

8:30 – 9:00a

Continental Breakfast in Training Room C

9:00 – 9:45a

Welcome and Introductions (Dr. Abdelrahman)

Remedial Math Update (Dr. Myers)

Discussion: Dr. Meyers gave a presentation demonstrating the success seen in her remedial and general education math courses in Fall 2017. In summer 2017, math changed their curriculum to a new co-requisite math model. In each of their new courses, the Math courses showed drastic improvements (see attached report).

Informational Literacy (Mr. Etzel)

Discussion: Mr. Etzel stated most students go first to Google or Google Scholar when they begin research. However, Google Scholar does not vet the journal articles posted and may include articles from predatory journals and publishers (for profit). He reported that the library is committed to assisting with the achievement of the strategic planning goal related to promotion of high academic standards and is focused on better communication between librarians and faculty, particularly relating to composition and other introduction courses and faculty teaching research methods courses. The librarians are willing to attend classes and “teach to the assignment” to assist students with how to complete a specific assignment. He noted that the library is currently updating website search tools and demonstrated how to search for reference materials on the library website. Several department heads noted upcoming meetings with some of the librarians with their faculty.

Action: Mr. Etzel will give a similar presentation to the faculty at Wednesday's Professional Development meeting prior to the HLC presentation in the morning.

9:45 – 10:45a

Technology Intensive Courses (Dr. Abdelrahman)

Discussion: Dr. Abdelrahman noted previous discussions concerning technology currently being required in existing courses. He stated that discussions during strategic planning had spoken to “putting the Tech back in Arkansas Tech.” More courses than ever include technology the student must master in order to achieve certain course and learning objectives.

Dr. Warnick referenced the handout related to proposed technology intensive definitions and questions concerning implementation of the definitions and their impacts upon faculty and marketing of the initiative. Discussion then occurred among the groups.

During general group discussion, Dr. Woods noted some courses are heavy in technology usage where others are not. However, one of the learning objectives of the course may require the use of technology in order to accomplish the objective. He stated there needs to be a way to record both measures of technology usage.

Dr. Toms suggested three possible levels of the use of technology in courses: Level one - actually teaching technology; Level 2 - technology is utilized extensively in the teaching of the course; Level 3 - some percentage of the course is taught utilizing technology. She noted the CPA exam will soon be given using excel; students will already need to know excel before taking the exam.

Mr. Caton reported he contacts television and radio stations and finds out what technology is actually being used so that his students are proficient in that technology upon graduation.

Dr. Dawn Ward stated that if the courses are to teach the technology, then the student should not get the technology intensive distinction simply for completing the required coursework. Instead, those students may need to complete additional coursework demonstrating mastery of the technology.

Dr. Woods emphasized compiling a complete package for the student: discipline-specific coursework which can include technology related to the discipline as appropriate, economics/finance skills, and interactive personal (soft) skills.

Dr. Burris stated that the decision of whether the course is technology intensive should be decided at the discipline level.

Dr. Abdelrahman stated he did not want this to become a labor intensive effort; he wants this to be easy to implement and still prove to outside constituents that the university is utilizing technology in our teaching.

Dr. Abdelrahman asked if this initiative should be pursued and asked each person to vote by paper ballot. 27 yes 10 no

For the record, these cautionary/advisory notes were included amongst the yes votes:

A need for further investigation of the idea

Each major should be able to define the technology proficiency

In favor of a technology microcertificate

Need to pursue with caution

Need a combination of technology, humanities/soft skills and economics/finance skills

Need value to be added to the degree recognized by our professional communities

Concept is worth pursuing, has merit, but needs more discussion and planning

Move forward but needs much deeper definition first

Need to develop an interdisciplinary research office as part of this initiative

11:00a – 12:00p

Prospective Program and Curricular Changes for next two years (Dr. Bridgmon)

New courses, options, and degrees

Discussion: Dr. Bridgmon noted economic issues relating to higher education: state funding, student debt, pell grants, questions about the value of higher education. These are all related to our curriculum. Therefore, the reality is we need flexibility in our degrees with a focus on interdisciplinary work. He asked what new degrees are planned over the next few years:

