

## January Conference 2006: Academic Excellence and Enrollment Growth Summary Report and Recommendations for Action

### Conference Summary

The theme of the 2006 January Conference for faculty and staff was sustaining and enhancing academic excellence within a context of dramatic enrollment growth. The conference looked at ways to tell and sell the story about Towson University. The event began with introductory remarks by Dr. Brennan, a keynote presentation by Dr. Caret, and a plenary presentation on National Survey of Student Engagement (NSSE) results by Dr. Doherty. NSSE results are available on-line at <http://pages.towson.edu/assessment>. During lunch, Dr. Brennan updated conference participants about programmatic delivery options at Towson University, with particular emphasis on distance learning, the challenges of moving traditional courses on-line, and Towson's progress in distance learning. The second half of the conference consisted of eleven small group workshops developed from broad categories of NSSE results. These sessions were selected based on their relevance to Towson as the University pursues student success and academic excellence in a period of rapid enrollment growth. Summaries of the break-out sessions follow.

#### Critical Thinking and Problem Solving - *facilitated by Susie Feldman and Sarah Bruce*

CT is thinking based on questioning, reasoning, and evaluation, rather than on belief, feeling, wishes, or impulse. CT involves the use of complex information from a variety of sources and experiences. The critical thinker has both cognitive skills and affective dispositions. Benchmarks of students' CT abilities include adequate vocabulary to read and write about complex ideas; ability to ask clearly stated, "fruitful" questions; evaluating sources; extracting and summarizing information; making connections; organizing information; building strong arguments; solving problems; and monitoring and improving their own reasoning.

The purpose of this workshop was to discuss the importance of critical thinking and problem solving skills and the ways to help students develop their ability to organize, evaluate, analyze, synthesize and apply information, ideas and experiences. Participants of this session addressed three questions together: (1) What is CT? (2) How can we measure CT? (3) How can we expand and strengthen our focus on developing students' CT abilities, even in the face of increasing enrollment?

Participants in this session developed a number of recommendations. These include expand the number and assure the rigor of UIE courses and other CT courses; encourage the use of CT-enhancing assignments and approaches; support the scholarship of teaching as it relates to CT; continue and enhance faculty workshops and discussions of best practices and assessment tools; and enhance the sense of community through freshmen learning communities or other small groups to foster affective aspects of CT.

#### Writing – *facilitated by Cheryl Brown*

The ability to express ideas, thoughts, concepts, information and argument in writing is a cornerstone of student learning in higher education. Much discussion has surrounded the ways in which students learn to write, the amount of writing students are asked to do, and the importance of writing in the discipline as well as across the disciplines. This session continued these conversations through exploration of current practice, and looked at how students "learn to write" as well as how they "write to learn."

During this session, the group discussed the need for more communication about the resources available to faculty who are teaching writing or incorporating writing in their classes. Several participants did not know about the services offered through the various tutoring centers: The Writing Lab, the Writing Support Program, and the ESOL Center. Participants suggested that this information should be the source of a Towerlight article as well as posted on the Daily Digest at the beginning of the semester and included in the faculty newsletter. One concern, however, was that these writing resources are not well-funded and may not be able to deal with the influx of students if the services were more widely publicized.

Another issue that was discussed during this session was that faculty who are teaching advanced writing courses in their disciplines feel that they are not getting enough information or guidance about what they should do in these courses. There was also discussion about how to deal with graduate students who are coming from other colleges and universities and exhibiting poor writing skills. Possible responses were discussed but no satisfactory solution was developed.

Finally, everyone in the session agreed that there should be more faculty development workshops and sessions about facilitating writing and that perhaps the administration could supply more support and resources for this type of faculty development.

#### Student Engagement –*facilitated by Barry Evans*

Research has demonstrated that students learn best when they are active, involved, and engaged in their own learning. Engaged learners ask questions, interact with peers both in and out of class, work hard to meet and exceed expectations, and come to class prepared and ready to learn. This session looked at ways to engage students in their learning, discussed current practice at Towson, and began to frame recommendations for continued focus on student engagement as a critical tool for academic excellence and enrollment growth.

