The Chancellor’s Leadership Retreat on the Quality Enhancement Plan
Noon- 5:00 p.m., Tuesday, October 4, 2007
The Grand Room, A. K. Hinds University Center
Western Carolina University

Notes from Tables 1-18

Business/Public Policy

I. Define Region
• Is it the local area around Cullowhee or the western 10-20 counties in North Carolina or an area of 100-200 miles from WCU or wider?

II. Efficacy
In each “region” –
• What are the core issues?
• How can WCU address them?
• What are WCU’s strengths and weaknesses?
• What are the opportunities?

II. Controlling the Process
• What are the models with engagement that we can use?
• What processes can we put in place to control engagement (e.g.: include (Boyer model) engagement in the TPR process)

III. Faculty Endorsed/Driven
• Needs more definition
• What Programs or initiatives exist?

IV. Traditional/Non-Traditional Students
• Applicability – practice in field of education
• What does engagement mean to our students (interns/co-ops)

V. Resources
• Funding
• Infrastructure - a classic strategic management issue of aligning internal assets to deliver products and services to our external customers
• Organization
• Support
• People within/without the university

VI. Develop Innovative Programs
• BS in Entrepreneurship – 21 hour “cognate”
• Articulation Agreement with community Colleges
• New AAS degree in Entrepreneurship
Small Business

I. Small Business-Based
   • Managers need to know how to communicate, relate to people
   • Partnering with existing
   • Relationship- based
     1. Communication
     2. Economics
     3. Multicultural
     4. Quality of Life
     5. Engage Citizenship
     6. Environmental
     7. Health Care
     8. New Health Center and West Care
     9. Spirituality
     10. Becoming independent within your region
     11. Feel good about your instinct then it will be reflected back into the community
     12. How is our region defined?

II. Resources
   • Organization/Infra-structure
   • Funding for GA’s
   • Experience
     1. Flip the hierarchy
        a) Faculty
        b) Staff – Staff
        c) Faculty
     2. Improve collaboration with faculty
     3. Articulation of how we (department) affect:
        a) Economic
        b) Citizenship
     4. Social Change model
     5. Recognition
     6. Individualize smaller groups
     7. Fewer, meaningful programs
     8. What would it take for your department to implement the QEP?
     9. Faculty training in engagement (definition of)
        a) “engage the discourse” We need to make time to have the conversation across disciplines, departments, community (students/staff) and citizen

How would we assess long term effects/impact?
WCU Programs in Asheville, Cherokee Center and Educational Outreach

Asheville, Cherokee Center and Educational Outreach missions are central to regional engagement. Partnership development and building bridges between university and community are central functions of the division. Our goals focus on providing educational programs throughout the region: engaging in serving regional learning needs with customized learning options; providing students with opportunities for individualized learning, access to university resources, integrated planning, serving learners of all ages and stages of learning, integrating learning/living strategies.

Members of the division represent the community and university through a variety of service roles. Focused areas of engagement include sophisticated tourism, economic development (needs based) Cherokee studies, health, small business development, education cross functional learning needs, retraining and retooling of the workforce. We extend the traditional boundaries of the university to serve both internal and external communities. We respond to the perceived relevance of learning opportunities.

Increasingly, we are seeking out other institutions, agencies and business in partnering to achieve desired programs and learning out comes.

We need to be a destination point for students from other institutions nation-wide who are seeking experiential learning opportunities. E.g. summer graduate student internships (fund as graduate assistantships).

College of Education and Allied Professions – Collaborative Governance

The QEP is our chance to dream. How can we create learning environments (K-12) that support synthesis and integration?

Current Policies and procedures related to assessment and accountability work as barriers to integration and the kind of teaching that stimulates innovative/synthetic thinking.

We want to provide support for policies but we also want to partner with community, with two-way communication and with P-12 education to transform policies and procedures for quality teaching and learning.

Find common goals with all our stakeholders to meet needs of region.

