

**UFC Meeting**  
**Wednesday, September 21, 2022**  
**Online (via Zoom)**

**UFC Members Present:** Kate Haffey (CAS, Arts & Humanities), Mara Scanlon (CAS, Arts & Humanities), Suzanne Sumner (CAS, Health, PE, & STEM, UFC Vice Chair), Ian Finlayson (CAS, Health, PE, & STEM), Davis Oldham (CAS, Health, PE, & STEM), Eric Gable (CAS, Social Sciences), Rachel Graefe-Anderson (COB, UFC Chair), John Marsh (COB), Teresa Coffman (COE), Melissa Wells (COE, UFC Co-Secretary), Christy Irish (COE, UFC Co-Secretary), Kristin Marsh (CAS, At-Large, UFC Past-Chair), Chris Ryder (CAS, At-Large), Patricia Orozco (CAS, At-Large).

**Proxies:** John Marsh (COB) for Alex Dunn (COB), Mindy Erchull (CAS—Social Sciences) for Dave Rettinger (CAS—Social Sciences), Ian Finlayson (CAS—Health, PE, & STEM) for Marcel Rotter (CAS—Arts & Humanities)

**Guests:** There were approximately 40 people logged into the meeting including Troy Paino (UMW President, UFC Ex-Officio), Tim O’Donnell (UMW Provost, UFC Ex-Officio), Ken Machande (Dean COB), Pete Kelly (Dean COE), and Jeff McClurken (Chief-of-Staff)

A recording of this meeting can be viewed at <https://ufc.umw.edu/recordings/> (UMW login-required).

1. The meeting was called to order at 3:34 PM.
2. The [minutes from the UFC organizational meeting on August 16](#) were approved with 17 yes votes and 1 abstention. The [minutes from the UFC retreat on August 19](#) were approved with 18 yes votes.
3. Reports:
  - a. President Troy Paino submitted a written report: [President’s Report Sept 15, 2022](#)
    - i. President Paino added that plans went out today via email for the new theatre and renovation of duPont, Pollard and Melchers Halls. A public preview will be offered on Wednesday, Oct. 5, at 6 PM via [Zoom](#).
  - b. Provost Tim O’Donnell submitted a written report: [Provost Report Sept 12, 2022](#)
  - c. COE Dean Pete Kelly submitted a written report: [COE Report Sept 13, 2022](#)
  - d. CAS Dean Keith Mellinger: No report.
  - e. COB Dean Ken Machande
    - i. The 30-credit online MBA approved by the UFC/BOV in Spring 2022 has also received approval from SCHEV. It will be offered for the first time in Fall 2023.
  - f. SGA Representative (Joey Zeldin) submitted a written report: [Report to BOV for Sept 16, 2022 Meeting](#)
  - g. USC representative (Charles Tate) submitted a written report: [Report to BOV for Sept 16, 2022 Meeting](#)

- h. UFC Chair (Rachel Graefe-Anderson) submitted a written report: [Report to BOV for Sept 16, 2022 Meeting](#)
- i. UFC Vice Chair (Suzanne Sumner): No report.
- j. Faculty Senate of Virginia (Marcel Rotter): No report.
- k. National Council of Faculty Senates (Marcel Rotter): [Minutes from the August 4 meeting](#) are available for review.
- l. Invited Report: Cocurricular Transcript – Office of Student Activities and Engagement (Director Sandrine Sutphin and Assistant Director Michael Middleton)
  - i. The co-curricular transcript (CCT) is a compilation of a student’s out-of-classroom involvements, such as club memberships, service hours, on-campus employment, leadership opportunities, internships, and study abroad experiences. Once a student completes an experience, it will be “granted” through myUMW (Presence) and appear on their CCT. This CCT has been in development for the past 3-4 years with multiple stakeholders.
  - ii. The “Opportunities” tab in myUMW includes experiences such as Eagle awards, traditions, student employment, service, leadership, internships, research, study abroad, student athletics, and social justice. Students can click each button to explore how to complete experiences in partnership with other offices.
  - iii. NACE Career Readiness Competencies and other skills connected with these experiences are being tracked. They may gain a basic understanding or go deeper into application and analysis of a skill, based on different experiences. This connects to our new QEP and Life After Mary Washington initiatives. Experiences do not necessarily result in academic credit.
  - iv. The system is designed to “gamify” participation in various skills, such as critical thinking and problem solving, teamwork, communication, at different levels. In the future, a points system may be developed to offer additional incentives.
  - v. The CCT will benefit our students by tracking students’ co-curricular involvements, identify areas of development based on a student’s career goals, provide a verified document for employers to view a candidate’s experiences and skills, and assist students with articulating qualifications using skill-focused language. An AACU resource noted 89% of employers say they would be more likely to hire an employee with a CCT.
  - vi. Through screensharing, attendees were able to see what the CCT will look like. Students will be able to edit their CCT to hide or highlight elements to allow for intentional curation of experiences. A [Google Doc](#) was shared with directions on how students will be able to download the CCT.
  - vii. Questions and discussion