Participants discussed the importance of first impressions and the strategic implications for engaging everyone and becoming connected. The group noted that faculty members are in a position to be an integral part of making students comfortable. Students do not have to go to activities but they do have to go to class so faculty might use their classes to help students connect on campus. The group also agreed that faculty should be mindful that students do not easily talk with other students if they do not know them and that faculty can serve as facilitators for networking among students.

It was also noted that faculty members should present themselves as people and find a common denominator that ties them into the students and the students' world. Seeing a faculty member as a person may make the student feel more connected. The group discussed actively and genuinely mentoring students and sharing enthusiasm about the subject and the course. Participants felt that faculty need to care about their students in order for students to care. Using technology (such as "Facebook") to get to know students was also suggested.

The group concluded that faculty must be strategic and intentional in networking with students and in revealing to the students that the faculty member is a person, too. Participants also agreed that while understanding and investing in student engagement was not in opposition to the research environment, it was important for the administration to clarify its support for investing in student engagement and to demonstrate that faculty facilitation of student engagement is valued.

General Education - facilitated by Irena Makarushka and Louise Laurence

Many questions frame the discussion about general education, both on and off campus. What is a core curriculum? What should all college students learn, regardless of major? How is the identity of an institution expressed through its general education program? This session discussed re-imagining the Towson model and explored the ways in which we can continue to move our general education program toward Towson 2010.

This session reviewed a number of statements about general education and the generally educated person. Greater Expectations was discussed as were definitions of general education. Participants talked about the importance of faculty involvement in the definition and development of general education programs and looked at several models of core curricula and basic skills requirements. The group agreed that Towson needed to revisit its general education curriculum and recommended that the university convene a committee of faculty to re-imagine the liberal arts core curriculum.

The Major - facilitated by Craig Johnson

Major programs are the centerpiece of any college or university. Many institutions build their reputation on the quality and distinctiveness of their majors. This session looked at the ways in which Towson's major programs provide our students with a competitive edge over other college graduates. Recommendations were framed using the strengths of our majors to help tell and sell the story.

During this session, distinctive aspects of majors at Towson University were discussed. Four areas of distinctiveness were highlighted: relatively small classes, a wide variety of available coursework, specialized tracks, and support for study abroad. Participants also posed several general questions related to the theme of the conference (academic excellence and enrollment growth). The first question asked whether the growth of Towson would be targeted to certain majors capable of accommodating growth or whether growth would be "across the board" and less predictable in terms of majors. The second question looked at what metrics would be used to decide what is distinctive. The group agreed that distinctiveness was probably decided by prospective students, potential employers, and other universities. The group also agreed that Towson had a number of majors that were distinctive at the national level, a number that were regionally renowned, and still others that had a solid local reputation, and felt that all levels of distinctiveness should be valued.

Participants agreed that the university was encouraging more work toward external funding, another factor that added distinctiveness but asserted that the role of grant production in the context of increased expectations for teaching needed to be clarified. The group also thought it was important to work more closely with feeder institutions to clarify what courses and skills are important to success in our majors given the importance of transfer students to the makeup of the student body.

Additional discussion covered more specific characteristics of majors that impart distinctiveness. These included research experience with faculty, internships, departmental honors programs, combined BA/MA programs, active student organizations, and student awards and scholarships. The group concluded that in order to either attain distinctiveness or maintain that which our majors already possess, departments and programs must have the appropriate human resources (e.g., faculty, staff, etc.), the flexibility to develop schedules that allow a balance of increased enrollment in "service" courses with the acceptance of smaller enrollments in advanced courses, and the space in which to provide this education.

### Co-Curricular Learning - *facilitated by Deb Moriarty*

The importance of co-curricular learning to the overall student experience is well-documented in higher education research. Student learning and success may be impacted as much by participation in campus activities, organizations, and events as by academic study. This session focused on faculty and staff collaborations that promote co-curricular involvement and learning. Involvement was defined as “intentional learning” and is interchangeable with “engagement.” Three parameters defined the session: (1) learning is comprehensive, combining both academics and student development; (2) students are influenced mostly by their peers; and (3) faculty and staff have similar learning outcomes and goals for their students.