College of Education and Allied Professions - Social Inclusion

- Global Connections teaching
- Equity of Engagement
- Equity of Opportunity
- Inclusion
- Equity of Grant opportunities
• Mentoring – mentoring and meeting basic needs
• Ensuring participation and sharing responsibility
• Finding solutions
• Service learning
• College access initiative
• Teacher recruitment initiatives

**College of Education and Allied Professions – Livable Community**

• Global Connections
• Protection of Environment (“teaching”?)
• Teaching equity
• Promoting diversity
• Need
• Solution
• Two way learning and communications

**College of Education and Allied Professions - Innovative Teaching/Learning Economy (We Support the Economy)**

• Prepare teachers, counselors, administrators, psychologists (?)
• New techniques for teaching/learning
• Generalists/adaptability
• Higher order thinking skills
• Integration and thematic learning

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**Enrollment Management**
Facilitator: Alan Kines
Recorder: Mardy Ashe
Presenter: Nancy Dillard

I. Outreach and Resource to Community
   • Engage with region and address region’s care issues with QEP

**Care Issues**

• Health
• Environment
• Economic Development
• Aging Population - Retirement
• Quality of Water and Air
• Higher Education Requirements
• Transportation
• Infrastructure– Sanitation
• Crime and Drug issues (casino involvement)
• Hispanic immigration (Document and undocumented)
  1. family based crises
  2. gangs and graffiti
• Steep Slope Development
  1. Economic
  2. Environment
• Tourism (Economic)
• Cherokee Nation

II. Engagement with area
• Prepare teachers for the region
• Curricula for teaching models
• Part of solution, not problem
  1. faculty
  2. staff – administrative
  3. students
  4. community acceptance
• Offer university as a resource to community
• Faculty knowledge and expertise used in technology services area to/for community projects (steep slope)
• Provide non-threatening kind of help – thread lightly beginning
  1. reading and math tutors
• Students in co-op/internship positions
• Service Learning

III. Economic Development
• Environment – join with Southwestern Community College and Chief, Cherokee Nation, to collaborate in new initiatives
  1. New Century scholar
     (relationship with community)
• Service Region
  1. Cherokee County
  2. Murphy
  3. Macon-Franklin (bigger than Cherokee County)
  4. Henderson County
• Retirement

QEP: A lot probably of what we are already doing is steeped in the QEP. Need to take inventory of what we are doing now.

IV. What would it take to implement the QEP in our Programs?
• Enrollment Management
  1. Career Services
     a) Staff and resources
  2. Admissions
     a) Talking about QEP and major differentiation between WCU and others
     b) WCU on Tour – What are we doing (talking about by name)
     c) All Admissions people traveling – talk about QEP
  3. Enrollment management
a) Staff meeting to move a student through Enrollment Management using QEP
b) Major or Professional Advisory
c) Skills to keep QEP vision alive – Plan major and minor courses

V. Themes
- Take inventory of what WCU is currently going and share that
- What does the region need?

College of Education and Allied Professions

Incentives for partnering organizations to establish by-in and ensure relevance is established from the beginning

- Funding
- Time to collaborate among ourselves and with each of our partners/stakeholders
- Time for two-way communications
- Opportunity and resources to enhance thematic learning and integration
- Funding for promoting partnering with schools to experiment with innovative models.

Kimmel School, Political Science and Public Affairs

Recorder: Gibbs
Facilitator: Ron
Presenter: Phil Sanger

- Brainstorm
  1. Two-way communication
  2. Partnership
  3. Getting out of your “safe place” and get out there
  4. Solve problems, don’t just push solutions
  5. Being known as place to get help
  6. Debate over a directory

- Liability Issues
- Know what everyone does
- Try not to be all things to all people
- What is mission….
- Not extension service, not employment pool
- Don’t create unrealistic expectations

Need staff person to field engagement
I. Engage with region (Stewards of Place) to address the region’s core issues while implementing the QEP?

Region - defined as 18 westernmost counties
Core Issues
- Education through public school systems
- Lower rates of folks going to college
- Higher dropout rates by region

Innovative Economy
Livable Community
Social Inclusion
Collaborative Governance
Do programs that “challenge” the community
Number of students employed by departments on campus
Learn to be there
- Be productive
- Serve well

Access of education to:
- Continuing Education
- Satellite Campuses
- Online courses

Getting our friends/neighbors of the region to:
- Believe we (WCU) want to assist and partner with them
- Know WCU is “them”