1. Some competencies do already happen in classrooms (internships and research). That coursework would not be automatically added to the CCT, but could be added as experiences.
  2. Co-curricular and curricular should not be the same; for example, research has a more academic focus. Concerns were raised about these overlaps, with preference for clear articulation of differences. Sandrine shared her perspective that a focus on the whole student looks at their skills in total, not delineated by source. However, tracking and representation across academic experiences would be more cumbersome.
  3. Who decides what skills are addressed? For any experience, the person supervising that experience will get to determine which skills are addressed. For clubs, skills are general skills (i.e., coordination of practices or meetings for club leader positions). Additional skills within clubs could also be added as needed for individual clubs.
  4. A request was made for the PowerPoint to be shared, and [they were](#).
  5. How do students learn about the CCT? They are starting with student leader groups (orientation leaders, club leaders, etc.) to share with their student group members. Conversations are ongoing about getting information to FSEM students. Presentations at events like UFC also raise faculty awareness of CCT. The process of raising awareness will be slow and steady through in-person and virtual outreach opportunities.
  6. Why is the interface organized over experience instead of skills? Will it become more of a checklist (“I joined a club”) instead of skills (“I can resolve conflict”)? Student Activities is focused on involvement and engagement with experiences, but the point was well-taken and will be taken back as the CCT is continually developed.
  7. Sandrine shared her email ([ssutphin@umw.edu](mailto:ssutphin@umw.edu)) for further questions or comments.
4. University Committees: Minutes
- a. The minutes for the reporting committees are approved with 18 yes votes. Links to the committee minutes can be found on the agenda: [UFC Draft Agenda Sept. 21](#).
  - b. After approval of minutes, a question was raised about Jerry’s comment on the Digital Intensive Committee minutes that the Canvas quiz feature will be changing in 2024. Jerry explained that Canvas has been developing a new quiz engine with some new features like visual hotspots, but it is still in development/beta (for example, importing pre-made quizzes and question banks is currently a challenge). The original deadline for completion was Summer 2022, but they moved the deadline to Summer 2024. Jerry is working

on resources and training for the new quiz engine when it is appropriate and changes are more solidified.

5. University Committees: Action Items

- a. The action items for WI, SI, DI, UCC, Gen Ed, and DBL Committees are approved with 18 yes votes. The action items for the Honors Program Advisory Committees are approved with 17 yes votes and 1 abstention. Links to the action items can be found on the agenda: [UFC Draft Agenda Sept. 21](#).
- b. A conversation was held about if the Honors Program Action Item needed approval from UFC. The group decided to err on the side of caution and go ahead to vote for approval.

