

# WESTERN'S GLOBAL PATHWAY

## ACADEMIC WORKING GROUP

Date: Tuesday 5 December 2017

Time: 8:30 – 10:00 PST

Location: MH 223C + Skype 4 B

On campus participants: Marc Geisler, Vicki Hamblin, Ricardo Lopez, Ed Love, Mike Mana, Paul Mart, Kris Moore

On-campus guests: Maggie Barklind; John Lund; Hailey Murphy; ~~Mark Staten~~

StudyGroup participants: Lauren McConatha, ~~Paul Busceni~~

### AGENDA:

1. *AS Review* interview (10 minutes): Members answered questions from Hailey Murphy, student reporter, about the working group's goals and process.

2. Discussion items:

- a. Academic working group documents to be posted on Provost's website

Documents will be posted on Provost's website to address concerns about transparency. Members agreed that all agendas and minutes, as well as drafts of the undergraduate and pre-MBA pathway models, should be posted as soon as possible.

- b. Info session this Thursday to focus on working groups and their roles

This week's info session is one in a series of such sessions that the academic working group recommended to the Provost. The session will be facilitated by Steve Hollenhorst, Dean of Huxley. This first session will focus on the various working groups and their role in the StudyGroup partnership. Each group will get about 5 minutes to discuss their work, followed by a Q & A. The Provost, who had a previous commitment to be out of town on Thursday, and therefore cannot attend this session, will attend future sessions. Ed noted that CBE will be holding a college-wide meeting on the GPP on Wed. 6 December.

3. Action items:

- a. Review revised *Principles, Guidelines for Implementation* and *IEP Processes*

After some discussion the revised *Principles* document was reviewed, edited and approved by a unanimous vote of the membership. Motion: Ed; Second: Paul. Group discussion ensured about

adding more guidelines to the *Guidelines* document regarding access for matriculating students, academic programs' options for supporting students, and fair labor practices. Vicki, Paul, Kris, Ricardo and Mike will work on those changes before next week's meeting.

b. Review and update undergraduate model

Discussion about academic content course options for students at level 4 (IEP) in the pathway. Agreement that GPP students in level 4 should take 20 hours of Intensive English (to include content on English for Math), and one Math class (based on Math placement exam), per the Math chair's recommendations (see Undergrad draft model). Concerns were expressed about whether department chairs were discussing GPP related offerings with faculty. It was noted that the working group can recommend this but it is up to chairs and directors to follow their own processes and that since the GPP does not include new courses those processes vary from department to department. In a related discussion about communication issues related to the GPP and about the 100-level courses that might end up in the model, it was noted that the academic working group's task is to solve the issues it's been charged with in good faith and by communicating collegially.

c. Updates of pre-MBA model

Ed noted that some small modifications to the Micro pre-req in the pre-MBA pathway may be necessary but that faculty in the department and the college are feeling good about the curriculum plan.

4. Goals for final scheduled meeting of quarter (12 December): focus on undergrad GPP model
  
5. Lauren asked whether or not IEP intended to continue to offer IEP levels 4-6 to non-pathway students. Kris answered that IEP will continue to do so as it is a condition of their accreditation. Lauren asked if general university grading standards apply to pathway students. It was confirmed that pathway students must earn a minimum of a 2.0 GPA in academic content work and in IEP coursework in order to matriculate into Western in line with main-campus requirements. She asked if faculty had decided whether the academic courses in the pathway would be integrated or sheltered sections. This will vary among departments. For instance, while the Math chair feels that students could be integrated in their Math courses with help from a designated TA, the English director and chair prefer offering a sheltered section of English 100 for pathway students.