Provost Council Meeting

Minutes

November 15, 2019

Meeting called by: David Yells, Provost and Vice President for Academic Affairs

Members include: Del Doughty, Gary Stading, Liz Patterson, Teri Stover, Carl Greig, Kelly Coke, Jana Boatright, Shelley Caraway, Barbara Sears, Kathy Williams, David Allard, Craig Nakashian, Mitch Parker, Jennifer Davis, Stacy Glover and Emily Newsome

Members Absent: Dr. Stading, Carl Greig, and Barbara Sears

Guest: Dr. Green

Recorder: Norma McCormick

I. QEP Update

See handout.

II. PAC Updates

Dr. David Allard is the recipient of the Regents Professor award and Dr. Corrine Hinton received the Chancellor’s Academy of Teacher Educator Award. This award recognizes faculty that teach courses in preparation of our educators in the state. The university will issue a one-time merit increase. The institution retention and completion committee met to discuss the universities retention processes. The university is working on an emergency response system for student issues that will produce an immediate response for student issues.

III. FYE Career Focus

Dr. Parker

Dr. Parker wants to complete a student assessment like the one presented. See article. He will join the FYE committee to help incorporate these things into the FYE.

IV. Career Services Exit Interview

Dr. Parker

Career Services will begin using the new software Handshake. The software will help students transition from college to the outside world. Mitch wants to survey graduates to gather data that would include the student’s email, phone number, where they plan on working, etc. Mitch will work with Jennifer Willis to develop the survey. This will be a requirement for all graduates. The students must fill out the survey to prevent a hold being placed on their account. Discussion was held on the best times of the year to present the survey to the students.

Next meeting Friday, January 17, 2020 in the UC 414 Conference
FYE Career Focus

In an article published by EAB, Bowen (2018) conducted a survey of 6,000 recent graduates and found that the earlier a college student starts looking for a job and preparing for it by completing an internship, the happier they were in their post-graduation career. Unfortunately, only 10 percent of students that participated in the survey had taken part in an internship. Further the research found that just 16 percent of college students started their professional job search a year or more before graduation, and an alarming half did not start until after graduation. Moreover, Strang et al., (2015) investigated college students usage of Career Services offices and they found that only six percent of first-year students have used the services offered, and only a third of the soon-to-graduates have used the services consisting of receiving help with resumes, mock interviews, attending a networking event and/or career fair(s).

Nationally, a small but growing number of colleges (University of Michigan, Indiana University, Wake Forest University, Washington University, Clark University, Grinnell College, etc.,) are placing an emphasis with having hyper career related conversations and activities with students in their freshman year, as educators are finding that students don’t know what they don’t know, namely that colleges/universities can aid in student success by stitching career activities into the curriculum as early into the college experience, the better. For example, Goucher College is now requiring its freshman students to complete activities that incorporate networking, personal branding (e.g., creating a LinkedIn profile), and building a resume (Marcus, 2018). Wake Forest University requires all second semester students to complete a 1.5 credit course covering how their major relate to career options. Indiana University has their business students create a career action plan, wherein the students receive individualized career advising.
According to a recent national report on freshman (Eagan et al., 2016) the number one thing that incoming students ranked as very important at 85 percent was that college/universities will help them get good jobs. At Washington University, they have started tracking the number of students who attend a career event, come by the office, or have a one-on-one appointment; if they have not had done any of these things, their academic advisor prods them to (Marcus, 2018). Complete College America argues that students that do not have an articulated career in mind change their major more frequently, have lower rates of graduating (and graduating in a timely fashion), and take an average of 15 excess credits.

My idea is to tweak the FYE is to have career be the central component of the course. Each student will complete a career assessment, attend (in class) a group interpretation, have homework assignments steaming from their individualized results (e.g., complete a job shadow or informational interview of at least two careers). Each student will create a professional LinkedIn profile, attend at least one Career Services event (i.e., Meet the Firms, Career & Internship Fair, Etiquette Dinner), schedule an appointment to have their resume reviewed complete a mock interview.
References


CONNECT 360 Update
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1. Service Learning with TRAHC – Drs. Kim Murray and Jaime Cantrell met with TRAHC in November for initial discovery; planning on a follow-up meeting with TRAHC staff and selected faculty on campus Nov or Dec. Some disciplines have been identified to pair with TRAHC community partners.

2. Service Learning Project Initiation with Opportunities and Nursing+Ed students was a successful “Fall Fun fest” event held at Opportunities, Inc. Oct. 31. Three faculty and 17 students participated. News coverage in Texarkana Gazette.

3. TAMU System Pathways Symposium Nov. 3-4 at A&M-International – Six students and three faculty sponsors attended

4. Faculty Lunch-n-Learn (L-Squared) --Problem-Based Learning topic on November 14 with David Allard facilitating. This form of faculty development may be altered in the future, meeting only twice per term, to ensure it does not get to be mundane and determine ways to maintain a healthy attendance.

5. Special EL Condensed Workshop with 2 new Nursing faculty on Nov. 14.

6. Fall Student Showcase (Nov. 21) --14 projects registered to date; registration process has gone much smoother than last year and students submitted projects in a timely manner. Poster printing underway! Two overall awards will be given and each discipline chooses a “Best in Discipline.”

7. Approved four courses this term for EL designation – SOC, Adult/Higher Ed., and Drama disciplines.

8. CONNECT 360 represented at Eagle Open House (October) for prospective students