Participants felt it was important to talk in terms of “learning” instead of “involvement” and looked at ways to enhance co-curricular learning. The group concluded with a number of recommendations that had faculty and student services working closer together to promote academic excellence and enrollment growth. Recommendations that came out of this session included more faculty interaction with students and non-academic staff; an FYE group that lasts longer than a year; intentionally designed messages that welcome and recognize students as “citizens” of the Towson community; a “giving back” culture and required service learning; development of more intentional co-curricular learning experiences; and improved communication among groups on campus.

Emphasis was placed on faculty and student services working closer together. Options that were discussed included student service staff liaisons to academic departments, attending faculty meetings, student service coverage of classes faculty cannot make, direct communication with faculty rather than through administrators, learning communities and dorm courses, and a Master Calendar. It was also agreed that everyone should know the Fight Song as a way to promote community, spirit and pride!

### Civic Engagement - *facilitated by Rita Marinho.*

The idea that a college or university exists in large measure to educate citizens for active and involved participation in society has always been a driver in American higher education. Contemporarily, civic engagement is best understood not as a discrete set of activities, but as a deepening commitment of institutions which have redesigned their teaching and learning, scholarship and service to become more productively involved with their communities. An institution which makes this commitment develops civic skills for all, inspires engaged citizenship, promotes a civil society and builds the commonwealth. This session looked at implementation strategies of civic engagement and discussed current practice at Towson. Participants concluded that academic leadership at all levels has to be intentional in order for institutional transformation to take place to implement community engagement. Values must center on responsiveness to the community; respect for partners; academic neutrality; accessibility; integration with the work of the institution; coordination; and resource allocation.

The session began by reviewing President Caret’s statement on Civic Engagement in the Curriculum and discussed explored institutional implementation goals and strategic considerations for infusing civic engagement into the culture of the institution. The session also looked at the scholarship of engagement that reflects an inquiry-based agenda with additional kinds of institutional collections in terms of preparation; requires the systematic training of faculty and administrators regarding evaluation systems for promotion and tenure; requires embracing different types of documentations.

The session concluded with participants agreeing that civic engagement must be intentional and transformational, included in the mission of the university, and accomplished through

organizational realignment and faculty support, and by building two-way bridges to the community.

#### Learning Outcomes - *facilitated by Barry Moore*

This session looked at how we determine if our students are learning what we want them to learn and at how we can use learning outcomes to support academic excellence and student success. Models for developing learning outcomes for courses and curricula were presented. Best practices from on campus were reviewed and discussed, as were the ways in which assessment practice and methods that are successful in one department or program can be applied to other departments and programs.

Discussion expanded from specific examples to more broad debate. The group talked about the need to close the loop on assessment and on how to get faculty and staff to view a commonality of assessment. Participants also talked about how they, as faculty assessment people, could be part of the curriculum process, resource allocation decisions, and program development, and how learning outcomes could be used to support student success and to collect useful information for telling and selling the story of academic excellence at Towson. Frequent, small faculty groups were suggested that would meet monthly to determine assessment approaches and methods, emphasizing a more systematic approach that involved faculty. The need to make a distinction between assessment, evaluation and research was also highlighted.

Three recommendations came from this session. First, the campus must promote a commonality of assessment. Faculty should discuss overall assessment practices to ensure there are common goals and agreed upon outcomes for assessment. These goals should represent the community of department faculty. Second, small faculty groups should be convened to evaluate the process of assessment. Assessment should be a continuing process in any department. Any faculty should be able to assess any course in the department. Assessment meetings should be a basic part of the committee process in a department. To facilitate this process, small groups of faculty should meet on a regular basis to monitor the process and outcomes of assessment. Third, the distinctions between assessment, evaluations, and research should be articulated. The departmental assessment process should make careful and clear distinctions between the actual assessment values and measurement, student evaluations of faculty, and student projects related to a class.

