Kevan Frazier joins Western Carolina as the new Executive Director of our operations at Biltmore Park. An historian by training, Kevan taught U.S. History and pre-colonial African history at Kent State, West Virginia University and UNCA. At UNCA he also held administrative roles in Honors, Undergraduate Research, Student Affairs, Advancement and the Chancellor's office. As an area native and historian, Kevan lectures often about the history of Asheville and also gives walking tours of downtown. In the past couple of years he has taken up cycling and gardening, though travel is his favorite hobby. In addition to managing the Biltmore Park instructional site, Kevan will also play a role as part of the team growing WCU's economic and community development efforts in the Asheville/Hendersonville area. Kevan says that he is thrilled to be part of Academic Affairs team during this exciting period in Western Carolina's history.
Update on Curriculog

For those anxiously awaiting the implementation of “Curriculog,” our new online curriculum management system, we are pleased to let you know that we are on track for an early October campus roll out. To prepare for the unveiling, the implementation team has been busy working with the vendor on all the behind-the-scenes configuration decisions necessary to make the system work for our campus.

While this is a move to a “paperless” process, campus policy and fundamental procedures for modifying curriculum are not changing. The Curriculog system promises to greatly increase the efficiency and tracking of curriculum changes at WCU. There will no doubt be a few bumps in the road as we become familiar with the electronic interface, but we believe the new system will benefit everyone who deals with curriculum on campus. To help minimize those bumps, a number of training sessions are taking place this semester.

Kim Winter, Chair of the Implementation Team, lead an Introduction to Curriculog session in early September for many of the campus members who deal with curriculum proposals. This group included Department Heads, Associate Deans, university-level curriculum committee chairs, and Faculty Senate representatives, among others. This initial meeting was not an extensive training, but a first-level overview of the system.

The implementation team has a final consulting meeting with the vendor on October 2nd and we will have campus access to our Curriculog site shortly thereafter. This means that the ‘next step’ Curriculog meetings for the colleges, scheduled for October 9th and 10th, will be hands-on sessions where department and program representatives can actually initiate curriculum changes and begin the submission process using the new system.

We thank everyone for their patience in this time of transition and look forward to working with you as we take advantage of this new tool. Kim Winter and Ann Green will continue to be your points of contact for Curriculog questions during this implementation year and email inquiries can be sent to: curriculog@wcu.edu.

Provost Summer Forum

Over the summer the Provost initiated a review of the summer session. Deans and Associate Deans from each of the colleges along with the Chair of the Faculty and representatives from Student Affairs met to discuss ways to create a robust summer session. These changes are needed because summer session creates a two-fold financial challenge.
Academic Affairs Announcements, Continued

First, keeping buildings and services open and running is expensive when few students are on campus. Moreover, tuition from summer session is an important revenue stream for the university.

The Summer Forum offered faculty and staff a chance to review the proposed changes to summer session and to discuss the changes with the Provost. Some faculty were seeking clarification on the process of how these decisions about summer were being made. The Provost explained the process thus far, and it was announced that the APRC would be reviewing the changes this fall.

Other questions arose concerning the new pay structure for summer classes. While this new structure means some faculty will drop in summer pay per class, many faculty will actually see an increase in summer money. Another coming change involves limiting the number of summer terms offered. Standardizing the dates for summer sessions will help the Registrar’s Office coordinate student schedules.

As the forum moved along, both faculty and staff made valuable suggestions. For example, working to improve downtown Cullowhee was suggested as a way of providing activities to entice students to stay in town for the summer. Another faculty member suggested that student housing is an issue in the summer since summer terms do not always match up with leasing agreements for off-campus housing.

When the Forum concluded, faculty and staff were encouraged to continue the conversation about creating a robust summer session. Faculty were asked to look at the changes to the summer session as a new opportunity to rethink course offerings. Thinking creatively about both face-to-face and online classes should be our new goal for summer session.
The University of North Carolina Board of Governors’ spent three-days visiting Western Carolina University September 10 – 12. The 32-member policy-making body for the entire UNC system came to campus for a series of meetings and activities.

Members of the UNC Board of Governors were accompanied by WCU Chancellor David O. Belcher and university trustees on Wednesday for a tour of campus, including the laboratories in Stillwell Science Building. The Board of Governors joined UNC President Tom Ross and numerous chancellors from WCU’s sister institutions for the gathering that included board committee meetings on Thursday and the meeting of the full board Friday at WCU’s A.K. Hinds University Center.

