

Academic Affairs

News & Reflections

From the Provost's Desk



Campus is buzzing with activity in and out of the classroom and the palpable change of season.

While out and about on campus (#provostontheground), it is great to see students from the School of Art drawing and painting En Plein air. I find myself admiring the variety of hammocks swinging from the Electron Garden on the Green where students are taking advantage of the Wi-

Fi powered by the solar panels! My stride synchronizes with the distant cadence I hear from the Pride of the Mountain marching band as they prepare for the next football game. The completion of Noble Hall residences and retail spaces is impressive; and, I see students talking with one another around important local, regional, and national issues. I look forward to seeing you out on our beautiful and busy campus this fall.

In this issue of the Newsletter you will find a variety of information on activities and initiatives happening on campus. The change of WCU graduation robes, curriculum management system training, 2016 Student Body Profile, and DegreePlus are some highlights included.

Best Wishes,

Alison Morrison-Shetlar

Provost

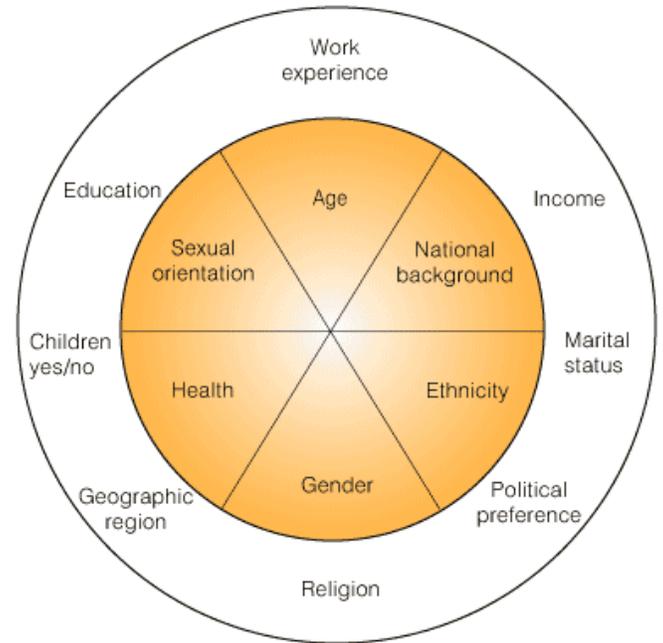
Provost on the Ground

WCU Legacy Event WCU vs. The Citadel	October 1
Branford Marsalis Jazz Quartet Accreditation Board for Engineering and Technology	October 2
External review of Environmental Sciences Program	October 2-4
ABET Engineering Accreditation Commission	October 3-4
Brown Bag Lunch Series "Disability as Diversity" School of Stage and Screen BOG Forum on Strategic Plan	October 5
WNC: LEAD Conference Catamount Club Board Meeting	October 7
WCU vs. Wofford	October 8
Chongqing Business & Technology University Delegation	October 12
Inauguration of President Margaret Spellings	October 13
Board of Governors	October 13-14
Jamaican Commencement	October 22
Graduate School Open House, Biltmore Park	October 27
Homecoming WCU vs. Chattanooga	October 29

Dimensions of Diversity

from the Office of the Chief Diversity Officer

The Dimensions of Diversity concept can be traced back to the work of Robert Kreitner and Angelo Kinicki in 1995. Also, we must acknowledge the work of Marilyn Loden who expanded on the concept in 1996. The Dimensions of Diversity or Diversity Wheel, is one way that we can imagine the many identities and roles we all live. These dimensions include religious beliefs, race, age, marital status, gender, ethnicity, education, physical and mental ability, sexual orientation, occupation, language, and other components. What makes these dimensions important is that they help us understand the complexities of human interactions, ways of living, and many aspects of global cultures.



DIVERSITY is more than just differences.

Curriculog Training Sessions

We will have several Curriculog training sessions in the near future for those who utilize our curriculum management system to create new programs/courses, make program/course changes, or review curriculum proposals.

These training sessions will give you an opportunity to learn hands-on how to:

- enter a proposal in Curriculog
- run an impact report
- create a meeting agenda
- record decisions as a reviewer

We intend to provide an overview of available resources, present the overall Curriculog program structure, and highlight a newly developed style guide. The sessions are intended for anyone new to using the Curriculog system or for those looking for a refresher.