#### Faculty Roles - *facilitated by Maria Fracasso*

Student-faculty interaction has been identified as a key factor in student engagement and success. The ways in which students and faculty relate to each other as well as the role of faculty across all institutional sectors are critical to achieving academic and institutional excellence. This session explored the varied roles of faculty at Towson, particularly as these roles relate to student learning and academic success, and examined the importance of strong student-faculty relationships and interactions.

As part of this discussion, findings from NSSE items related to student perceptions of faculty roles were reviewed. On average, students describe their relationships with faculty as “helpful” but at a lower rate than NSSE data from peer institutions. Students “sometimes” work with faculty members on activities other than coursework and “sometimes” discuss ideas from readings or classes with faculty members outside of class but, again, at lower rates than peer institutions. Students report that they “often” discuss career plans with a faculty member or advisor and receive prompt feedback from faculty on academic comparison although these responses were also lower than the response data from peer institutions. Students, however,

“very often” communicate by email with faculty, higher than all NSSE comparison groups, but most have not or do not plan to work on a research project with a faculty member outside of course requirements.

Participants in this session also discussed the importance of faculty-student interaction, active and collaborative learning, and co-curricular learning. The discussion concluded by recommending co-curricular activities as part of course requirements, the importance of a master calendar, developing more effective lines of communication so faculty are aware of what is important for student success, and rewards, incentives and recognitions for excellence in teaching and learning.

#### Student Commitments - *facilitated by Bob Giordani*

It is well known that the demands students face outside of class have a direct impact on their ability to meet their requirements in class. This session examined the nature of student commitments (including family, work, social life, commute and study time) and the types of support that an institution can provide to help students meet their commitments while succeeding academically. Current practice was discussed and recommendations developed.

Participants acknowledged the impact of student commitments on student success but felt that out-of-class commitments should not be an excuse for poor classroom performance. The group agreed that first-year students must be academically challenged in order to set the standard for the upper-class years. The group also recommend collecting focus group input from “regular” students rather than student leaders.

#### Diversity Awareness and Understanding - *facilitated by Art King*

An important part of a liberal arts education is its ability to provide access, opportunities and support for diverse students to interact with each other both inside and outside of the classroom. Research studies confirm that curricular and co-curricular experiences are foundational in promoting and advancing diversity awareness and understanding related to educational outcomes. The focus of this session was on current practices at Towson and recommendations for the future as critical components in student success, academic excellence, and enrollment growth.

Three areas of focus led the discussion: barriers, definition for diversity, and diversity in the curriculum. The group first looked at the climate and environment on campus and agreed that while classism was not overtly addressed, some students might perceive a hostile climate. The group looked at heterosexism and racism in the classroom and at how minorities are evaluated. Participants also thought that the definition for diversity on campus should be expanded beyond race to include international students, and beyond black and white to include Hispanic, Asian and LGBT students. Recruitment was seen as focusing on African Americans and the group recommended equal resources across diverse groups. Finally, the session explored ways to address diversity in the curriculum. Ideas presented included study abroad, foreign language coursework and interdisciplinary studies (African American, LGBT, Jewish Studies). The group agreed that there was no budget for these programs and that the programs suffered from a lack of visibility. Women’s Studies was presented as a good model for integrating diversity in the curriculum and the group recommended using it as a model for including diversity. They also agreed that the Top 10% was a successful program and pushed for diversity initiatives that address curriculum at the same level of recruitment.

## **Key Recommendations**

Dr. Brennan ended the conference by debriefing conference attendees on the breakout session discussions and reviewing key recommendations that came from each small group. Following the de-briefing on the breakout sessions, Dr. Brennan spoke of new trends in higher education for 2015 and posed four new questions to look at in the coming year:

1. How can we describe the Towson University experience to students?
2. How can we communicate the “why Towson?”
3. How can we deliver on what we promise we will do?
4. How can we assure and ensure the Towson University educational experience?

The conference concluded on the note that the success of Towson University is measured by the success of our students. Dr. Brennan emphasized the importance of the breakout session recommendations. To support the commitment to academic excellence and student success during a time of enrollment growth and to reinforce the work of the conference, an action plan and time line for addressing the recommendations developed during the conference break-out sessions follow.