Congressman Meadows, a resident of the Glenville community in Jackson County, gave welcoming comments for the full Board meeting on Friday and noted that the ambassadors he meets with from around the world are often familiar with the state’s university system.

North Carolina Governor Pat McCrory also attended the meeting and spoke to the Board of Governors about a wide range of issues involving the state budget and the North Carolina economy. He also expressed concern about an issue he said has not been addressed adequately by North Carolina leaders – the long-term maintenance costs of state-owned buildings.

System President Tom Ross delivered his report concerning the UNC system to the Board of Governors during the meeting, and he also expressed appreciation to Belcher and his staff for their work in preparing for the board’s visit. The Board of Governors scheduled its meeting on the WCU campus in honor of the 125th anniversary of the founding of the institution.

“We could not have been treated better this week, during this 125th-year celebration of Western Carolina, and we thank all of you for your warm welcome and hospitality,” he said.

In his comments, John Fennebresque, chairman of the Board of Governors, joined Ross in thanking the WCU community for its hospitality.

“I have noticed for the past three days – there is something about this place,” Fennebresque said. “Everybody seems to have a smile on their face. It’s unbelievable. So if there’s special water or something like that, I want some.”
The Intensive English Program (IEP) is conducting a needs analysis to align its curriculum with the expectations of university courses. The study is seeking WCU faculty participation through a Qualtrics survey, which consists of 8 questions about faculty reading, writing, and assessment expectations of their students. The IEP hopes the survey will inform its curriculum on how much reading and writing is required as well as the types of reading, writing and assessment requirements of WCU courses.

The IEP provides academic English language training to international students who plan to attend WCU. The program was founded in 2009 and has grown to include around 40 students per semester primarily from Saudi Arabia and Japan, but has also included students from South Korea, Cambodia, Brazil, France, Mexico, and China. The IEP has 4 levels of instruction and offers courses in academic reading, writing, lecture and note-taking, and literature. Students enter the program with at least a basic level of speaking and progress through the 4 levels in an average of 18 months.

In IEP courses, students are presented with materials to support their academic studies, which include chapters from a Communications textbook, the novel Serena, along with a variety of academic English language textbooks to prepare students for the reading, writing and critical thinking demands of university courses. IEP students adhere to WCU’s academic calendar with midterm and final exams and are required to do Service Learning and to visit the WaLC for guidance with academic writing.

Another goal of the IEP is to provide students with the cultural competence needed to survive and flourish in the region and on campus. Students participate in field trips to local historical and cultural sites, lectures in WCU courses, visits to local schools, and a weekly Coffee and Conversation Hour with WaLC international language consultants.

Some accolades of former IEP students at WCU include: Honor’s College, Dean’s List, publication in Ink, and placing in the WCU Poetry Slam.

The IEP faculty include Jill Cargile (also Director of IEP), Ashlea Green, Jordan Parsons, Jana Williams, Jenn Gemma and Judy Geringer, all of whom have specialized training and graduate degrees in linguistics or teaching and have many years of experience teaching around the country and the world. The IEP faculty are also multilingual, including Arabic, Spanish, French, and Turkish speakers, and although the common misconception that faculty must “know a lot of languages” to teach their own language persists, the faculty do not converse with IEP students in class in their native languages. The main value of faculty knowing other languages is the empathy it fosters and the awareness of language transfer issues. More important are extensive training in language teaching methodology, linguistics, second language acquisition theory and teaching experience and cross-cultural awareness.

The IEP currently has one staff member, Hilary Lindler, who manages all admissions and student nonacademic issues.

