May 8, 2003
Notes from Faculty Focus Meeting
MCK 177, 10 a.m.

In attendance: Paul Freebairn, Doug Bates, John Bailey, Norm Wright, Jim Tueller (facilitator), Sanoma Goodwill, Glade Tew, Bruce Kimsey, Daren Heaton, Gary Fredrick, Norm Kaluhiokalani, and Kevin Kimball

John: General authorities tell us what we should do; the administration does what they want and keep the authorities happy; Faculty are in a different place.

How do we keep the three working together?

These 12 items seem way down the line to me.

Jim: Bill Neal has begun the draft of the proposal for WASC. The first page refers to David O. McKay’s words, basically exploring what he said, and these 12 items are the outcome.

Paul: We need to show how to make sure these things are operational; this is an opportunity to explore and learn about ourselves by participating in this meeting. We need to focus on what we as this small group want.

John: Democratic approval?

Paul: Are we doing anything; are we doing what we say we’re doing

Norm: WASC is interested in how we relate what we do to our proposal; do we do what we say we do.

Jim: Things have to match up

Norm: the Mission Statement is what we are, tells us what we are

Jim: We have to take what the mission statement says and tell WASC what we are doing to implement in the classroom to do “that,” to follow the Mission Statement

Kevin: Aren’t we about developing leaders?

Jim: How do we develop leaders in specific classes.

This conversation needed to begin earlier; but such things are counter-productive to top down administration.

Glade: Each department should have outcomes and the process of assessing those outcomes.
If the proposal(?) is done well, the connection between the Mission statement and what we do in classes will be clear.

Whatever the issues are, we need to make the connection clear.

Jim: Twelve items are too many; we need only 2.

John: Which item is the focus of this focus group?

Paul: This group and the other groups get involved in deciding which 2 describe the most important factors and most important issues that we as a group decide on.

Jim: Number 1—some already being done. What have we been doing and what are measures we can use to see effectiveness of #1.

Daren: I still don’t know what we’re supposed to be doing

Jim: The administration has shut down the faculty by leaving this discussion too late.

Paul: What we will be evaluated on in the next 6 (?) years. Which item or what issues do we want to look at.

Kevin: If the mission is about leadership, what are we doing in our classes. Learning English is necessary for leaders.

Norm: A committee on leadership has been formed. Marcus Martinis is chair.

Jim: Does everyone agree #3 is important?

Daren: This is basically covered under communicate effectively which was decided on by G.E. Committee

Jim; WASC will ask various faculty—what do you do to further the mission of the school? They will get different answers.

Norm: There is a big push to develop leadership

If we are looking for only 2 items, speaking English is important. Look at 2 items and cubby hole the rest in those 2 items

Kevin: What are we doing in class to foster leadership?

[some discussion about what kind of leaders we should be training students to be; what we should be training students to be able to do.]

Doug: students should be able to support family
Daren: Service and practical skills

Jim: Program review is important.

#7 is going to be important but faculty should supply the data. The Staff takes care of storage and retrieval of data

Daren: But the faculty should have input as to what data is kept and why. It is an assessment issue

Paul: The issue is to provide good evidence to show what we’re doing

Daren: But this type of data does not show what the students are. The focus needs to be on what we do for the students,

John: What do students leave BYUH with? Our purpose is to train graduates to be successful outside (after?) school. What do they walk out with?

Norm: Is it a question of training students for ecclesiastical leadership only?

Daren: Is leadership defined as being employed in their home country? We can measure this.

Norm: The more precise the instrument, the less real the picture is

Jim: I am frustrated with 3 focus groups only. But this (proposal?) is not going to help WASC see us as we are

Daren: I’m not sure the campus is focused on academics.

Jim: That is why program review is important

Norm: What do you mean?

Daren: There is a lot of focus on things other than classes; students miss class for choir practice, for work, for other classes.

There seems to be more concern about the way the front entrance looks than if students are getting what they need.

Doug: That is not unique to this campus

Daren: I am curious how much of the budget goes directly to academic support.

John: Figure out what students need and see if budget is directed there.

Paul: WASC is important
Glade: I agree that #1 is important. I would add to it why each one of the three things are important. [he used some specific language, but I didn’t get it down.]

John: #1 is about what we as faculty do, not student outcomes

Glade: There has to be a way to operationalize #1 and have student outcomes

John: #3 is certainly an outcome

Jim: Service learning and capstone experiences seem to be mentored learning.

Norm: Mentoring 50 students in business is very different than mentoring 10 students in another field. [discussion/argument about what mentoring is in business vs. science]

Daren: depends on the discipline

Glade: We should rewrite #1 so it is stated as student outcomes

Daren: Mentoring needs to be tailored to the discipline; not everyone has to do it the same way.

Jim: That is where the program review comes in

Norm: I don’t know how WASC will…

Glade: We have to come up with the way we are going to do what we are going to do.

Jim: We justify with evidence that we are doing what we say we are doing

John: What does a [BYUH] student look like? What does ideal [BYUH] faculty look like? This is the global picture

Jim: Has to be

John: If we can define the outcomes

Daren: G.E. has already done that. Then review of each program is up to the individual program; mentored learning is up to each program.

Paul: The proposal is going to say what we are going to do, how we are going to do it, and what we actually do

Jim: Paul brought us to #2 on the back. What do we see is needed in addition to the 12 items listed here?

If the administration wants something and the faculty does not, the administration can fire us. WASC listens to faculty.
Daren: Is returnability important?

Jim: The problem is how to show it. Maybe we shouldn’t do this one this time.

Coach K: What is ratio? How many are not going back to their home country?

Jim: The Returnability Committee defined what it is

Paul: How do we track this?

Jim: Don’t shift resources, obtain new resources

Paul: Do we want to include it this time or wait until next time?

Daren: Is it in our interests as faculty to work on returnability?

Coach K: What are the numbers?

Norm: The Returnability Committee Report addresses this.

Daren: Too many reports to read; I never know what’s there

Jim: We need to decide what we want and then focus on that information

Paul: Then we decide how to use this data

Norm: Seems like we’ve come back to issues. Is this what we need to do?

John: Let’s accept all 12

Paul: That’s [?can’t read my writing!] stopping. We need to do this

Jim: Can we go back to Keith Roberts and say we need more time. Can we use this meeting to do this work?

Norm: These issues are being taken care of in various committees but they never come together

Jim: We need to cover all the committee work to move beyond this. Maybe we don’t need focus meetings because of the committees.

{Sanoma’s thought}: How many faculty in real #’s are part of these committees or are most committees made up of the same few people?

Daren: What we are doing is
Glade: Adding to, changing, and taking from this list of 12 items

Daren: Take off #7 and #12 because they are not part of the mission.
    #11 is part of #1
    #3 and #8 are the same general idea

Jim: #10 is the only statement in the form of a question

Doug: Whoever is writing the proposal—representatives of the focus groups should be on the committee that’s writing the proposal

Daren: Equal representation is needed for writing the report; a cross-section of campus

Jim: We can share these notes with the other focus groups

Paul: E-mail Jim with any additional ideas; also a report to faculty needs to be given so they can see what the focus groups came up with.

Several people: Maybe the first of the school year meetings in August should be used to discuss these things instead of hearing an inspirational talk.