

WESTERN'S GLOBAL PATHWAY

ACADEMIC WORKING GROUP

Meeting 2:	Date:	Tuesday 7 November 2017
	Time:	8:30 – 10:00 PST
	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. Review notes from Meeting 1
2. Reports from membership on conversations with key academic leaders on campus
Vicki acknowledged the numbers that Maggie had retrieved regarding 2018-19 international student recruitment. Vicki reported on what is in the contract with StudyGroup and who generated it on Western's side; the academic attachment is a blank page, meaning that we need to create that content from scratch. Ed reported on his meeting with Mark Staton, Director of the MBA program. Mark S. welcomes the idea of a pathway for international students to enroll in that program. Ed suggested that we look at Summer Session as a revenue-sharing model that might work for the pathway. Marc thought that if the MBA is intended as the only graduate level pathway to be initiated next year, then someone should make that case to the Graduate Council. Note: We are still hoping to hear from some key leaders in the next week or so (Math, Comm, VUPE).
We discussed the possibility of two tracks for the undergraduate pathway: one for students heading toward Math-heavy disciplines and a second toward GenEd. We also decided to contact the Student Success Collaborative to find out which GURs lead best to majors, to help identify appropriate courses for pathway students, and to allow Western to track students while they are here (how do international students get coded, for example?).
3. Schedule for completing a Three-Part Model for the Pathway program:
 - a. Principles
 - b. Skeletal model with examples/options (see Meeting 1's notes)

- c. Protocol for processes (for determining costs and sharing revenue, for implementing the pathway program, etc.)
4. Discussion of Principles (Part One of the model)

We discussed the set of Draft Principles, making a number of edits. See Sharepoint to track those changes.

5. Unpacking the I-17 program prototype developed in IEP/Extended Ed

Kris and Paul M. provided some corrections to the I-17 Program proposal and answered questions about the IEP program. Among the topics and questions discussed:

- Could Pathway students in level 4 succeed in an academic course even with support?
- What is the evidence for how successful Pathway students might be in a given set of academic courses (Theatre 101, Math 99, Music 104, for ex.)?
- Where have students been most successful (Can Am, Linguistics, Psychology of Gender, for ex.)?
- Does the Pathway have to consist of 4 possible quarters?
- Are there data showing that students in level 6 could successfully take for-credit content?
- Could a FIG be created for international students?
- What about a pre-experience option, such as guest lectures by faculty with pre- and post-support?
- IEP has questions about StudyGroup's use of the Pearson placement test.
- Are there accreditation issues for IEP if that program is altered in order to make it possible for students to add credit-bearing courses to an already heavy load (20 contact hours + homework)?
- What are the actual language competency levels for international students in the pathways at U Vermont and JMU? Are their ESL courses credit-bearing?
- The need to map out all options, beginning with level 6 entry to the pathway.

6. What can we achieve via Sharepoint by Meeting 4 (14 Nov.)?
= reach out to academic leaders and report