

UFC Meeting
Wednesday, October 19, 2022
Online (via Zoom)

UFC Members Present: Marcel Rotter (CAS, Arts & Humanities, UFC Parliamentarian), 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), David Rettinger (CAS, Social Sciences), Mindy Erchull (CAS, Social Sciences), Rachel Graefe-Anderson (COB, UFC Chair), John Marsh (COB), Alex Dunn (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: None

Guests: There were approximately 35 people logged into the meeting including Troy Paino (UMW President, UFC Ex-Officio), Tim O'Donnell (UMW Provost, UFC Ex-Officio), Keith Mellinger (Dean CAS), and Ken Machande (Dean COB)

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 last [UFC meeting on September 21](#) were approved with 18 yes votes.
3. Reports:
 - a. President Troy Paino submitted a [written report](#).
 - i. Improved retention rate of 84% is historically unprecedented since 2011 (85%) and 2017 (84%). President Paino thanked faculty and staff for their efforts that led to these rates.
 - ii. A question was raised about the UBAC minutes and who was covering the 5% raise (UMW or the Commonwealth). President Paino clarified it will depend on if you are in the ENG or auxiliary side of the budget.
 - b. Provost Tim O'Donnell submitted a [written report](#).
 - i. A question was raised about the early retirement plan, which stated that says that payment can be deferred until age 72. Was that a typo that should say 62? Provost O'Donnell noted that was standard language borrowed from other institutions, so he will check with Beth Williams and communicate findings with Rachel Graefe-Anderson. Provost O'Donnell asked further questions about the early retirement plan be addressed to all three individuals: himself, Paul Messplay, and Beth Williams.
 - c. COE Dean Pete Kelly: No report.
 - d. CAS Dean Keith Mellinger: No report.
 - e. COB Dean Ken Machande: No report.

- f. SGA Representative (Joey Zeldin) submitted a [video report](#).
 - g. USC representative (Charles Tate): No report.
 - h. UFC Chair (Rachel Graefe-Anderson): No report.
 - i. UFC Vice Chair (Suzanne Sumner): No report.
 - j. Faculty Senate of Virginia (Marcel Rotter):
 - i. The group will meet on October 22 via Zoom. One item on the agenda is to compare early retirement incentive plans amongst universities.
 - ii. A question was raised about attendance and representation. In the past, the chair of UFC was always a representative, but the new model allows two base members and additional members depending on the size of the university, which has resulted in a total of 3 UMW representatives. Chris Ryder was willing to participate. Marcel Rotter is willing to participate but will probably rotate off after this year. Rachel Graefe-Anderson invited other UFC members to indicate their interest in serving. Suzanne Sumner said she could assist in the spring if needed, and Kristin Marsh said she could be a substitute if needed. Chris Ryder's status as a representative was confirmed.
 - iii. A question was raised about attendance. Marcel Rotter confirmed any interested individual can attend via Zoom, even if they are not a voting representative. They just need to fill out the [registration form](#).
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 October 19](#).
5. University Committees: Action Items
- a. The action items for the Speaking Intensive Committee, General Education Committee, UCC, and UFOC are approved with 18 yes votes. Links to the action items can be found on the agenda: UFC Draft Agenda October 19.
 - b. A question was raised during voting on the General Education Committee action items about upper-level courses and gen ed status. "Connection" gen eds can be upper-level, but others should be at the 100 or 200 level.
 - c. A question was raised during voting on the UCC action items about the title of the program, "Master of Education for Instructional Improvement." Kevin Caffrey confirmed the language indicated a Master of Education with a major in Instructional Improvement. Provost O'Donnell clarified that we are not approving a new graduate degree, but rather a new major within an existing degree. SCHEV is closely monitoring degrees on webpages, so this clarification is important.
6. Unfinished Business
- a. SACSCOC QEP Update: Link to [QEP Update Overview Document](#)
 - i. Kimberly Young and Alex Dunn shared a presentation about the QEP entitled "Life After Mary Washington: Preparing Students for Life and Career."

- ii. Timeline: The call for concept papers began in March 2021, and 11 faculty and staff formed the first QEP committee in May. In Fall 2021, an initial strategic plan report was developed. The QEP committee was reorganized in December 2021. In February 2022, 4 focus groups for feedback occurred, and QEP ideas were presented to the Provost's Council in May 2022. In July 2022, the final QEP Implementation and Communication Committee (QEP2) was established. In Fall 2022, two learning outcomes were presented to UFC (August), feedback was collected and updates were made in the committee (September/October), the plan was shared with all faculty with opportunities for response (October), and today the intention is to vote on the three learning outcomes. Approved outcomes are needed prior to the on-site accreditation visit in November.
- iii. Based on the feedback received, changes have included revised competencies. The QEP has 10 competencies (Career, Self-Development, and Professionalism; Civic Engagement and Community Service; Communication; Critical Thinking; Teamwork and Collaboration; Global Awareness and Intercultural Competence; Leadership; Digital Fluency; Well-Being and Mindfulness; and Meaningful Connections) based on the 8 competencies from the National Association of Colleges and Employers (NACE)'s as well as unique aspects of UMW's culture. The revised learning outcomes are proposed as follows:
 - 1. Learning Outcome 1: Students will know the ten core competencies related to preparation for life and career after Mary Washington.
 - 2. Learning Outcome 2: Students will connect their liberal arts and sciences education and the ten core competencies to life and career after Mary Washington.
 - 3. Learning Outcome 3: Students will be able to communicate their experiences in a way that is relevant to their life and career after Mary Washington.
- iv. Discussion:
 - 1. The committee's responsiveness to feedback was praised.
 - 2. A question was raised about the 3 QEP themes noted in the slides. Kimberly realized this was a typo. After the UFC retreat discussion in August, the 10 competencies currently proposed resulted as a merger of the 3 QEP themes and 8 NACE competencies; therefore, the 3 QEP themes no longer exist.
 - 3. A question was raised about how the competencies relate to general education beyond After Mary Washington (AMW). A Venn diagram was added to the [feedback response document](#), but additional clarification was requested. These QEP competencies are meant to complement existing curricular and extra-curricular programming. The intent is that this QEP will

provide a common language to discuss activities we are doing with students.