**Recommendations with Action Plan and Time Line**

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>
Co-Curricular Learning	<ul style="list-style-type: none"> <li>▪ Agree that learning happens in and out of the classroom and strengthen the intentionality of out-of-class learning</li> </ul>	<ol style="list-style-type: none"> <li>1. Joint Academic Affairs-Student Affairs statement</li> <li>2. Promote and disseminate statement</li> <li>3. Design and implement special projects</li> </ol>	Spring 06	Academic Affairs Student Affairs	Section II: Student Experience
			Fall 06		
			Spring 06 – Spring 07		
Co-Curricular Learning	<ul style="list-style-type: none"> <li>▪ Create required team taught cohort experiences that span all years of college, not just FY</li> </ul>	<ol style="list-style-type: none"> <li>1. Meet with FYE team</li> <li>2. Generate plan</li> <li>3. Implement plan</li> <li>4. Assess plan</li> </ol>	Spring 06	Academic Affairs Students Affairs	Section II: Student Experience
			Spring 06 – Fall 06		
			Spring 07 – Fall 07		
			Fall 07		
Co-Curricular Learning	<ul style="list-style-type: none"> <li>▪ Identify more effective ways to communicate the broad range of activities to faculty, staff and students.</li> </ul>	<ol style="list-style-type: none"> <li>1. Create Master Calendar</li> <li>2. Utilize eTU</li> <li>3. Utilize Daily Digest</li> <li>4. Hold faculty development sessions</li> <li>5. Identify other ways</li> </ol>	Fall 06	Academic Affairs Student Affairs	Section II: Student Experience
			Fall 06 – Spring 07		
			Fall 06 – Spring 07		
			Spring 07		
			Spring 06 – Spring 07		

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>			
Civic Engagement	<ul style="list-style-type: none"> <li>▪ Realign the organizational structure of Towson University to support intentional and transformative civic engagement initiatives</li> </ul>			President's Office Academic Affairs	Section II: Student Experience			
Civic Engagement	<ul style="list-style-type: none"> <li>▪ Promote faculty buy-in and support</li> </ul>	<ol style="list-style-type: none"> <li>1. Convene faculty committee on civic engagement</li> <li>2. Develop and implement faculty development initiatives</li> </ol>	<table border="1"> <tr> <td>Fall 06</td> <td rowspan="2">Academic Affairs</td> </tr> <tr> <td>Fall 06 – Spring 07</td> </tr> </table>	Fall 06	Academic Affairs	Fall 06 – Spring 07	Academic Affairs	Section II: Student Experience
Fall 06	Academic Affairs							
Fall 06 – Spring 07								
Civic Engagement	<ul style="list-style-type: none"> <li>▪ Build 2-way bridges to the community</li> </ul>	<ol style="list-style-type: none"> <li>1. Design and implement special projects, possibly funded by grants</li> </ol>	Spring 06 – Spring 07	President's Office Academic Affairs Student Affairs	Section II: Student Experience			
Civic Engagement	<ul style="list-style-type: none"> <li>▪ Include civic engagement in the mission</li> </ul>	<ol style="list-style-type: none"> <li>1. Convene a mission statement committee</li> <li>2. Hold campus conversations about civic engagement and the mission</li> </ol>	<table border="1"> <tr> <td>Spring 06 – Fall 06</td> <td rowspan="2">Campus</td> </tr> <tr> <td>Fall 06 – Spring 07</td> </tr> </table>	Spring 06 – Fall 06	Campus	Fall 06 – Spring 07	Campus	Section II: Student Experience
Spring 06 – Fall 06	Campus							
Fall 06 – Spring 07								

