotech companies could be developed. With the HECB approval, the degree could be launched by Winter Quarter 2010 according to Annette Anderson.

**EC motion**

Dan made the motion:

"The EC endorses forwarding the Biological Sciences NOI to the UWB Academic Council and the HEC Board."

The motion was seconded and discussion followed.

- At what point will minimum start-up costs be identified? Start-up costs will be included in the final proposal.
- This degree will prepare students for health sciences degrees and professions in health sciences, this is one of the highest demand areas.
- Why is the degree called Biological Sciences, rather than a Biology degree? Professor Servetnick will ask for feedback from the planning committee on this, with the possibility of changing the name to "Biology."

Chuck called the question on the motion. Hearing no objection, he called for a vote on it. By show of hands, the motion carried unanimously.

**B. Proposal for BA degree in Community Psychology - 1st reading for discussion. IAS faculty will make presentation.**

Professor Stewart and Professor Danby presented the proposal for a BA in Community Psychology. This degree is part of the IAS omnibus proposal to convert options to majors. This interdisciplinary degree
applies psychological principles to community problems, connecting scholarship in community health, education and organizational development with Interdisciplinary Arts and Sciences. The EC asked for a more clearly defined framework of the graduation requirements on required core courses and the possible number of pathways through the option. Professor Stewart will consult with the core faculty on revisions. The EC will consider the proposal further after revisions are made.

Meeting adjourned at 12:00 pm
Minutes submitted by Barbara Van Sant
Next meeting will be February 24, 2009.

Appendix A

Academic Transition Program Proposal
2009-2010
February 10, 2009

Purpose: To increase the University's implementation of the 21st Century Initiative by widening student access and diversity.

Students: The Program will recruit motivated students who are historically disadvantaged, low income, and/or first generation college students. Although these students may not perform well on traditional measures of college preparedness, they will show the potential to thrive in a university environment, given adequate support during the transitional year.

Approval: The EC and the VCAA approve the Program.

Admissions Process: The Admissions Office will actively recruit promising students.

- FOCUS will review these applicants and choose the students to participate in the program.
- A maximum of 20 students will be admitted in the pilot year.

Essential Elements of the Program:

1. September Launch Experience. The Program will begin with a 3-credit college preparation course (September 7-24, Monday-Thursday, 9 am-4 pm). The course will be highly interactive and conclude with a public exhibit and a reception. Program components will include:

   - an introduction to university culture and resources
   - practice in study skills, writing and quantitative skills
   - an introduction to collaborative learning strategies.
   - a range of social activities
2. **Learning Strategies Course.** Each quarter of the first year, students will participate in a 2-credit "learning strategies" seminar. A student earning a cumulative GPA of at least 2.9 after winter quarter may place out of this seminar in the spring.

3. **Faculty/Staff Mentors.** Each student will be matched with a faculty or staff mentor, who will meet with the student regularly (at least biweekly), help the student access needed resources and listen to the student's concerns. CUSP will recruit at least 10 faculty and staff mentors, as well as 2-5 peer mentors.

4. **CUSP Supervision.** CUSP will be closely engaged with each of these students, tracking their progress, providing pedagogical and personal encouragement, engaging with student focus and feedback groups, and insuring a smooth integration into the Discovery Core sequence and electives.

**Finances:** We hope the university can offer scholarships for the 9 credits of tuition of all of the students. If not, then the tuition costs for the September Program will be folded into the autumn tuition costs. All eligible students will receive the Husky Promise and the usual array of grant and loan opportunities.

**Program Review:** A review facilitated by the CUSP Director and the Director of Admissions will evaluate the pilot program and, in particular, student progress. In order to insure timeliness, the review should be completed by November 20, 2009.

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**Budget and Resources**

(all figures approximate)

**Student Tuition:** Tuition for the 08-09 AY at 9 credits is $2002 per student x 20 students=40,004.

**Faculty:** 7,000-10,000 (approximately: one month's salary)

**Faculty/Staff Mentors:** 5000

**Program Coordinator:** 6000-7000 (approximately one month's salary)

**Peer Tutors and OAs:** 2000

**Writing Center Tutors:** 1000

**QSC Tutors:** 1000

**Student Life Activities:** 3000

**Total (with Tuition)= 65,000-69,000**

**Total (without Tuition)= 25,000-29,000**
Resources:

**CUSP Director:** general oversight of the program [in place]

**Faculty:** Teach the course; promote active participation in the other sessions. [need to hire]

**Program Coordinator:** day-to-day relationship with students, facilitation, and coordination of the program. Liaison with students, campus resources, faculty, staff, and Director. Assist in planning the course and all related activities. [need to hire; possible part-time of position with Admissions]

**Student Life Coordinator:** Work with program coordinator, faculty, and peer mentors. [in place; may require additional funds]

**Tutors:** Writing and Quantitative Skills [need to be trained and paid for]

**Librarian:** Coordinate Information Literacy Sessions [in place]

**IT and Media Coordinator:** Work with faculty and program coordinator to provide tools and expertise [in place, but will need to be scheduled; might require additional funds]

**Support Team**

Director: Teaching and Learning Center

Director: Student Affairs

Director: Writing Center

Director: Quantitative Skills Center

Director: Library

Director: IT

**Faculty and Staff Development:** Summer and academic year faculty and staff development will be offered through the Teaching and Learning Center, as well as the CUSP Retreat and summer mini-workshops. [normal funding needed]