Executive Council Meeting  
December 3, 2019, UW1 361

Present: Keith Nitta (Chair), SeungKeun Choi, Nora Kenworthy (phone), Minda Martin, Jason Naranjo, Surya Pathak, Alice Pederson and David Socha

Guests: VCAA Sharon Jones, Cinnamon Hillyard, Interim Associate Vice Chancellor for Undergraduate Learning and Avery Shinneman

Adoption of Agenda, Approval of EC Minutes
The agenda was adopted. EC minutes of November 19, 2019 were approved.

Nitta opened the meeting and welcomed Professor Hillyard and Professor Shinneman.

Avery Shinneman, FYPP representative, First Year Discovery Core revision
Professor Shinneman reviewed the UWB Discovery Core 2018-2019 Assessment Committee Report with the EC and summarized the committee recommendations for the FYPP Discovery Core (DC). There has been a substantial decline in the number of students taking Discovery Core and students who are taking Discovery Core courses do not complete the three-quarter series. Shinneman stated that FYPP is recommending a change to the structure of the DC in order to return to a first-year experience that provides universal access to college transition skills and practices and introduces students to the interdisciplinary mode of inquiry valued on our campus.

Recommendations:
- In-coming pre-major students take 5 credits from a DC I course
- In addition to DC I course, FYPP will continue to provide second and third quarter interdisciplinary courses, no longer treated as DC courses which could meet AoK.
- FYPP will work in partnership with Deans and faculty to develop 2-credit portfolio courses.
- The AOC will explore the developed of linked courses
- The AOC will create an improvement plan of the Discover Core for feedback and assessment.
- FYPP creates a faculty development plan with incentives for faculty work in contributing to the DC.

EC discussion points
- FYPP has found that students that complete the DC I course have better retention rates, a one-year retention rate of 87.7%. Students that did not take the DC I course had a one-year retention rate of 70.2%.
- The Discovery Core has a positive influence on one-year retention.
- There is a need for foundational learning.
- The DC teaches writing skills, reading skills, team work and the interdisciplinary approach to learning.
- More than half of our students are first generation students, they need the DC as a path to success.
- This is part of our mission and values.
- Feedback from students show that they benefit from small classes and faculty that are accessible and helpful.
- The interdisciplinary approach also helps students to explore other areas of learning, different disciplines, this can lead to further exploration of interests.
- The Career Center will partner with FYPP to enhance these opportunities.
- We need to have a broader conversation, articulate options for students.
- College skills are embedded in the Discovery Core, some colleges teach it separately.
Interdisciplinarity is a tool to understand and solve complex problems, it can be a lens to see complex issues.

Students are making economic choices, it is important that our programs meet their needs.

Should DC I be a mandatory requirement, an entrance requirement?

FYPP can partner with Schools to create courses, Business could develop an entrepreneur course and other Schools could also develop courses to stimulate interest.

Shinneman asked the EC for input on the implementation of the restructured Discovery Core and how to get at least 40% of incoming students to register for the DC I course. The EC will consult with faculty in their Schools and provide feedback. She also asked for ideas on how to encourage faculty to teach in the Discover Core. The EC discussed pilot classes for faculty development of DC curriculum. Nitta thanked Shinneman and Hillyard for meeting with the EC and updating the Council on the restructuring of the Discovery Core.

David Socha, Chair, Campus Council on Planning and Budget check-in

Socha updated the EC on the work of the Campus Council on Planning and Budget. One of the goals of the CCPB is to increase faculty understanding of the financial state of the campus. Escalating costs are exceeding permanent budget increases for central activities and have generated concern about a budgetary shortfall in the next six years. We need to find funding that is not dependent on identified permanent and temporary funds. How do we change the current projection?

EC discussion points

- Within the next six years our known permanent and temporary funds will no longer cover our costs. What do we need to do to create an economically viable UWB?
- Have we mapped cost drivers? We need an itemized list of the cost drivers.
- Faculty will need to be engaged in navigating the future of this campus.
- Costs need to decrease but we also need to increase revenue, we need to do both.
- Where can we decrease costs? Schools will need to provide accounting for revenue costs list.
- Why is there a deficit on temporary funding? Why are funding needs increasing?
- Funding needs are increasing due to many causes that, in aggregate, are increasing faster than our income:
  - Real estate leases
  - Utilities
  - System overhead and mandated costs
  - Taxes paid to UWS
  - Operating fees
  - Costs of different programs
- Faculty need to understand the landscape.
- What does it take for a course, a program to be offered, we need to look at the funding going to Schools.
- How can the faculty in collaboration with Deans, Faculty Councils, staff and the administration work toward a financial outcome that will allow the institution to thrive?
- What are revenue sources within the Schools?
- We could benchmark cost efficiencies, innovation.
- Faculty/student composition may need to be adjusted.
- We need to maintain the excellence of our education and the UWB mission, this is imperative.
- We could also consider shared services, administratively and in other areas.
• We need to become aware of what constraints will limit the decisions that are pending in terms of sustainability and maintaining the quality of the institution.
• Faculty will need to stay engaged at all levels of the budgetary and strategic planning process to ensure an equitable and successful outcome.

Socha outlined some of the critical areas of work that the CCPB will prioritize over this academic year, the CCPB will meet with School Deans and look for ways to engage the faculty and communicate across the campus.

Reports from Program Representatives – no reports

A. Business – Surya Pathak
B. Educational Studies – Jason Naranjo
C. FYPP – Alice Pederson
D. Interdisciplinary Arts & Sciences – Minda Martin
E. Nursing and Health Studies – Nora Kenworthy
F. STEM – SeungKeun Choi

GFO updates: Tri-Campus restructuring, learning goal and CCPT recusal ballots, time schedule revision – Keith Nitta
Nitta informed the EC that tri-campus restricting discussions are ongoing.

Nitta announced that Barb Van Sant, the GFO program coordinator is retiring the end of December, a celebration will be held on December 12 for Barb. The EC thanked her for her support of the Council.

Minutes submitted by Barbara Van Sant
Meeting adjourned at 10:45 am
The next EC meeting will be January 14, 2020