

Quarters to Semesters Transition Team Meeting  
January 14, 2009  
Baker 230

Present: Adeyanju, Benton, Calcamuggio, Carpenter, Cheripko, Conrath, Conry, Day, Descutner, Elliott, Esmond-Kiger, Flaherty, Giesey, Leinbaugh, Lombardi, Miles, Munhall, Neiman, Scanlan, Sealover, Thomas, Tuck, Watts, Webster, Wickman, Williford

Descutner opened the meeting with a synopsis of the agenda and a recap of a meeting with student senate chairs regarding circulation of recent calendar information to facilitate student input. He noted that greater emphasis is being put on liaison with regional campuses so that all campuses are up to date on transition status. Gina Calcamuggio is working on communications to the campus community to facilitate information sharing and feedback for the calendar and curricular conversion.

Scanlan shared the draft calendar with Jenny Klein, Director of Orientation and the Allen Student Help Desk. Klein brought up a concern about scheduling new student orientations prior to an early January start date. She will review the calendar and respond to Descutner and Carpenter regarding problems with orientation.

Neiman will review university policies to find those with connections to the quarter system so that they can be updated to reflect the new semester calendar.

### **Calendar Assumptions-Benton**

Deb Benton shared a "Calendar Assumptions" document that projects the calendar forward through 2023-24. A summary page provides date ranges for fall and spring semester opening, holidays, last day of classes, finals week, closing, and commencement(s).

Nice will attend Q2S meeting next week to address questions on the draft calendar. Descutner asked folks to review the handout in advance of the next meeting and send questions to Benton or Descutner.

Comments on the current draft calendar include:

- Winter breaks vary from year to year between 2 and 3 weeks. Leinbaugh asked about having a consistent 3 week winter break. Benton said spring break is always the 9<sup>th</sup> week but a 3 week winter break will bump spring break forward.
- Neiman said keeping a two week break in winter would provide an extra week in summer.

- Cornell asked how many years the calendar must be calculated to satisfy SIS requirements. Benton said international students need final close dates either 5 or 7 years in advance for visa requirements. She will clarify the SIS requirement.

### **Transition Organization-Gieseey**

Gieseey presented a draft of the organizational structure and tasks of the Q2S Transition Office.

- Functions:
  - Manage, facilitate and monitor flow of information among Q2S constituents.
  - Provide support (information and analysis) to Q2S constituents.
- Guideline Development Structure:
  - Representatives of the Office of the Provost, UCC, and EPSA draft guidelines in consultation with their constituent groups, for example, the registrar, deans, GenEd Guidelines Taskforce, and the Q2S Transition Team. That information continues to flow to others as needed.
- Implementation Structure:
  - Graph resembles a micro-controller with pathways for information to be shared. At the base of the graph is the Q2S Transition Office that feeds information to an access point (bus) where others pick up the information and move it forward to their constituents.
  - This approach is not hierarchical.
    - Descutner mentioned that this non-hierarchical structure is new and should influence other information-sharing processes.
    - Scanlan added that sometimes decisions must be made to move the processes forward regardless of these structures.
    - Thomas noted that EPSA and the Faculty Senate need to be added to this graph.
    - Descutner said that this organization structure is a draft, subject to change and input as we move forward.
- Q2S Transition Office Structure
  - Outlines reporting structure for Gary Neiman, Jeff Gieseey, and David Descutner.
- Transition Timeline and Tasks:
  - AY 08-09
    - Transition Tasks:
      - Develop guidelines
      - UCC automation project
      - Begin curriculum transition
    - Directors' Tasks:
      - Assist guideline development
      - Assist UCC automation project

- Develop curriculum transition process
    - Develop new student transition guide
  - AY 09-10
    - Transition Tasks:
      - Curriculum transition
      - College approvals
      - UCC approvals
      - Begin student transition plan
    - Directors' Tasks
      - Support program curriculum transition
      - Support college approval process
      - Support UCC approval process
      - Develop student transition process
      - Develop advising plan process
  - AY 10-11
    - Transition Tasks:
      - Student transition plans
      - Begin 2012-13 catalog
      - Load DARS T/A
      - Advising plan
      - Advisor training
    - Directors' Tasks:
      - Support student transition plans
      - Support loading DARS T/A
      - Support advising plans
      - Support advisor training
      - Review catalog, P&P and Handbook
      - Develop current student transition guide
  - AY 11-12
    - Transition Tasks
      - Advise students
      - 2012-13 catalog
      - Schedule Fall 2012
    - Directors' Tasks
      - Support student advising
      - Support 2012-13 catalog
      - Support DARS T/A
      - Simulate AY 12-13
- Winter 2009 Priorities

- Assist guidelines development
- Develop transition tools
  - Inter-program course groups
  - UCC automation project
  - Curriculum analysis
- New student transition guide
  - Articulate expected enhancements of curricula
- Identify transition support needs
- Office Commitments:
  - We will take care of the students to make sure they are not disadvantaged by the transition.
  - We will take care of the administrative tasks so that the faculty can concentrate on what they do best:
    - Day jobs (teach, conduct research an scholarly activity, service commitments and professional activities)
    - Transition
      - Course and program review and revision
      - Transition processes that require in-depth program knowledge
  - We will do our jobs competently and will encourage all to do the same so that we can trust that in the end the University will be in better shape.

**Comments:**

- Inter-program course groups:
  - If we're each of us is building our course conversions alone, how will others see links between the courses being built? Thomas suggested ½ page summaries called *letters of intent* for courses being converted to show what is being offered and when. Others can review these quickly so see how their own offerings fit together, especially with prerequisites or courses in series.
  - Program coordinators will also be informed regularly about programming as the transition goes forward.
  - Could have a *blackboard* construction where courses can be posted; emails sent out from the board asking for review and comments.
  - Williford has a course matrix that shows where connections and overlaps occur.
    - Popular electives need to be known for early planning. Neiman asked Williford to generate a list of courses which have high non-major enrollments as well.
    - Tier II can be a major requirement or an elective depending on the program. Williford has a good list of these that they can update.
- General Education:

- Tuck asked when we will have a decision on the Gen-Ed format. The hours that Gen-Ed will need is becoming critical for work being done now, especially for Tier I. EPSA set a meeting to discuss this so perhaps information will be forthcoming.
  - Giesey will pass this request to EPSA.
- New student transition guide:
  - Calcamuggio asked about how to communicate the guiding principles behind this effort such as creativity, skill development, and other competencies that would be good in the guideline.
- Training will be needed for faculty on how to take advantage of the semester format to enhance their coursework. Giesey has discussed possible training needs with Laurie Hatch, Director of the Center for Teaching and Learning. The point is to not just convert a quarter by tacking on another ½ quarter, but rather to use the increased teaching time to create opportunities for deeper learning.

Descutner asked the transition team to review the calendar assumptions in preparation for next week's meeting when Benton and Nice will be on hand to answer questions. Also, Calcamuggio will report on a communication plan for the transition. This week, Descutner will send options for summer out to the transition team to review

Next meeting: Wednesday, January 21, 8:00 a.m., Baker Center 230.