II. What would it take to implement programming that fits with QEP?
- Resources
- Re-conceptualized
- Employment Opportunities
I. What does it mean to engage within the region?
- All units do this continued interaction with community.
- Understanding students in the region
- Town and Gown-Honors College
- Work with community of Sylva
- Memorandum of Agreement with Highlands
- Educational engagement with local schools,
- Work with businesses
- Literacy festival
- New technology writing faculty works with an outside organization
- Demographics - lead to interaction with Hispanic community
- Different demographics in community, a good opportunity for modern Foreign Languages
- A lot of presentations are given about Islam
- Teach a course of Native American thought with an Elder. We have a responsibility to work with them. The Cherokee language initiative is a good example
- Forensic Anthropology does internships. A good connection within the community.
- College-level Institute – Cherokee initiatives, Sequoyah Professorship
- Environmental Initiatives
- Engaging with small companies in entrepreneurial activities
- Teaching English as a Second Language – Hope to hire someone with secondary education background in TESOL

II. How can we be better stewards of place?
- Oppose development on ridge-tops
- Revitalization of Cullowhee – The group is ahead of the university and will take over the area. WCU can work with them. Both groups want to incorporate Cullowhee
- More honors college budget goes to undergraduate research
- Center for Life Enrichment (Highlands)
- Connection of stories with local period
- Ted Coyle is interviewing local people - Journal of North Carolina Folklore
- Forensic Cases and take students
- Highlands lectures with philosophy group
- Publish a compilation of engagement activities
• Lead the conversation in moving to the Carnegie designation of community engagement
• Arts and Sciences magazines

III. What are the Region’s Core Issues
• We are producing students who contribute to the programs
• Poverty is an issue in western North Carolina. How can WCU assist these people?
• A lot of service learning activity. The Book Fair teaches students about Sylva
• Important to challenge students’ values. Learn about different societies. Students learn differences are good.
• Teach new immigrants how to interact with the community

IV. What would it take for programming to implement QEP?
• Faculty time
• Faculty Members (MFL-4)
• Additional Financial Support – support for undergraduate research
• Faculty Training – using the Educational Briefcase. Do we have the support from IT?
• Access to electronic briefcase

Are there models of engagement elsewhere that we can steal (modify)?

Engage with community to address region’s core issues while we….
• Improve the perception of the University in the community
• Don’t dictate what the needs are, but listen and facilitate dialogue with the community about their needs (also remember facts/staff are also part of the community)
• Economic growth (LM: What does quality of life mean in the community?)
• Jobs and unemployed not matching up
• Culture – Fine Arts – presents on “What it means to be human”
• Social inclusion – social justice
• “Sophisticated tourism,” “Cherokee studies”, retraining, retooling of the workforce
• Communicate successes to each other and to the community.
• Listen more to regional students and regional elders
• Live-able community
• Teacher recruitment

Implementing programming that fits with our QEP?

SACS – five year and ten year follow up
Is it doable?
Building on existing strengths
Infrastructure – data collection
Should not assume that we know – help people solve their perceived issues
Will improve quality of education
What does it mean to engage with the region (i.e., “how can we be stewards of place?”), so that we can address the region’s core issues while implementing the QEP?

- West of I 70 see WCU as the economic “800 pound gorilla” (imposing 800 pound versus embraceable 800 pound)
- Divide 17 western counties Hendersonville west of WCU; Hickory east Appalachian, Asheville city/state
- How many residents of surrounding counties attend WCU?
- How many WCU students/staff come from surrounding area?
- Must we embrace the region before the region embraces/supports us?

Avenues of engagement:
- PTA
- Telephone polls
- Chamber
- Alumni
- Co-ops/internships
- Service learning
- Civic engagement
- Community focus groups

Integrative courses – end up with some truly integrative programming
Build in incentive or “safety nets”

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**QEP Steering Committee**
Facilitator: Glenn Bowen
Recorder: Anna McFadden
Facilitator: Charles Marth

I. What does it mean to engage with the region?
- Identify regional problems and cares in the region
  1. Jobs – shortages
  2. Economic development
  3. Education
  4. Social issues
  5. Growth and development – Southern Loop
  6. The preservation of culture and history in the region
  7. Economic disparity
  8. Increasing diversity
  9. Aging population
     a) demand for services
     b) medical continuing
     c) Sustainability environmental issues
• Encourage citizens to define solutions - training them to do – so - What is it like to be identified as a problem? Avoid a do-gooder perception. How can we help you?
• Listening – local officials and building relations “locals”
• What will you do when feedback conflicts