Please reserve your seat in one of the sessions! Contact Suzanne Tobin, Curriculog Administrator x3016

Dates available:

- October 12, 1pm-2pm
- October 27, 11am-12pm
- November 8, 10am-11am
- November 22, 11am-12pm

2017-2019 Enrollment Projections process is underway

from the Office of Institutional Planning and Effectiveness

The biennial enrollment projections process is mandated by the UNC system, and is utilized to prepare 2017-19 budget priorities for the system. The system utilizes an enrollment change funding model which depends on the enrollment projection data we provide. Data elements include student headcounts, student credit hours, and average annual FTE (full-time equivalent) enrollment.

At WCU, an interdisciplinary team of administrative and academic leadership participates in the enrollment projection process, and the team includes expertise in institutional research and data analysis, budget and finance, and enrollment planning.

This is a high-stakes project, as all new funding for the institution relies on accurate enrollment projections. If we under-project enrollment, we don't receive as much funding as we could. If we over-project enrollment, we risk having to return funds to the system.

Final projections will be submitted to the UNC system on Friday, October 14.

2016 Student Body Profile

The Student Body Profile is an annual report providing basic information on the current WCU student population. It includes enrollment by college, core quality indicators, and distributions by race/ethnicity, gender, age, and geography. The information can be accessed by visiting <http://www.wcu.edu/learn/office-of-the-provost/oipe/student-body-profiles.asp>

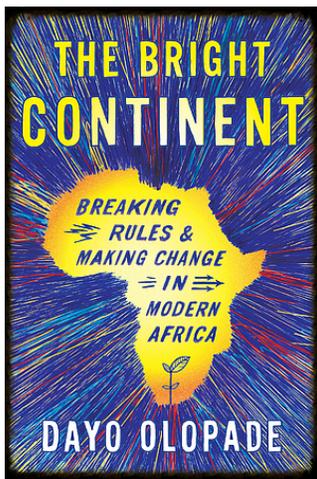
A New Look for WCU Graduates

from the Division of Student Success

Beginning in the fall of 2016, those graduating WCU with baccalaureate degrees will wear purple WCU-branded robes as they cross the stage. Pamela Degraffenreid, Director of Catamount Stores, brought the proposal for this change in robe before both the Commencement Committee and the Executive Council. Both bodies have approved the new design, and we are all eagerly anticipating the new look for our graduating class of 2016!

Our fall semester Commencement ceremony is scheduled for Saturday, December 17, 2016; spring ceremonies will be held Friday and Saturday, May 5th and 6th of 2017.





The 2016 One Book

A Common Reading Experience for WCU first-year students!

Complementary with the WCU Campus Theme:

Africa: More than a Continent

The Bright Continent

Breaking Rules & Making Change in Modern Africa

by: Dayo Olopade

All first-year students received a copy of *The Bright Continent* during orientation sessions. Students were expected to read the book before the start of fall semester classes and be ready to engage in conversations about the book, as it is incorporated into many first-year courses. Faculty and instructors are provided with extensive support to facilitate inclusion of the book via resource guides (available on the website), as well as lesson guides and strategies made available via Blackboard. During the month of October, students and the WCU community are invited to attend a series of events that will provide opportunities to explore the book's themes more deeply with a panel discussion series and with the author visit to campus on October 26, 2016 (details follow at the end of this article).

Written by Nigerian-American journalist, Dayo Olopade, the 2016 One Book selection was chosen to be complementary with the WCU Campus Theme: Africa: More than a Continent.

“Dayo Olopade knew from personal experience that Western news reports on conflict, disease, and poverty obscure the true story of modern Africa. And so she crossed sub-Saharan Africa to document how ordinary people deal with their daily challenges. She found what cable news ignores: a continent of ambitious reformers and young social entrepreneurs, driven by Kanju – creativity born of African difficulty. A shining counterpart to the conventional wisdom, *The Bright Continent* rewrites Africa's challenges as opportunities to innovate and celebrate a history of doing more with less as a powerful model of the rest of the world.” Excerpt from the book jacket.

The mission of the One Book program is to engage first-year students, as well as the campus community, in a common intellectual experience that promotes critical thinking and interdisciplinary conversation. This experience will allow participants to strengthen academic skills, create connections with peers, instructors, and community members, and relate universal themes to personal experience and identity. The program seeks to reflect WCU's core values and responsibilities as a regionally engaged university. 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?!

Please visit <http://OneBook.wcu.edu> to learn more about events, programming, and other resources available to integrate with course planning as appropriate.