The IEP is poised for growth this year with plans for doubling enrollment through recruitment in Latin America and Asia. Plans for short-term language and teacher-training programs are also underway.
I am delighted to report that we have three Provost’s Fellows for the 2014/15 academic year in the areas of Academic Community Engagement, High Impact/Learning Communities, and Summer Session. Ben Tanner, Associate Professor of Geology, is the Provost Fellow for Academic Community Engagement. Dr. Tanner will focus on outreach to faculty to promote, support, and assess community engagement in teaching, service, and scholarship; develop recommendations for institutional academic (curricular) community engagement; assist in collecting preliminary data for Economic and Community Engagement Metrics (UNC General Administration framework); serve on the Provost’s Advisory Board for Academic Community Engagement; and otherwise lend faculty voice to community engagement. Dr. Tanner’s extensive record of academic community engagement includes scholarly work with the Eastern Band of the Cherokee Indians on a river cane project through the Revitalization of Traditional Cherokee Artisan Resources program, and with the U.S. Forest Service (Including Pisgah and Nantahala), the National Park Service, and the National Estuarine Research Reserve system on wetland response to climate and environmental change. Dr. Tanner has been at WCU since 2005.

Our Provost Fellows for High Impact/Learning Communities and Summer Session will be Dr. Gayle Wells and Emily Virtue. In this role, they will focus on the ten high-impact educational practices established by the Association of American Colleges and Universities (AAC&U). High-impact practices have been widely tested and routinely prove to be beneficial for college students from a wide range of backgrounds, resulting in student engagement, student retention, and deep learning. Our learning communities will welcome all of these approaches, but will focus specifically on undergraduate research, community-service learning, international experiences, writing-intensive courses, and internships. The Provost Fellow will implement a model where students will have the ability to take two or three linked courses (learning community) during their first year at WCU. In the second year, students will participate in a High Impact Practice that could result in an internship, study abroad experience, service learning or undergraduate research.

The Provost Fellows will also coordinate Summer Session with scheduling of courses, the publication and dissemination of information related to course schedule and other information necessary to successfully enroll in Summer Session at WCU. The Fellows will assist in the overall coordination of all aspects of summer degree credit offerings.

Dr. Gayle Wells, Associate Professor of Health and Physical Education, has been at WCU since 2006. Her research interests include collegiate alcohol abuse prevention related to religiosity, eating disorders awareness, and nutrition education. Dr. Wells participated in an AAC & U sponsored conference with a team from WCU to examine new models of Learning Communities that include a two year High Impact Practice experience. Emily Virtue had worked in student affairs for several years before she started teaching at Western, and is in her second year at WCU. She attended the University of Mount Union (OH) and received a Bachelor’s degree in Writing. She earned her MA in English Literature from UNC Wilmington.
The 2014 One Book: Serena, by Ron Rash

*The Common Reading Experience for WCU first-year students!*

If you happen to notice students around campus – in lawn chairs reading – over the next few weeks, it may well be a copy of *Serena* that you see in their hands. During summer Orientation, each and every freshman student was given a copy of *Serena* to read prior to their return to WCU this fall. A common reading experience encourages new students to engage early with faculty, staff, and peers as they launch their college career. Early engagement fosters student success!

Written by a North Carolina author and set in the mountains of western NC, this selection is intended to be complementary with this year’s WCU interdisciplinary campus theme: *North Carolina: Our State, Our Time.*

*Common Intellectual Experiences* are one of ten high impact practices identified by the Association of American Colleges and Universities (AAC&U). What better way to launch a successful college career than by reading together!

Designed to support faculty who choose to integrate the book and its themes with course planning, an incredibly robust [research guide](#) was developed by Hunter Library’s Elizabeth Marcus. WCU also has a host of existing resources that are complementary with the book’s themes and are listed on the ‘Resource Page’ of the website: [onebook.wcu.edu](http://onebook.wcu.edu)

A variety of programs and events are scheduled to enhance teaching and learning opportunities. A faculty workshop facilitated by Ron Rash and George Frizzell (Special Collections Curator) launched fall events. In September, students may attend one of two Reading Round Table book discussions, which are peer-facilitated sessions led by English faculty members Laura Wright and Mae Claxton. On October 22nd everyone is invited to attend the *Serena Author Event with Ron Rash* in Coulter Recital Hall at 7:00 pm. Special Collections will feature an exhibit in the Coulter Lobby on the same evening. All details for each event are [listed online](#).

If you are interested to learn more about *Serena, the 2014 One Book*, please feel welcome to contact the Office of First Year Experience, a unit of the Division of Student Success.