Online interdisciplinary master's degree in leadership;

Bachelor's degree in logistics management with a seamless transition between the Ozark Campus and the Russellville Campus;

Online or hybrid bachelor's degree in non profit studies and community engagement;

Online doctorate in CSP;

MS in environmental science with a sustainability component (one new faculty member);

MSN in nursing education and/or nursing informatics;
MS in sports management;
BS in statistics;
Currently are splitting the management and marketing major into two majors with additional tracks within each major (currently under consideration by Board of Trustees);
Plans to split the economics and finance major into some different configuration;
Adding areas of emphasis in the MBA;
Major in supply chain management at the undergraduate level with an emphasis for the MBA;
Master's in chemistry (with additional resources);
BS in computer engineering (currently under consideration by ADHE);
MS in electrical engineering and MS in mechanical engineering; and
MS in computer science.

Ozark:

AAS in roto pilot (flying helicopters);
Expanding nursing program into the Russellville area; and
Two-year automation degree that might feed into the B.A.S.

Dr. Bridgmon noted that non-traditional students must be kept in mind. He also emphasized there needs to be more collaboration with the Ozark Campus for curriculum development **and** between departments on campus.

Format changes (hybrid and online)

Discussion: Dr. Bridgmon reported that studies show the best learning occurs in a hybrid environment. Online learning will continue to grow, and we should examine having a set of robust, in-demand online programs. He asked if there are any plans to convert existing programs into online or hybrid programs.

Dr. Brucker questioned how to advertise our online programs for international students. Dr. Giroir noted the need for support systems on campus to be more adaptable to the online student. Only 25% of our courses utilize Blackboard at some level. Dr. Aulgur reported that 75% of courses in PS do not require a textbook and this will be 100% for next year.

Recruitment and retention plan

Dr. Bridgmon asked what the departments are doing outside of normal university events for recruitment, and what are the departments doing to foster retention. Dr. Toms noted a low success rate in Accounting II, and the faculty are bringing a variety of recommendations to a faculty meeting later this week. She noted that students who have taken the course online and failed will most likely not be allowed to continue to take it online.

Dr. Woods stated his college is focused on advising to assist with retention.

Dr. Bridgmon stated using predictive analytics helps with determining issues relating to retention. Using Blackboard more would provide more analytics.

Dr. Brucker reported that 27 new TESOL graduate students had enrolled, who had completed the 12 hours with the ESL Academy, with a \$1,000 incentive provided by Dr. Abdelrahman.

Dr. Hukill stated that music has focused very heavily on recruiting the past few years; the department has had up to 500 students be a "Tech band member for a

day.” They are also holding audition days and have sent out posters to every high school band and choir room in the state. She noted that they have had a lot of students, both music majors and non majors, come in to audition. Dr. Woods stated that camps on campus help bring students here who would normally not have done so.

12:00 – 1:30p

Working Lunch in Event Center Dining Room

[Sandwich options: French dip or Turkey Au Poivre]

Moved back to Campus to Rothwell 138 due to a water main break.

Discussion of Big Ideas (Dr. Abdelrahman)

Big Ideas:

1. Housing and Room and Board Scholarships/Bridge Programs;
2. Laboratory preschool/after school care that will function as a daycare run by Early Childhood Education/Psychology. Dr. Abdelrahman also mentioned the Advance Grant (a grant submitted to NSF submitted this past fall in advancing women in STEM);
3. Agri tourism along with a store with organic products for sale;
4. Automated two-way texting system;
5. Graduate recruiter for graduate fairs including online graduate fairs; graduate scholarships and assistantships;
6. Jerry Eats (buy a food truck and run it on campus [hospitality?]);
7. Faculty connections/visiting with high school teachers which will encourage the teachers to recommend ATU to their students (might include in service credit for the teacher);
8. Community engagement office/how can this be done well?/can we tie this to Ozark?; and
9. Concurrent credit classes for recruitment/promotional materials prepared for these students/campus visits.

