

## **AGENDA**

1. Welcome
2. Approval of the minutes for Oct. 4, 2012.
3. Visit by President Lewis:
  - a. Preview of information to be shared at the Board of Trustees meeting
  - b. Q/A – please bring your questions
4. Position statement by the Senate regarding the IncludEd proposal from Follett
5. Faculty Handbook Committee update
6. Items from the Executive Council Meeting on Oct. 11
7. Items for future meetings:
  - a. Faculty Handbook changes
  - b. Faculty accomplishment announcements during Faculty meetings
  - c. Other - please bring your agenda items
8. Community Meeting: November 1, 2012 (Senate meeting will be cancelled)
9. Adjourn
10. Next regularly scheduled meeting: 15 , 2012.

### **1. WELCOME**

### **2. APPROVAL OF MINUTES – MINUTES APPROVED**

### **3. VISIT BY PRESIDENT LEWIS**

- 3.a Preview of BOT: Thank you for your work on the VGOPs. We have about 224 pages of assembled information. After the BOT meeting, I'll be working on finding the easiest way to get it up and mounted.

These VGOPs will be helpful for me at the meeting to present the college's needs. In addition, they bring up fundamental strategic questions, such as how big of an institution do we want to be? Do we want to play in the graduate degree pond or not? I can make cases for each of those options, but we can't do all of these things. We need to make choices on where we put our energy.

The strategic plan (and the narrowing of the funnel with VGOP) have been short-term investigating – now it's time to start thinking about the long-term plan.

I'm putting a long-term goal on whatever we decide on to be done by 2020 (it's an eight-year plan). We aren't handcuffed into this plan. It's

dynamic. And I'm approaching my conversation with the board that way. I don't plan to get into the weeds of the VGOP with the BOT. It'll only be there as reference.

Long and the short of it, is that the conversation with the BOT is a pivotal one. It's up to us to translate to the BOT how we want to shape the college. Here's how we move in that direction.

I will report to the campus community after the meeting about the BOT's answer to these big picture questions... and taskforces will be decided for how to investigate these issues.

### 3.b Question & Answer:

QUESTION: Are there certain areas that you think have potential to start right now?

ANSWER: No order of preference, just what I think may be on the table... Academic calendar, first-year experience, learning technology, graduate programs, the evening program...

The Evening Program: Do we continue it in its current model... most of you know it's reduced in size by half in the last couple of years... do you rebuild the existing model or stop it or develop and implement a very different model)

For example, here's a model, Lakeland College in Wisconsin. Very similar to Catawba. UCC school. 1000 students. They have a model called "blend-in." It's a true blended program. The distinctive feature of their evening program is that class by class you have the option of taking it online or in the classroom, which gives a tremendous amount of flexibility to your working adult. Say a student can't show up for a class period, well they can make that class up online.

Campus master plan: We've seen proposals from firms... the ideal would be to develop a facility plan for 2025... determine what can be repaired, restored, adapted and the associated costs... everything from science to theater facilities... just everything... a plan of that nature would cost 150-250,00 dollars... are the trustees willing to commit to that? But there's no point in doing a campus master plan unless you know that you want to be 1500, 1800, 2200 student college. It all depends on the big picture.

University status: Do we want to commit to going down that path? Or, do we say we're going to be the best undergraduate college and that's who we're going to be. To my way of thinking, one isn't right and one isn't

wrong. They're both admirable objectives, but we have to pick which avenue we'll pursue. If we take it off the table, we go college. If we put it on the table, then we have to commit to it (we might not get there, but we have to commit).

Academic Structure: Based on college or university, we may need to revise our structure. We can take it away and we can bring it back (if we want to go university).

QUESTION: A marketing project that may relate to the Evening Program... Is there any news about that?

ANSWER: For SEGS, the marketing group that came in weren't specifically looking at SEGS. In part, because it would have been premature because we don't know what it'll look like. There is a small pot of money given to the college years ago for SEGS marketing. A plan has been developed for that money – it's focused on CPCC. It's a limited, targeted approach and we'll see if it bears results.

Now, this marketing firm was paid for by a trustee. They came in they looked at our materials, talked to pr, talked to faculty, talked to students, talked to trustees... and they started putting together a matrix of ideas... It's not at the point where there's a new logo and new tagline... all they've done is start the thinking process on opening our eyes to the good things we have and what we can sell.

It's fascinating to me (a parent of a sixteen-year old)... we went to a college fair... I asked my son to pick up anything that caught his eye at the fair... and then discuss why it caught his eye... Our reactions were similar... Out of 200 colleges, I picked up 150 nice brochures of a guy and a girl walking across lawn with nice architecture in the background. It all looked cookie cutter. All the marketing is homogenous.

The LWT marketing firm was helpful in talking about ways to break out of the glut. Not just on the marketing side—I'm being candid, not offensive, here... but on about any list—us news, nc independent college data—on any list... tuition, enrollment growth, faculty salary... on almost any category we're smack dab in a very fat middle. Essentially, we're only minutely differently statistically and in our character and identity? How do we break ourselves out of the pack? We have lots of ways to do it...

For example, the marketing folks were blown away by the music department... They said the rock and roll band could be on our marketing

materials. It's not that you're attracting music majors. You're attracting people to the *experience*... what's there on the campus.