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>
Critical Thinking	<ul style="list-style-type: none"> <li>▪ Expand the number and assure the rigor of UIE courses and other courses that focus strongly on CT and reasoning skills, e.g., Logic (PHIL 111) and Chance (MATH 305)</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with UIE faculty to identify common elements of UIE course with respect to CT</li> <li>2. Design common instruments to teach and assess CT competencies in UIE courses</li> <li>3. Expand CT assignments beyond UIE courses</li> </ol>	Spring 06 – Fall 06	Academic Affairs Library Faculty	Section II: Student Experience
			Fall 06 – Spring 07		
			Spring 07		
Critical Thinking	<ul style="list-style-type: none"> <li>▪ Encourage the use of CT-enhancing assignments/approaches, e.g., case studies, primary research analysis</li> <li>▪ Focus on generation of fruitful questions, argument critique, small group work, and discussion, in all courses</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop special projects and departmental initiatives for CT</li> <li>2. Design and implement assessment projects to measure CT</li> <li>3. Work with UIE faculty to develop CT assignments for embedding in non-UIE courses</li> </ol>	Spring 06 – Spring 07	Academic Affairs	Section II: Student Experience
			Fall 06 – Spring 07		
			Spring 06-Spring 07		
Critical Thinking	<ul style="list-style-type: none"> <li>▪ Support the scholarship of teaching as it relates to the teaching and evaluation of CT skills.</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage faculty to design and implement special CT course-based projects</li> <li>2. Provide summer or semester funding for CT projects by application</li> </ol>	Spring 06 – Fall 06	Academic Affairs	Section II: Student Experience
			Spring 06 to Summer 06		

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>
Critical Thinking	<ul style="list-style-type: none"> <li>▪ Continue and enhance faculty workshops and discussions of best practices in the classroom and of effective assessment tools.</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with CIAT and Office of Assessment to design and offer workshops on teaching CT</li> <li>2. Identify and publicize effective methods to assess CT</li> <li>3. Create a resource packet on CT teaching and assessment and make available to interested faculty</li> </ol>	Fall 06 – Fall 07	Academic Affairs CIAT	Section II: Student Experience
			Spring 06 – Fall 06		
			Spring 06 – Fall 06		
Critical Thinking	<ul style="list-style-type: none"> <li>▪ Enhance the sense of community that fosters affective aspects of CT</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with FYE to incorporate CT initiatives into the first-year experience</li> <li>2. Identify small cohorts and study groups focused on issues of CT in their major program</li> </ol>	Spring 06 – Spring 07	Academic Affairs	Section II: Student Experience
			Fall 06 – Spring 07		
Critical Thinking	<ul style="list-style-type: none"> <li>▪ Develop institution-wide assessment tools to monitor TU's progress in fostering CT</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with CT faculty and Office of Assessment to identify and utilize common methods of assessing CT</li> <li>2. Disseminate these methods across campus</li> <li>3. Assess impact of CT on campus</li> </ol>	Fall 06 – Spring 07	Academic Affairs	Section V: Telling and Selling the Story
			Spring 07 – Fall 07		
			Fall -07		

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>
Diversity	<ul style="list-style-type: none"> <li>▪ Expand the definition of diversity beyond race to include all groups</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with Diversity Advancement Committee to re-consider the definition of diversity on campus</li> <li>2. Develop, if appropriate, a new definition of diversity that is more inclusive</li> <li>3. Ask for campus input into this re-definition process</li> <li>4. Approve and implement this recommendation</li> </ol>	<p>Spring 06 – Fall 06</p> <hr/> <p>Fall 06 – Spring 07</p> <hr/> <p>Spring 07</p> <hr/> <p>Spring 07</p>	President's Office Academic Affairs Student Affairs	Section I: Enrollment Management, Growth and Mix
Diversity	<ul style="list-style-type: none"> <li>▪ Address the importance of diversity in the curriculum through study abroad, interdisciplinary programs and similar activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with the diversity advancement committee to review the university diversity plan</li> <li>2. Share proposed changes with campus community</li> <li>3. Revised based on campus input and send to senate for approval</li> <li>4. Implement and assess</li> </ol>	<p>Spring 06 – Fall 06</p> <hr/> <p>Spring 07</p> <hr/> <p>Spring 07</p> <hr/> <p>Spring 07</p>	Academic Affairs Student Affairs	Section I: Enrollment Management, Growth and Mix
Diversity	<ul style="list-style-type: none"> <li>▪ Expand recruitment focus on African American students.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and implement student recruitment initiatives</li> <li>2. Assess impact of recruitment strategies</li> <li>3. Identify areas for improvement</li> </ol>	<p>Spring 06 – Fall 06</p> <hr/> <p>Fall 06 – Spring 07</p> <hr/> <p>Fall 06</p>	Enrollment Management Academic Affairs	Section I: Enrollment Management, Growth and Mix