PANEL DISCUSSION SERIES

1. The Nature Map: To Feed, Fuel, and Build the Future

Facilitated by: Dr. Laura Wright

October 4—Tuesday: 1:00-2:00 -- UC Multipurpose Room

2. Kanju: The Fine Line Between Genius & Crime

Facilitated by: Tamera Cole

October 5—Wednesday: 4:00-5:00 -- Blue Ridge Meeting Room A

Continued...

3. **Stuff We Don't Want: Doing Bad in Africa**
Facilitated by: Dr. Lane Perry
October 6—Thursday: 3:30-4:30 -- Blue Ridge Meeting Room A
4. **Fail States: Why African Government Hasn't Worked**
Facilitated by: Colin Townsend
October 11—Tuesday: 12:30-1:30 -- UC Multipurpose Room



AUTHOR EVENT

October 26—Wednesday: 6:00-8:00

UC Grand Room

Dayo Olopade will discuss her journey of discovery and perspectives as author of *The Bright Continent*.

The talk will be followed by a reception and book signing event.

One Book committee members serve as ambassadors who aid in integrating reading selection themes into course curricula, campus events, service learning opportunities, and departmental goals. The 2017 committee comprises individuals from across campus, ensuring that values and views of all academic units are considered and represented.

One Book 2016 is sponsored by the Division of Student Success at Western Carolina University

For more information, please contact the office of Student Transitions:

studenttransitions@wcu.edu --- 227-3017 --- OneBook.wcu.edu

Faculty Relations Fellow: Dr. Teri Domagalski

from the Office of the Associate Provost, Academic Affairs

The Office of the Provost supports a Faculty Relations Fellow who is available to WCU faculty and faculty administrators to provide an informal, impartial and safe environment to seek guidance or assistance for work-related issues. Dr. Teri Domagalski, faculty member in the College of Business, serves as the Faculty Relations Fellow and is available to assist with issues such as interpersonal conflicts, handling sensitive conversations, navigating university policies or procedures, and informally mediating discussions between individuals. The service may be helpful to faculty members who would like to explore different options for addressing concerns, as well as for those with questions about university policies. In addition, department heads and others are welcome to reach out for individual assistance in assessing and/or honing leadership-related competencies.

Beginning this academic year, the Faculty Relations Fellow will extend an opportunity to departing faculty members to participate in an exit interview prior to separation. The opportunity will be available to all separating faculty.

Appointments may be requested by navigating the Provost Fellows link on the Office of the Provost website: <http://www.wcu.edu/learn/office-of-the-provost/ProvostFellows.asp>

Faculty may also contact Teri directly at tdomagalski@wcu.edu or extension 3589. Her campus office is 319 Forsyth.

Updates on Compliance and the Quality Enhancement Plan

from the Director of SACSCOC Reaffirmation



DegreePlus

Western Carolina is in the business of changing lives. We do that not simply by delivering degrees, but by teaching, mentoring, and inspiring students to discover their passion and their life path. Our students learn more than just the content of their discipline; they are taught to lead, to work in teams, to be professionals, and to respond appropriately to cultures different from their own.

DegreePlus aims to educate students on the value of their experiences through the use of an experiential transcript that not only logs their extra-curricular activities, but also organizes them according to student learning outcomes associated with professional skills.

Proposal – We have hired Drew Virtue, an assistant professor in the English department to put together the official 75 page (+ 25 page appendix) proposal to be turned in to SACSCOC on Feb. 2nd. Drew specializes in technical writing.

Skills – We’ve settled on four skill areas: teamwork, leadership, professionalism and cultural responsiveness. The Core Tenets Subcommittee (or the Definitions Subcommittee, as I’ve been referring to it), is taking a blended approach to pulling together definitions for these skills. That is, they are combining some of the thoughtful, more formal definitions that came out of the literature and our August 5 QEP retreat, with outcomes we can distill from actual activities that already exist.

Pilot – The DegreePlus program will be piloted with students in the Honors College and Academic Success Program. We’re still debating whether we will roll this out to all those students or just 1st year students. We also welcome the Office of Leadership and Student Involvement in the Department of Campus Activities. Under Mike Corelli’s direction, they have well-established activities that focus on leadership, one of our four skill areas. Additionally, they have extensive data on student participation in those activities which can serve as a control for comparing to participation of this DegreePlus pilot group.