*For more information please contact Glenda Hensley, FYE director, ghensley@wcu.edu or 227-2786*
John Wagaman is currently in his sixth year as an Assistant Professor of Mathematics at Western Carolina University coming to Cullowhee in August 2009. Prior to his time at WCU, he earned a B.S. in Mathematics from Millersville University of PA, an M.S. in Statistical Computing from University of Central Florida and Ph.D. in Statistics from Texas A&M University. John teaches the majority of upper-level statistics and actuarial science courses for the Department of Mathematics and Computer Science, and has passed the first two exams towards an Associate of Society of Actuaries (ASA). He recently had WCU's Applied Linear Regression course (MATH 674) officially approved for the Society of Actuaries/Casualty Actuarial Society (SOA/CAS) Validation by Educational Experience (VEE) program, where aspiring actuarial professionals can earn official VEE credit towards the Associate of the Society of Actuaries (ASA) through this course offering at WCU. Within the past two years with nominations from colleagues, John was a finalist for the Scholarship of Teaching and Learning Award, College of Arts and Sciences Teaching Award and the Innovative Scholarship Award and he routinely teaches statistics courses for liberal studies (Applied Statistics — MATH 170) through required graduate-level statistics courses (Design of Experiments — MATH 672). In both of these courses and several others, John has incorporated the use of gardening to illustrate concepts in statistics while engaging students with hands-on experience. He has also served or serves as the director/advisor on 5 Master's Projects and 2 Master's Theses; two of these current projects involve the development and analysis of the new Quantitative Literacy course at Southwestern Community College and the role of zinc in beer home brewing. He is also working with fellow Math professor and WeBWorK developer Geoff Goehle on an analysis of the responses and achievements using the open-source online mathematics and science homework system WeBWorK for improving undergraduate mathematics courses. John spent part of his summer working with Johnny Lail in Office of Institutional Planning and Effectivenes (OIPE) towards the development of a model for identifying at-risk students in mathematics courses with high DWF rates. John also serves as a faculty advisor for the Math Club.

John enjoys spending time with his wife Michelle and their dogs Bo and Taco. John serves as a volunteer assistant volleyball coach and statistician with head coach and wife Michelle with the girls volleyball teams at TC Roberson High School and Xcel Volleyball Performance (XVP) in Asheville, NC. He also enjoys gardening, permaculture, home brewing beer and backpacking and has completed through-hikes of the Bartram Trail, the Benton-Mackaye Trail and the Chattooga River Trail with WCU Math professor Mark Budden in the past two years.
Kenyatta Fortune enrolled in Western Carolina University, August 2010 as a Student of the Kimmel School Majoring in Electrical and Computer Engineering Technology, which emphasizes the application of microcomputers to the solution of industrial problems relating to automation, instrumentation, and control, in systems involving robotics, data communications, networks, and automated testing. While enjoying his time here, he has joined and held cabinet positions in a variety of Societies such as the WCU Institute of Electrical and Electronics Engineers Competition Team and National Society of Black Engineers (Vice President). He graduated May 2014 with a B.S. in Electrical and Computer Engineering Technology and has now returned to further his studies now pursuing a Master Degree in Engineering Technology. One of Kenyatta’s greatest moments was his senior year when he selected to work with Ears To Our World (ETOW), ETOW is a nonprofit organization that specializes in the distribution of self-powered world band radios and other appropriate technologies to schools and communities in our developing world. He currently has jobs as the Provost Student Assistant and as WCU’s Radio Board Operator Technician.

Kenyatta’s goal is to be a positive influence wherever he goes and whatever he does, using his knowledge to help others in new ways. He enjoys going hiking, running, water rafting, attending live musical and art events, and long walks on the beach.
Deidre joined WCU in February 2011 as the administrative support associate for the Communication Department. In July 2014, she joined the Office of the Provost as support for the Associate Provost of Undergraduate Studies and the Executive Director of the Millennial Initiative. Prior to WCU, Deidre was a legal secretary in Franklin and Sylva handling social security disability, malpractice, and personal injury cases. She is currently enrolled in the Human Resources Master’s Program at WCU. She received her B.S. in Psychology from WCU in 2012. Deidre is a native of Macon County but currently lives in Cullowhee with her husband, two dogs and six chickens. She enjoys cooking, baking, blogging, DIY projects, antiquing, hiking, camping and college football (Go Cats! Go Gators!).

Want to include news in next month’s issue?
Please send information to vcacademicaffairs@email.wcu.edu