Break-Out Session	Recommendation	Action Steps	Implementation Timeline	Responsibility	2010 Link
Diversity	<ul style="list-style-type: none"> <li>▪ Address recruitment and retention of a diverse workforce to include faculty and staff reflective of anticipated diverse student body for 2010</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and implement employee recruitment initiatives in keeping with TU diversity plan</li> <li>2. Assess impact of recruitment initiatives on employee diversity</li> </ol>	Spring 06 – Fall 06 Fall 06 – Spring 07	Human Resources Academic Affairs	
Faculty Roles	<ul style="list-style-type: none"> <li>▪ Promote faculty-student interaction</li> </ul>	<ol style="list-style-type: none"> <li>1. Convene a working group to look at faculty-student interactions</li> <li>2. Review recommendations of working group and implement as appropriate</li> <li>3. Assess outcome</li> </ol>	Spring 06 Fall 06 Fall 06 – Spring 07	Academic Affairs Student Affairs	Section II: Student Experience
Faculty Roles	<ul style="list-style-type: none"> <li>▪ Include co-curricular activities as part of course requirements</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with faculty and student affair personnel to develop and implement pilot projects on including co-curricular activities in courses</li> <li>2. Assess impact of these projects</li> <li>3. Use assessment data to improve projects</li> </ol>	Spring 06 – Spring 07 Spring 07 – Fall 07 Fall 07	Academic Affairs Student Affairs	Section II: Student Experience
Faculty Roles	<ul style="list-style-type: none"> <li>▪ Develop and maintain a master calendar</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop and disseminate Master Calendar</li> <li>2. Determine responsibility for Calendar</li> <li>3. Publish in all appropriate TU venues</li> <li>4. Revise and update as needed</li> </ol>	Spring 06 – Fall 06 Spring 06 – Fall 06 Fall 06 Fall 06 – Spring 07	Campus	Section II: Student Experience

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>
Faculty Roles	<ul style="list-style-type: none"> <li>▪ Develop rewards, incentives and recognition for faculty</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with University Senate and faculty to determine appropriate incentives and rewards, and to design, develop and evaluate these incentives</li> </ol>	Spring 06 – Fall 06	Academic Affairs	Section II: Student Experience
General Education	<ul style="list-style-type: none"> <li>▪ Convene a committee of faculty to re-imagine the core curriculum at Towson University</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with general education committee to review definitions and structure of general education on campus and revise as needed</li> </ol>	Spring 06 – Spring 07	Academic Affairs University Senate	Section II: Student Experience
Learning Outcomes	<ul style="list-style-type: none"> <li>▪ Promote a commonality of assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with University Assessment Council to restructure assessment program with new focus on common methods and goals.</li> <li>2. Work with departments and programs to implement common core assessment, as appropriate and within the schedule determined by the UAC.</li> </ol>	Spring 06 – Fall 06  Fall 06 - Spring 07	Academic Affairs Student Affairs Assessment Office	Section V: Telling and Selling the Story