II. Students – teach to lead focus groups and forums
• Teaching students to understand nuance (?)
• Where will it happen
• Interdisciplinary
• Capstone experience
• Business class
• Operations management
• How businesses did it in the past
• Summer Reading could be a springboard
• Advance the university – Be good representatives for the university. Precedent beyond department with service learning

III. What would it take to implement the QEP in your department?
• Concern about burden on faculty advisement
• Briefcase
• Coordination of engagement activities
• Administrative support needed
• Support for curriculum development
• Stipend for faculty
• Support for students
• Lab research over the summer - Grant money to pay students (Chemistry)
• Idea is still nebulous for many faculty. Need specific help – curriculum strategies
• Undergraduate Research – need to emphasize and reward
• Courses addressing a common issue – cross disciplinary: Internships, Service learning, Capstone courses tied to regional needs
• Partnerships – joint research projects
• Flexibility of scheduling
• Teaching tips (concrete)

Student Affairs, Academic Advising, Counseling/Psychological Services, and the Writing Center

A) What does it mean to "engage" with the region?
In addition to the typical QEP concepts of intentional learning, synthesis, understanding, application, and integration, we added: holistic perspective, relationship-based learning, inclusiveness, empowerment, self advocacy, partnering, regional independence, and a greater focus on process than content.

B) What core issues can be address while implementing QEP?
In addition to the PowerPoint-mentioned economics, inclusiveness, collaboration, and livable community, we added: diversity/multiculturalism, empowerment, quality of life, citizenship, environment, healthcare, communication, being valued/respected, spirituality, and modeling QEP within the university.

Question 2. What does it take for your department to implement QEP? In addition to the typical need for more money, resources, and personnel, we added: an infrastructure that supports engagement which may mean more individual and small group services and less large group or campus-wide programming that is more information-based than engagement based; greater recognition of what Student Affairs and Student Support departments have been doing well for years (the goal setting, action plans, implementation, self reflection, understanding at multiple levels, diversity in perspective, etc) that exemplifies QEP; better articulation of how what staff are doing (e.g. how the enhancement of self concept, purpose/direction, self expression, communication, understanding, problem solving, etc.) impacts what students are then doing in the region (economic success, leadership development, independence, etc.) because this connection is often not clear, direct, or linear; and that development of broad/basic processes is possibly more important than development of specific skills for long-term success and fulfillment.

Advancement and External Affairs
Facilitator: Leila Tvedt
Recorder: Teresa Killian
Presenter: Clifton Metcalf

Representatives from our division taking part in the discussion represented the Mountain Heritage Center, regional affairs, alumni affairs, fundraising and development, and public relations.

Our division’s on-going interaction with university colleges, departments, offices, staff, faculty, students and graduates of WCU; political leaders in local, state and regional government; members of the media; and members of the community is extensive.

Effective communication is key to the success of the QEP.
-Our division can play an important part in helping to encourage communication among the many people and constituencies who could collaborate or explore opportunities to collaborate on QEP-related initiatives
-Our division also can support the QEP through helping improve access to information about QEP-related initiatives, collaborations, successes and opportunities.
-We see opportunities through the Chancellor’s Roundtable, interaction with political leaders on local, state and regional levels; regular communication with alumni, donors and media representatives.
-Alumni, for instance, could be reached through the 17 Western Clubs, the Alumni Association and publications for alumni; and asked about the needs in their communities of our region and for information about internship opportunities for WCU students.
We see opportunities through internal communications, such as the staff and faculty newsletter, to highlight efforts related to the QEP and opportunities for collaboration.

In addition to what we are already doing to foster communication, we need to examine how we are gathering information, how we look at information and what we need to do with it to support the QEP.

The branding exercise will be an excellent way to help develop a powerful way to communicate the QEP internally and externally.

We specifically discussed:
- the need to facilitate conversation/communication about community needs and the university resources that could help the community address those needs;
- the need to facilitate communication within the university community, such as through a QEP discussion board;
- the need for different colleges and areas of WCU to be able to share news about their QEP initiatives, activities and news;
- publicizing how this initiative at WCU will help graduates be more prepared to launch successful careers; live in concert with their values; and be true “citizens” of their communities through their leadership and service;
- strengthening relationships with alumni, community colleges, local groups, nonprofits, universities and others;
- listening to what people say they would like us to do;
- whether philanthropy could be a stronger piece in academic curriculum;
- sharing the mission of the QEP with alumni to enroll them in being part of related initiatives;
- asking alumni about needs in their home communities;
- considering publishing a regular column about QEP initiatives in internal publications;
- supporting creation of a list of possible internships and criteria for acceptance into an internship;
- encouraging interns to keep weekly work logs about what they do and their impressions as well as to interview multiple people within the place of their internship.