6. Unfinished Business

a. QEP Update

- i. Kimberly Young and Jennifer Walker offered additional updates. The QEP learning outcomes have been identified. They will be brought back to UFC in October for approval.
  1. Learning Outcome 1: Students will know and understand the critical core competencies they should develop over the course of their UMW experience to prepare them for life and career.
  2. Learning Outcome 2: Students will be able to demonstrate they are able to effectively transfer and translate their broad liberal arts and sciences education to life and career after Mary Washington.
- ii. Groups are being formed to form plans for the following issues: onboarding students, faculty development (scaffolding skills to develop AMW), AMW competencies and ASPIRE values, what this will look like in different majors, and finally the branding, marketing, and communication about the QEP.
- iii. Competencies and value alignment will also be addressed by the working group.
- iv. Questions and discussion
  1. When we approve the learning outcomes, will we also approve assessment measures? It seems difficult to approve goals without knowing how they will be measured.
    - a. The October vote will focus on the learning outcomes only, though the full report does include information on assessment measures. Exit surveys, frequency analysis of courses offered or which students take multiple AMW courses, and other options are being considered as progress-monitoring data sources.
    - b. Concerns were raised about these measures and alignment to the proposed learning outcomes. A list of assessment options will be provided prior to the October meeting so feedback can be provided.

2. Why have the word “critical core competencies” instead of “core competencies”? Is Learning Outcome 2 measurable at UMW, or is its current wording dependent upon students’ implementation of skills after graduation? Is the intention of Learning Outcome 2 that they are able to effectively transfer and translate, or that they are able to say *how* they will do so?
  - a. An alumni survey is intended and will provide data from after graduation. Students’ intention versus reality will be assessed on the survey as well. Ability to articulate aspirations and intentions could fall under effectively transferring and translating skills after Mary Washington. Perhaps “articulate” would be better verbiage for this outcome.
3. An avenue for feedback from faculty would be appreciated. Kimberly and Jennifer confirmed QEP informational documents can be shared with all faculty within the next week with a Google Doc for comments.
  - a. Kimberly and Jennifer are willing to come to department meetings with a short presentation.
- v. Appreciation was expressed for Kimberly and Jennifer’s work and incorporation of feedback from the UFC Retreat in August.
- b. Faculty workload and morale—update on tremendous UFOC ongoing efforts to review existing governance structures
  - i. UFOC has been reviewing recommendations made by UFOC in the 2019-2020 academic year based on a previous survey of committee chairs. Some of these recommendations were implemented, but most were not due to the disruption of the pandemic.
  - ii. CASFC recently passed a motion asking UFC to ask UFOC to investigate faculty organization. CASFC would like a report by the November UFC meeting. The UFC Executive Committee will review this motion at their September 30 meeting and will bring updates to the October UFC meeting.
    1. In the chat, it was noted that CASFC was particularly concerned about curriculum review, P&T committees, whether college-level faculty councils were needed, and faculty senate vs. UFC.
  - iii. Discussion and questions
    1. Have individual colleges looked at streamlining their service loads? What exactly is UFOC being asked to do?
      - a. CASFC would like UFOC to examine redundancies (i.e., multiple P&T committees) and the current representational structure of UFC.
      - b. This charge would come from UFC, as CASFC does not have the authority to charge UFOC with a task. UFC will have an

update on the status of this request from UFC Executive Committee in October.

- c. Mid-term evaluations—clarification on changes made pre-COVID
    - i. Before COVID, UFC voted to require midterm evaluations to be submitted (S, U, N) by all faculty for all courses. Enforcement will begin this semester: the registrar will contact department chairs if midterm grades are missing.
    - ii. Discussion and questions
      - 1. Will the S option be added? Registrar Rita Dunston confirmed “S” will be an option. Students will be able to view midterm grades on their student advising profile, just like they see final grades. This is a change from the past, when students were emailed PDFs of midterm grades. They will receive an email telling them that grades are available.
      - 2. Will advisors be alerted about U grades? Academic Services is working on this.
  - d. Reminder to ensure all faculty are aware of the curriculum workflow and deadlines
    - i. Committees have been sending emails about deadlines for their specific workflows. There were no questions about the workflow through UCC.
7. New Business
- a. Calendar and alternative term considerations (ongoing) and updates
    - i. An update will be provided at the October UFC meeting.
  - b. Cocurricular transcript
    - i. Discussed under “Reports” (item 3.L), but there may be future discussions with additional developments.
8. Announcements
- a. The next regularly scheduled meeting of the UFC will be Wednesday, October 19 at 3:30pm (virtual via Zoom).
9. The meeting adjourned at 5:12 PM.

Respectfully submitted by Melissa Wells