Assessment – The assessment subcommittee has been focusing on reviewing nationally recognized rubrics and developing the DegreePlus assessment process. A current working model (subject to change!) is a three-level assessment: (1) exposure and experience – students earn points by participating in recognized events until they reach some threshold level of participation, (2) reflection and articulation – students attend a special DegreePlus symposium as they complete level-one where mentors help them reflect and respond to their experiences. Reflections would be submitted to a trained (and paid) group of evaluators (faculty/staff/grad students). (3) integration and application – students participate in some form of a capstone experience that requires them to utilize one or more of their acquired skills. The assessment group is working on the details with the understanding that what we create as an assessment plan must be achievable with the resources we will have.

Recent Events – We had an open forum for questions and feedback Sept. 28th, 3-4:30 in the UC Theater. Also, Carmen Huffman will be doing a piece for the October Faculty Forum to address some faculty concerns that have been expressed.

Continued...

Compliance Certification

Thanks to everyone for the contributions to our SACSCOC accreditation reaffirmation thus far. Our compliance certification was submitted on September 6th and the off-site review will occur in November.

As you may know, we expect to hear the results from the off-site review in early December. We will submit a Focused Report in February to address any concerns raised by the off-site committee. We have less than two months to interpret the off-site results, contact affected units, and develop a written response with appropriate evidence. To be proactive in anticipating potential SACSCOC-related work, I am asking deans and division-heads to make sufficient leadership in their areas aware and available to help create adequate responses during December and January. We will do our best to avoid work during the official university holiday period.

Undergraduate Studies

from the Office of Undergraduate Studies

This fall is an active one for US (Undergraduate Studies). Myriad opportunities exist for students, staff, and faculty, to be engaged in our democratic processes, all with an end goal of achieving one of our global learning outcomes...to practice civic engagement. You can get information on early voting, have a WCU student visit your course to discuss registering to vote or encourage students to be knowledgeable about the 2016 presidential election. The deadline for voter registration is October 14, 2016 (if students are interested in registering in their home county or Jackson County). Please visit (vote.wcu.edu) to get additional information on these topics and a member of the Student Democracy Coalition will follow up with you.



Note: please be familiar with the policies and laws applying to politically-related activities of University employees, per recent email from the Office of the Chancellor.

A recently released report on the undergraduate student experience by the American Academy of Arts and Sciences tells us there is much for us to be optimistic about and much to learn...1) most students go to college: "more than 85% of students who graduated from high school enrolled in college within eight years; more than 70% of undergraduates attend colleges that accept over 50% of their applicants and only 1% attend colleges that accept less than 10% of applicants;" 2) students attend public institutions predominantly: "choosing [from] among more than 4,700 different higher education institutions, almost 80% of fall undergraduates are enrolled in public colleges and universities;" 3) adults and part-timers are important: "students over age 25 make up 31% of the undergraduate population; part time students make up 37% of the undergraduate population; approximately 20% of American adults have earned some college credit but no degree;" 4) beyond the baccalaureate: "approximately 48% of recently awarded undergraduate credentials were bachelor's degrees; 26% were associate degrees, and 25% were certificates." The Commission on the Future of Undergraduate Education further shared that college preparation, attainment, and funding continue to be areas for concern: "one half of all college students take remedial courses; the proportion of college graduates who took out federal loans increased from 50 to 60% between 2000 and 2012; enrolled students who do not graduate (and who take out the smallest loan amounts) have the highest loan default rates; 60% of undergraduates earn a bachelor's degree, taking an average of almost six years to complete; only 29% of students who begin a certificate or associate degree at a two-year college earn a credential within three years." Finally, the report addresses the inequality of college attainment: "in 2015, only 36% of students from low-income families earned a bachelor's degree compared with 54% of students from high-income families; 72% of Asian students earned an associate or higher degree compared with 31% of African American, 27% Hispanic, and 54% of White students. Also, 50% of women had a bachelor's degree or higher, compared with 41% of men."

Commission on the Future of Undergraduate Education, 2016

Student Spotlight

Brittany A. Cotton

Graduate Student



Brittany Alyce Cotton is from Raleigh, North Carolina. She is a second-year graduate student pursuing a degree in Higher Education Student Affairs and will graduate in May 2017. She currently serves as a Graduate Community Coordinator in the Department of Residential Living, working specifically with the sophomore and junior year experience program *Extremes*. She facilitates the living-learning experience for upperclassmen by implementing all-inclusive residential living and campus-wide programs that encourage student engagement, diversity, and leadership with an emphasis on inclusion. While she has a comprehensive background as a student and as a staff member in residential living, her professional interest focuses on methodologies used to ensure students' smooth matriculation in residence life up to graduation.