Again, all of these things have been helpful. We have a start. We're just not at the point of a marketing plan.

QUESTION: I didn't hear this on the list... in terms of organization of student services, recruitment, retention, all those sorts of issues... Are we thinking about a university college? Is that in consideration? Or, does that follow?

ANSWER: I consider that in the basket of the first-year experience... At Winthrop, the genesis of University College was the first-year experience. It then broadened to include an international center, residential affinity programs, honors programs... I don't want to come in and say we have to adopt a UC type model... I would think, though, that all of those things would be connected to FYE.

QUESTION: Do you have a plan B? We have a great deal of trust that the board will jump in and make it a prioritized position. What if they don't?

ANSWER: I don't think that'll be the case. I'm not saying the board will be unanimous. They could reject it. They might. I don't think they will. But I do have a Plan B. And I wouldn't be a good poker plan if I revealed it. Well, I do have a backup. And I won't start crying into my Cheerwine if they don't go for Plan A. I'm comfortable with both.

Let's just make examples here... Say we want to grow to 1800 students. Well, if we want to stay residential, then we'll need more beds. Can that be done? Is that what we want to do? It's important to know where the dominos fall. That's why so much of the VGOP process was important to getting an idea of numbers... It's all about going into these new ventures with open eyes and a clear idea of what it takes. Basically, I hate to think of it all in business terms. We just have to be realistic about the plans we take on.

QUESTIONS: Some decisions drive others. So, if we put grad programs on the backburner, then we're a college for twenty more years...

ANSWER: Yes. There's always some element of cause and effect.

QUESTION: There seems to be an element of bootstrapping because of our financial situation. How will it affect major choices?

ANSWER: It's fair to say that we are essentially and physically structured to be a 12-1300 student body. As you go any increment beyond that there are some things that need to be done and some things that don't. As you grow, you're going to have needs for more faculty, for example. More beds, etc.

One of the decisions could be that we're going to fulfill our current capacity and then we're going to strengthen it without growing it. That's a choice. I don't know that it's one that I would advocate. It doesn't give you much flexibility or cushion. And I think we need to be more flexible and nimble as an institution because it reflects a new model of education.

QUESTION: You mentioned Lakeland for SEGS... Do any other institutions come to my mind?

ANSWER: The other model is pretty much what everyone else around us has... and that is drying up... We have the block schedule that others don't have... We could shift to other models, but others have a toehold on that market... My guy says be different, don't try to be just one more copy... There's a Honda Civic and a Toyota Corolla. Let's make a Prius instead.

QUESTION: 1300? Is that just day program (yes)... Several years ago our admin said that if you have 900 and you're working that there's a cost to going to 950... Do you see our growth as prepare and leap? Or, is it a gradual and steady incline...

ANSWER: I'm familiar to some degree with what you're saying. It's why when you look around the nation there are so many 1200 student colleges... There is a tipping point... I think there's a certain economy of scale... But then there's also... it's not that precise... because there are certain programs where you need to structure them on a smaller student-faculty ratio than others... it's not cookie cutter.

Another way to come at this is discount rate issues... There's a couple of different historical approaches on what to do with discount, admission standards... My understanding is that a few years ago people tried to raise the quality level... and admit less students... That works if you have a financial cushion...

The other model: the more successful one is to open your doors a little bit (not the flood gates) to start expanding the size of the college.... Also get students who can pay more... and over time when you start reaching that capacity that's when you can start tightening your requirements a bit more...

To do that, I think we need to look at predictive modeling. Who are the students who are going to come here? And who are going to succeed here? I think what I've seen at Catawba is that it's not always the students that you think are going to succeed... If you look at our admission data, it's no surprise that the higher SAT kids are going to succeed... The second band is student-athletes... For us, we have a mushy middle... kids who aren't persisting for whatever reason... Our second band, are kids with less preparation (student-athletes) and they make it through, they persist... So, I want to look at predictive models and figure out who we can admit that will persist and graduate... we may need to open ourselves to those kids and drive those graduation and retention rates up... My idea is that after a handful of years we can get a buzz of graduation and retention... I want ivy league graduation rates that will attract national attention and attract people to come here.

I hear students say I was a B or C student and I flourished. That enabled me to be successful, these alum say. I think that's something we need to be proud of, recognize as our strength, and open our doors to more people who we can help persist to success this way...

In the long run, it raises dollars for us and graduates for society.

QUESTION: Is it accurate that our next paychecks have half-retirement?

ANSWER: I believe so. I have to check about the timing issues. But, yes, we have not wavered from half the benefits coming back. I'd love to say we could do more. Even this summer, I was optimistic. We had a very unexpected melt on the residential capacity. If it'd held up as good as last year, we would have done the whole matching. We lost about \$300,000... and there went the full benefits...

That's all the more reason that our admission focus for next year is out-of-state students...

The budget proposal for the BOT has the half-benefits (I wish we could do more).

#### **4. POSITION STATEMENT ON INCLUDE-ED**

The Faculty Senate opposes any arrangement or agreement with the IncludEd Proposal from Follet as presented. There is no evidence that the students would benefit, and there seems to be substantial financial risk for Catawba College.