4. A question was raised about what “competency” means—for example, what is competency in “meaningful connection”? The [self-assessment document](#) provides NACE definitions of competencies.
 - a. A follow-up suggestion in the chat was to explain the levels of competencies in the document instead of having them on a separate website.
5. A question was raised about the AMW gen ed designation. Kimberly confirmed that the three outcomes for the AMW gen ed designation are not changing.
6. This QEP seems to set up a voluntary system, where students only opt in or participate as they are interested. Will students be “forced” to participate? Evidence seems to come from voluntary participation. Kimberly confirmed participation is voluntary; however, as a university, we identified “After Mary Washington” as something important (hence why it is woven into our gen eds), and we aim to encourage students to develop their skills in these competencies with cohesive, campus-wide, curricular and extra-curricular opportunities and shared language.
7. How do we make these learning outcomes actionable? A progression would be located in the actual plan instead of the learning outcomes, and today’s vote is focused solely on the learning outcomes. The implementation piece will be handled by the committee after learning outcomes are approved.
8. Jen Walker shared that the data analyzed has indicated students’ desire to make connections. Therefore, this QEP is designed to show connections amongst all the programs we do successfully offer at UMW. The document shared with faculty was designed to be a short excerpt of the entire QEP document.
9. On the Presence website, the levels for the skills are ordered as understand, apply, analyze, and evaluate. Should analyze be before application, following Bloom’s Taxonomy? Kimberly shared the work on Presence is still being finished.
10. Where will the learning outcomes happen? If not in the AMW courses (since they have different outcomes), where will they be measured? The [“QEP Overview”](#) document did include assessment/data sources for the learning outcomes. As to where it is happening, this QEP is about culture: it will be happening everywhere (leadership in athletics, student clubs, JFMC, admissions, classes, etc.). The goal is to frame experiences within and beyond coursework.

11. For Learning Outcome 2, it could be perceived that the educational experiences are distinct from the ten core competencies. Rephrasing to something like “connect their education with/to the ten core competencies” could help.
12. For Learning Outcome 1, “knowing” the ten core competencies is low on Bloom’s Taxonomy, and simply listing the 10 competencies would meet the outcome as written. “Knowing” can be vague and therefore hard to assess. Kimberly noted that students can’t do anything with the competencies until they know what they are. A question was raised if knowing and self-evaluating the ten competencies are the same thing. The competencies would be introduced at orientation and before, and would be assessed via self-evaluation during major declaration. A suggestion was made to add the self-evaluation component to Learning Outcome 1.
13. Non-traditional students often participate in fewer extra-curricular activities. How can their experiences be honored without overwhelming them with additional requirements? Kimberly noted that the needs of transfer students are also unique, so they may not have four years at UMW exposed to these competencies.
14. A concern was raised about implementation. When gen eds were revised, attention was paid to making sure the requirements appeared approachable and not overwhelming. We also have ASPIRE values and now 10 core competencies. This results in a lot of “lists” about who we are. Kimberly shared that when the core competencies were built, the committee looked back at existing artifacts of UMW culture that need to be integrated, such as ASPIRE and community engagement.
15. A concern was raised about connecting academics to competencies. Who makes decisions about what competencies are addressed in courses? Kimberly confirmed faculty get to determine how their courses connect to the competencies, and ongoing faculty development will be offered.
16. A question was raised about Learning Outcome 1. Is listing competencies necessary, or is the ability to connect them (covered in Learning Outcome 2) more important? Kimberly agreed this was an ongoing question, and previous concerns have been raised about if Learning Outcomes 2 and 3 are even measurable without Learning Outcome 1.
 - a. Follow-up: how would this be assessed? What would stop students from Googling them? Kimberly clarified that students would be asked to self-assess, not define, so a concern was raised that the self-assessment does not align with “knowing” the ten core competencies.

2. A clarification was made that UFOC should be asked to study the Faculty Senate versus UFC models.
 3. Marcel Rotter volunteered to bring this topic up at the Faculty Senate of Virginia meeting this weekend.
 4. As for concerns about redundancies in curricular review process, UCC looks at all curriculum proposals. UFC should not be expected to add this to their tasks. Two levels of groups reading proposals would be needed; therefore, a university-wide curriculum committee is needed. It could be helpful to hear from UCC too. Could college-level committees be dissolved, with COE and COB having unofficial curriculum committees? Concerns were raised about this not streamlining the COE/COB service loads. Another solution could be one curriculum committee with representatives from COE, COB, and CAS. Provost O'Donnell shared that each college should at a minimum review P&T and curriculum. CAS is more of the challenge: does CAS need a curriculum committee? Would CASFC review those curriculum proposals?
 5. Rachel will start a list of requests and pros/cons. Discussion tabled until conversation at next meeting.
- c. Honor Council Motion: Proposed changes to [Faculty Handbook](#)
 - i. These changes were proposed last year.
 - ii. Tabled until next meeting.
 - iii. Dave won't be at next meeting. He was thanked for his contributions to UMW.
7. New Business
 - a. Calendar and alternative term considerations (ongoing) and updates
 - b. Tabled until next meeting.
 8. Announcements
 - a. The next UFC meeting will be Wednesday, November 30 at 3:30 PM via Zoom.
 9. The meeting adjourned at 5:32 PM.

Respectfully submitted by Melissa Wells