Brittany earned a Bachelor of Science in Business Management with a concentration in Entrepreneurship in 2012 from the illustrious North Carolina Agricultural & Technical State University. After completing her bachelor's degree, Brittany started a jewelry company, JewleryByAlyce. The company is currently inactive due to her career transition, but she still makes jewelry as a hobby.

Brittany prides herself on using her transferable skills gained as an entrepreneur to implement living-

learning communities that stimulate individual and group development.

Brittany also enjoys line dancing, crafting, reading about exotic places to travel, and exploring her creative indulgence by pinning on Pinterest.

Brittany's favorite quote derives from her passion regarding individuality, and how it is a major component of her higher education philosophy for student success. Her favorite quote is, "We are all divine and well design." Whenever she is handling a student situation about self-efficacy, she relates back to this quote. She believes people are powerful, but they must ignite their flame by appreciating their self-worth.

Brittany has been an asset to the Department of Residential Living. Brittany's dedication to being the best servant leader to her RAs, residents, Residential Living, and the Western Carolina University (WCU) community is remarkable. She is a community activist who believes community engagement outside of the classroom is imperative for the campus culture. She is a reflection of student advocacy and a needed component of the WCU community.



Faculty Spotlight

Ingrid Bego

Assistant Professor, Political Science and Public Affairs



Dr. Ingrid Bego is an Assistant Professor of Political Science and Public Affairs. She earned her BA in 2002 from Washburn University in Topeka, Kansas. She is a triple major in Political Science, German and Spanish. She received her M.A. and Ph.D. in Political science from Washington State University in Pullman, Washington in 2011.

Before coming to WCU, Ingrid taught at Colorado State University, University of Wisconsin Green Bay, and Hastings College. For the past seven years she has been teaching a variety of courses in the area of Comparative Politics, International Relations and Gender and Politics. Ingrid enjoys teaching introductory courses, as well as upper level, more focused, seminars. Her passion is to transform students into life-long learners and to create a classroom environment where everyone feels empowered and eager to discover and analyze the political process.

Her research is driven by empirical timely events, with her main interests at the intersection of comparative democratization and Europeanization literature. Ingrid seeks to understand these two different transformational processes and their effects on public policy and political representation. As more regions of the world are affected by regime transition, as well as by pressure coming from international organizations, she aims to shed light on the

domestic opportunity structures that are created when sweeping transformations take place. Ingrid focuses on both formal and informal institutions to uncover the potential causal mechanisms contributing to policy success and improvement of political representation. More specifically, she analyzes gender equality policy and women's political representation in post-communist Europe.

Ingrid enjoys traveling, trying out different cuisines, and experiencing different cultures. She is passionate about languages. In the recent years Ingrid has been trying to learn Arabic, but given the time constraints, it is still a work in progress for her. Recently, she has taken on the challenge of learning a musical instrument, the clarinet. To balance out her academic life, Ingrid takes walks and enjoys spending time outdoors.

Her favorite quote is from Booker T. Washington, "I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed." Ingrid loves and values the human experience. She believes at times we get caught up on outcomes and forget to focus on the journey itself. She is most inspired by people's life stories. Ingrid learns from others' path and deeply respects those who throw down obstacles and persevere.

Staff Spotlight

Ricardo Nazario y Colón

Chief Diversity Officer



Ricardo Nazario y Colón joined Western Carolina University in June 2016 as our newly created Chief Diversity Officer. Before joining WCU Ricardo served as director of student activities, inclusion and leadership at Morehead State since August 2011. In that role, he was responsible for the university's units for student activities, Greek life, multiculturalism and inclusion, organizational development, student government, campus-wide programming, disability services and student leadership.

Ricardo earned his B.A. in Latin American Studies and Spanish Literature from the University of Kentucky, and earned his M.S. for Teachers from Pace University. His current area of interest is in the multiracial identity college experience.

His hobbies include art (specifically in the medium of wood), cell phone photography, and poetry. Ricardo ranked number 13 in all time in NYC boys cross country. He clocked in at 16:14 at the famed Van Courtland park.

Ricardo's favorite quote is something he carries in his pocket. "No individual has any right to come into the world and go out of it without leaving behind him distinct and legitimate reasons for having passed through it." George Washington Carver, May 25, 1915

Want to include news in next month's issue?

Please send information to sctobin@email.wcu.edu