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>
Learning Outcomes	<ul style="list-style-type: none"> <li>▪ Convene small faculty groups to evaluate the process of assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. Appoint a subcommittee of the University Assessment Council to develop and implement an evaluation process for the TU assessment program</li> <li>2. Collect data and analyze</li> <li>3. Recommend changes and improvements</li> <li>4. Implement recommendations as appropriate</li> </ol>	Spring 06	Academic Affairs Student Affairs Assessment Office	Section V: Telling and Selling the Story
			Spring 06 – Fall 06		
			Fall 06		
			Spring 07 – Fall 07		
Learning Outcomes	<ul style="list-style-type: none"> <li>▪ Articulate the distinctions between assessment, evaluations, and research</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with University Assessment Council on a common set of definitions for the assessment process at TU</li> </ol>	Spring 06 – Fall 06	Academic Affairs Student Affairs Assessment Office	Section V: Telling and Selling the Story
The Major	<ul style="list-style-type: none"> <li>▪ Value the importance of distinctiveness at the national, regional and local levels.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the distinctive competencies of each major program</li> <li>2. Disseminate these competences and assess their impact</li> </ol>	Spring 06 – Fall 06	President's Office Academic Affairs	Section II: Student Experience
			Fall 06 – Fall 07		
The Major	<ul style="list-style-type: none"> <li>▪ Maximize majors through enrollment, scheduling and resources.</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with department chairs group to develop most effective mechanism to maximize majors</li> </ol>	Spring 06 – Spring 07	Academic Affairs Enrollment Management	Section II: Student Experience
Student Commitments	<ul style="list-style-type: none"> <li>▪ Articulate that outside commitments are not an excuse for poor performance in the classroom</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with Student Affairs group to develop response to this statement as well as most effective response for disseminating it across campus</li> </ol>	Spring 06 - Spring 07	Academic Affairs Student Affairs	Section II: Student Experience

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>
Student Commitments	<ul style="list-style-type: none"> <li>▪ Challenge first-year students academically to set standards</li> </ul>	1. Work with FYE group to develop and implement response to this action item	Spring 06 – Spring 07	Academic Affairs	Section II: Student Experience
Student Commitments	<ul style="list-style-type: none"> <li>▪ Collect focus group input on what factors impact student success</li> </ul>	<ol style="list-style-type: none"> <li>1. Outline data requirements</li> <li>2. Select focus group</li> <li>3. Conduct focus group</li> <li>4. Collect and analyze data</li> <li>5. Utilize findings</li> </ol>	Spring 06 Fall 06 Fall 06 Spring 07 Spring 07 – Fall 07	Academic Affairs Assessment Office Institutional Research	Section II: Student Experience
Student Engagement	<ul style="list-style-type: none"> <li>▪ Faculty connect with students by developing linkages to the student and the student's world.</li> </ul>	See student-faculty interaction above.		Academic Affairs University Senate	Section II: Student Experience
Student Engagement	<ul style="list-style-type: none"> <li>▪ Faculty facilitate student networking within the classroom to help the student connect to the campus.</li> </ul>	See student-faculty interaction above.		Academic Affairs Student Affairs	Section II: Student Experience

<b>Break-Out Session</b>	<b>Recommendation</b>	<b>Action Steps</b>	<b>Implementation Timeline</b>	<b>Responsibility</b>	<b>2010 Link</b>
Student Engagement	<ul style="list-style-type: none"> <li>▪ Make student engagement strategic and intentional</li> <li>▪ Clarify that student engagement efforts are not in opposition to or less supported than a research environment focus</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with faculty to clarify expectations on student engagement</li> <li>2. Develop mechanisms to encourage student engagement in their studies</li> <li>3. Develop and implement rewards for faculty working in this area.</li> </ol>	Spring 06 - Spring 07	President's Office Academic Affairs Student Affairs	Section II: Student Experience
			Spring 06 – Fall 06		
			Fall 06		
Writing	<ul style="list-style-type: none"> <li>▪ Sell and tell the story about the importance of writing in a way that students understand.</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with university writing committee to develop a statement on the importance of writing</li> <li>2. Develop an implementation plan to disseminate this statement</li> <li>3. Hold seminars and training sessions for faculty and student on the importance of writing</li> <li>4. Evaluate impact on student writing</li> </ol>	Spring 06	Academic Affairs	Section II: Student Experience Section V: S and T the Story
			Spring 06		
			Fall 06 – Spring 07		
			Spring 07 – Fall 07		
Writing	<ul style="list-style-type: none"> <li>▪ Teach teachers the importance of writing.</li> </ul>	<ol style="list-style-type: none"> <li>1. Design and implement faculty development sessions</li> <li>2. Evaluate impact of these sessions</li> </ol>	Spring 06 – Fall 07	Academic Affairs	Section II: Student Experience
			Fall 07		
Writing	<ul style="list-style-type: none"> <li>▪ Sell the importance of writing across campus and commit campus resources to writing</li> </ul>	See above		Academic Affairs	Section II: Student Experience