Health and Human Sciences, Graduate School, and International Programs
Recorder: Irene Mueller
Facilitator: Scott Higgins
Presenter: Irene Mueller

I. Brainstorming
- What does it mean to engage with the region?
- How can we be stewards of place so we can address the region’s core issues while implementing the QEP?
  1. Need to identify core issues of region
  2. Interdisciplinary research (Appalachian State model) defined by region
  3. Public Policy Institute
4. Community Needs Assessment
5. Faculty/Staff as community members – feedback resources
6. Once I.D. issues – what then?
7. Logistics/Coordinating within:
   a) University
   b) Networking
8. Initiatives started but little follow-up consistency
9. Making Partnerships
10. Focus on Student Engagement
11. Matching Student Preparedness
    a) When, how with Freshman
    b) Recruitment/Selection Process to match QEP
12. Paradigm Shift must be explained
13. Resources an First Line (Freshmen Online)
14. Given to adjunct faculty
15. Welcome to Faculty
16. Finite Resources to prioritize

II. Common Thread
   • Not enough focus/priorities follow up over several years
   • What does community want? Then-
   • Determine how/what WCU can help
   • Retiree Health Care Region
   • Student focus

III. Focus Groups
   • Current students
   • Recent graduates
   • PPE Instructors
   • Clinical Supervisors
   • Employers
     1. Revise Graduate Survey Policies
     2. How to integrate
     3. Use WCU Services
     4. Clinical Education Coordinators for Colleges
     5. Faculty Assumptions need to change
     6. Engaged learning with Accredited Standards
     7. Cultural Competencies
        a) Ethical
        b) Communicators
     8. Collaborative Study Groups
     9. Grand Round Scenarios
    10. Best practices in internships
     11. Interconnecting seniors/juniors
         a) Use alumni
         b) Discipline specific
     12. Mentors within Profession
     13. Recruit Faculty that buy into QEP principles
14. Time
   a) How can faculty do new/make changes when old duties are kept?

IV. What will it take to implement QEP
   • Recruit right faculty
   • Upfront with students
   • Students as part of community dialog
   • CFC as focus of champions peer champions in departments
   • Provide information about all parts of WCU
   • Administrative support (secretaries)
   • Pre-professional advisors
   • Clinical Education Coordinator
   • Central Point for establishing Partnerships
   • What are other university departments/staff (?) doing?
     Don’t reinvent the wheel
   • Best Practices in Engagement
   • Establish points at WCU that can point in right direction

V. Clearinghouse
   • WCU resources, then region
   • Best practices
   • Portfolio
   • Flexible Budgets for engaged learning activities
   • Cultural Course before international study
   • Get Librarians involved in Clearinghouse Database

I. Innovative Economy
   • Preparing people and places to succeed

II. Livable Community
   • Preserving and creating places to live and work

III. Collaborative Governance
   • Finding creative ways to govern

IV. Social Inclusion
   • Ensuring that everyone participates and shares responsibility

V. WCU provides support for:
   • Synthesis/Analysis
   • Global connections
   • New techniques/strategies
   • Generalists/adaptability
   • Basic Needs/Mentoring
   • Higher Order Thinking Skills
I. Continue what we’re doing
   • Fits culture already
   • Synthesis is an integral part of Kimmel School

II. Allocate staff resources to department Advisor, Internship Coordinator

III. New resources to engage:
   • Funds for travel
   • Funds for printing
   • Funds for telephones

IV. Two way communication
   • Listening
   • Be present in the community/region
   • Respond
     1. (Translational research for UNC and for WNC)

V. How we let people know what we can do
   • Careful selection projects
   • Know thy self
   • Data base
   • Clearing house of projects

VI. Core Issues:
   • Zoning,
   • Jobs
   • Infrastructure
   • Environment
   • Education

Verify regions issues or not?