Dr. Abdelrahman asked which ideas would the group pick to focus on: community engagement which would include 2, 3, 7 and 8; No. 4; No. 9.

1:30 – 3:00p

Program Review (Dr. Austin)

Discussion: Dr. Austin reported that 14 programs were undergoing program reviews beginning this past fall semester and are making significant progress. Eight programs reviews are scheduled for spring and they are also in progress. An additional 14 are scheduled for next fall, etc., until all non-accredited programs are reviewed (about a 2 ½ year cycle). The CPGE system is also being expanded to allow faculty to input learning objectives themselves for the course being evaluated. IR will roll this out soon.

Enrollment Issues (Dr. Bridgmon)

Discussion: On low enrolled courses, Dr. Abdelrahman noted that the Faculty Handbook allows the faculty member to be given scholarship or service credit for teaching additional hours beyond the regular load.

Suggestions for specific types of courses that are typically low enrolled:

Internships – give dollars or some internal calculation based on number of students (could be cumulative).

Practicums have one student and a faculty member could supervise numerous ones – give course release for this.

Capstone courses – course release or pay overload due to some internal calculation based on number of students (could be cumulative).

Special Problems – with 10 or more students, is counted as a class. If 1 or 2 students, count toward service.

Discussion centered on the difficulty in trying to apply the regular teaching standards for many of these classes across the board for the campus.

Tools available to assist:

Course release or workload average over both fall and spring terms

Overload pay

Service or Scholarship

Dr. Abdelrahman stated that the amount of compensation should be tied to the amount of effort expended by the faculty member. Dr. Bridgmon noted a working group is looking at this issue. This group will advance some recommendations later this spring.

Communication (Dr. Abdelrahman)

Discussion: Dr. Abdelrahman noted issues with cascading of information from administration down to the faculty and from the faculty to the administration.

What is communicated well?

Dates, times, timelines.

Misinformation when the truth is not well understood.

Thoughts/Suggestions/Practices:

“Why” is not communicated along with the information itself.

Some ATU websites are good and some are not.

Time is a big issue; good communication takes time and thought.

Changes in policies are made without faculty or departmental input.

Communication has to be intentional and deliberate.

Communication needs to be service oriented with a service attitude.

Nursing stated they use a Blackboard course for communication with the faculty.

It was noted that department heads could use office 365 and set up groups for communicating.

Office 365 also has a texting service.

It was noted that searchable PDFs will also allow individuals to find old issues of minutes or other documents with specific details.

The College of Education has been setting up a time for faculty to gather in person or watch by Zoom for communicating items from the Communication Committee. They are going to expand upon this.

It was noted having a dead hour for the campus would assist with arranging for meetings for purposes of communication.

Reducing Workload (Dr. Abdelrahman)

Discussion: Dr. Abdelrahman noted that Academic Affairs is considering two changes to reduce workload: no longer signing grade changes and no longer approving budget transfers made within colleges/office.

A few other suggestions:

Not requiring several approvals for student labor signoff for payroll.

Not asking that travel over \$500 be submitted to Academic Affairs.

Using Degree Works more widely; building in substitutions normally allowed by the department which could replace the degree audits currently required.

Dr. Abdelrahman asked the group to think about this initiative and recommend to Academic Affairs, if appropriate, any other items.

3:00p

Open Forum/Wrap-Up

Dr. Robertson stated that faculty need to be able to display their research interests on their websites. Mr. Etzel reported the library now has the monies to buy the software needed for establishing a repository of faculty research. He stated he will need to hire a digital/repository librarian to manage this. It was noted that this is for a repository of the research papers, publications, etc., not the display of research interests that Dr. Robertson was questioning. Dr. Abdelrahman stated his understanding that MARCOMM has already bought software to assist the faculty in displaying their research interests on their websites. Mr. Etzel will check to make sure there is no redundancy between the two software packages.

Dr. Abdelrahman stated that he will give an update on the draft promotion and tenure policy tomorrow at the faculty meeting.