

GLOBAL PATHWAYS PROGRAM

ACADEMIC WORKING GROUP

Meeting 1: Tuesday 31 October 2017

Time: 8:00 – 10:00 PDT

Location: MH 223C + Skype

Working Group participants:

On campus: Vicki Hamblin, Marc Geisler, Ed Love, Paul Mart, Kris Moore

StudyGroup via Skype: Lauren McConatha, Paul Busceni

Agenda:

1. Introductions
2. Overview of StudyGroup/Western partnership: Lauren and Paul B.
3. Overview of Western's IEP curriculum and Bridge program: Kris and Paul M.
4. Overview of proposed Global Pathway program at Western: Vicki et al.

Discussion of pathway description that was submitted to Homeland Security with the I-17 paperwork and its components: number of quarters, IEP content, academic laundry list. Useful as a mock-up but not intended as a draft since the working group did not create it.

5. **Defining our task:** Determine what the pathway program will look like at Western, at least in an initial phase, so that recruitment can commence in January 2018 for enrollment in fall quarter 2018. Goal: develop a pathway model that focuses on student success and inclusivity while benefitting rather than taxing academic programs.

We decided to meet weekly for 1 ½ hours, as well as on-line via Sharepoint, to produce a 3-5 page draft model by 21 November. We intend to share that draft with the Administration and with the Faculty Senate after that date. We also identified key academic leaders with whom we

will communicate in the short term, reporting back to the group on those conversations at our next meeting (Tuesday 7 November).

6. Group discussion: What we know versus what we don't know and what we need to know
 1. What do we know about how a pathway might be successful at Western?
 - a. Students in the pathway program will want to earn credits.
 - b. Some programs (such as the MBA) will be very desirable to students.
 - c. Undergraduate students will want flexibility; that is, access to all majors.
 - d. Content that focuses on U.S. academic culture, such as an Introductory course to the Liberal Arts & Sciences, could be a component.
 - e. There may need to be customized pathways for some majors.
 - f. A FIG option populated by international and domestic students might address acculturation and could benefit both groups.
 2. What do we not know at this point about developing this academic pathway?
 - a. How many students will be in the pathway at the onset and down the line?
 - b. Will most of these students enter the pathway during the fall quarter annually?
 - c. What does the academic calendar look like? F-W-S-SS?
 - d. How do we serve these students as they matriculate into Western from the pathway: reserve seats in a set of sections? Add new integrated sections? Create different crns for parallel sections? Create sheltered sections?
 - e. How many credit-bearing courses will we need to meet the needs of the pathway students?
 - f. Will there be training for faculty who teach these sections?
 - g. Will there be coordination among StudyGroup support staff, faculty teaching these sections and IEP faculty?
 - h. Which credit-bearing classes will be offered to these students? How will this impact scheduling?
 - i. How will the credit-bearing sections be funded in order to give these students access to the classes they want to take? How will the dollars be made available to colleges and departments/programs? What process will be created to govern this funding?
 - j. Will we need more TT lines in impacted disciplines (ie: CBE and accreditation)?
 - k. For promotional purposes, how do we identify current and future capacity?
 - l. When will we know how many students are enrolling in the pathway and what their academic areas of interest are so that we can plan?
 - m. Who will be advising these students?
 - n. How do we make the transfer from the pathway to 'Western student' less burdensome?
 3. What do we need to know in order to accomplish our task?

- a. First, we need to talk to the Director of English composition (Marc), the Math instruction specialist (Marc), the Admissions Director (Maggie), the VPUE (Paul M.), the Director of the MBA program (Ed), and the chair of Communications (Kris and Marc).

After that discussion, we agreed that the draft model that we create should include:

1. A set of principles, including our belief that the pathway mechanism should benefit international and domestic students educationally and culturally while being financially responsive to the real costs of program development and delivery.
 2. A skeletal model, including several examples for consideration by academic programs (ie: work-study peer advisors for international students in some courses)
 3. Descriptions of processes for: determining costs, implementing the pathway program and its credit-bearing components, the sharing of revenue, and program-level negotiations about revenue.
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7. Assignment of individual/group tasks for meeting 2: [see above](#)