Table 4 Administration and Finance Division
Facilitator: Mike Stewart
Recorder: Kathy Wong
Presenter: Tom Johnson

A. Provide adequate facilities
   1. Maintain and preserve environment “green” initiatives
   2. Common spaces – interaction between faculty/students/staff
   3. Contribute to economy
   4. FM – internships for Construction Management students
   5. Modeling way for other communities to follow – best practices – interact with other law enforcement
   6. A & F – ideas/support to Chancellor
   7. Jobs
   8. Economic support to region
   9. Social/cultural activities
10. Provide location for public forums
11. A & F – be more proactive in bringing students into our areas – internships and “senior” seminars
12. Compile list of expertise we can share

B. Develop a co-op (Pay these students)
   1. A & F gear up for specialty areas (taxes, etc.) not be a road block
   2. Encourage Community involvement/participation
   3. Ability to bring expertise/facilitation to areas across campus
   4. Provide support services/functions that allow faculty to instruct
   5. Safety and security – partnerships within local law enforcement agencies
   6. Outreach opportunities to the community
      • Arts council
      • Partnerships with regional organizations
   7. Electronic commerce – engages students in our areas

C. Class projects – accounting
   1. Co-op opportunities
   2. Banner implementation
   3. Student projects – Savannah project (design)
   4. Underwriter reviews

D. Community Service leave
   1. Membership/service to civic organizations (6S126 task force)

E. Campus – accessible/available to community and region
   1. HS teams – athletic facilities
   2. Band competitions
   3. DOT
   4. Performing arts
   5. Duke Power

F. Millennial initiative
   1. Entertainment
   2. Recreation
   3. Food
   4. Maintain and make available to region the assets we have

G. Ramsey Activity Center – multipurpose facility to the region

Student Government Association & Fine and Performing Arts College

Brainstorming
   • Next generation who will be dealing with our global needs
   • Work on communication one on one
   • Global consensus (figure out our goals)
• Work in friendly group environment
• And come up with goals
  • Social change model
  • Our self – Community - Society

1. Social Change Model
  • Self: cons of self congruence, commitment
  • Community: common purpose, collaboration, controversy with civility
  • Society: Citizenship (outreach)

2. Take where we are and expand it!
  • Pay attention to region and then world

3. Change of job not always change of career
  • Integrate different jobs with careers

4. Can we be engaged in China and other countries at this point?
  • We can most definitely be engaged in WCU and our surrounding region

5. Impact individual/impact community

6. Western working with community?
  • Integrating Cherokee history/heritage

7. What’s going on in rest of world with cultural activities

8. Where is “here?” Your own opinion here.

9. Technology bringing world together

10. University – expand out
11. Technology – expand in
12. Develop WCU region to keep graduates
13. Regional needs
14. Being at WCU and how your goals have changed or expanded
15. How to do overlapping commitment
16. Co-extra curricular activities

What would it take for your department, programs, or area to implement programming that fits with our QEP?

17. How does it affect the non-involved student
18. Suitcase/weekend school
19. SGA – provide funding/plan events
20. Investigate other university organizations

Table 20

Work at WCU but part of community in which you live
ex. Organizations to which you belong
Curve movement (involvement in)
Use our areas of expertise to contribute to the community
Reshape our perspectives by interacting and engaging with others outside our department/discipline
Ex: model clinical Teaching Program

External engagement of faculty members in their community has the potential to enter the classroom

As a result of engagement in the community, initiating projects in the classroom that connect to the pedagogical framework of the class to a need in the community (seminar – project in Pinnacle Park)

Project Based learning connected to a need in the community (ex: Parks and Recreation Management – Interns conducting Risk Analysis)

QEP Assessment Committee
FACILITATOR: Melissa Wargo
RECORDER: Lynn Mathis
PRESENTER: Chris Cooper

- In what ways will the objectives of the QEP be operationalized?
- What will success look like?
- What benchmarks should we be using?
- What authentic assessments will be palatable to faculty and also have faculty validity with external stakeholders?
- How should we be communicating assessment results to interested parties?

Existing Assessments in Progress
- BCSSE
- NSSE
- ASSIST
- CLA
- ASP EVAL

What is roll of WCU’s QEP in development of Stewards of Place? Is there a relationship?
- Need to define what WCU is NOW
- Need better communication with the community
- Need to change culture to encourage faculty to integrate an experiential or community outreach element into the traditional faculty classroom structure.

We express appreciation to all the participants of this institution-wide forum!