ADMINISTRATIVE COUNCIL MINUTES
January 13, 2021

The Administrative Council met on Wednesday, January 13, 2021 at 9:00 a.m. in the Ballroom. Present were Dr. Rick Barth; Ms. Pam Clark, Recorder; Mr. Richard Collie; Mr. Jonathan Craft; Dr. Joe Delap; Mr. Andrew Dollar; Dr. Keith Ferguson; Ms. Jackie Gooch; Mr. Jeffrey Guenther; Dr. Mike Haghighi (Vaughn proxy); Dr. Jim Kerner; Ms. Belinda Krigel; Dr. Kim LaFevor; Ms. Sarah McAbee; Mr. Mike McCoy; Dr. Katherine Quinnell; Mr. Derrek Smith; Dr. Jackie Smith; Dr. Stephen Spencer; Dr. Lee Vartanian; and Dr. Philip Way. Mr. Chris Latham and Dr. Lionel Wright were absent.

Dr. Way convened the meeting at 9:00 a.m. and welcomed everyone. He introduced a new member to the committee, Dr. Rick Barth, Assistant Vice President for Enrollment Management. Dr. Way asked for any corrections to the November minutes. There were no corrections to the minutes and they were approved on a voice vote.

Dr. Way presented on the topic Skillifying the Curriculum and Co-curriculum (Attachment 1). Members were divided into three groups for discussions.

A. **Academic Affairs Group – Haghighi, Guenther, Kerner, Quinnell, Spencer and Vartanian**

- Are our learning goals appropriate for today's careers? Do we pay enough attention to competencies? Soft Skills? How do we know? How might we find out?

  When were the Institutional Learning Goals last reviewed? Is it time that we review them and reconcile them with current research, e.g., Carnegie and LEAP/Hart Associates publications?

- Are we intentional about teaching relevant competencies? Do we include them on our syllabi and websites?

  Some courses do incorporate journaling and self-assessments that allow students to reflect on the skills that they are learning. Program learning outcomes are available on each program's web page.

- Are we measuring the achievement of individual competencies? Is it possible? How?

  Some programs—especially in the College of Education—do a better job of this than others. The UNV courses also engage students in self-assessment activities. (The group ran out of time to discuss these questions in greater detail.)

- Next steps?

    o Survey our Boards of Visitors, top employers of our alumni, and other community partners to get a better sense of what outcomes are desired by stakeholders in the region.

    o Review current literature on the learning goals that employers expect at the national level.
    o Perhaps it is time to ask the Faculty to review the Institutional Learning Goals?
    o We could more prominently list program goals and course learning outcomes on individual course syllabi.
    o Perform a regular review of skills that are identified for specific programs in Emsi Analyst.
    o Deploy and leverage Emsi's SkillsMatch application.

B. **Student Affairs Group – Barth, Collie, Delap, Ferguson, Krigel, D. Smith and J. Smith**

- Are students able to develop competencies outside the curriculum – in the student affairs area or in student employment? What might they be and where might they be learned? E.g.: discuss leadership development programs, student government, student organizations, community engagement, identity development programs, career services and campus activities.

    o The group discussed how other schools are doing co-curricular transcripts that allow students to quantify their co-curricular activities (e.g. link on Elon University website).
    o One issue for Athens State University is there is no measurement system for co-curricular activities – how to capture, assess, and become part of student experience and built into curriculum so that participation increases. Maybe admitted into degree program and co-curricular track – for example, leadership could be a track.
    o Develop a path for getting a credential (e.g. leadership credential).
    o Some schools tie co-curricular/service activities as a graduation requirement (e.g. Oakwood).
    o Expand student activities to be more than just social interaction and focus on a path to help the students gain employment.
    o Get alumni more involved in helping our current students. Some schools have affinity groups. The alumni could help students build relationships through activities that help students network and make progress toward their employment goals.
    o Better identify community-based opportunities.
    o Learn how Banner can track each student's involvement.
    o Continue working to provide leadership opportunities to our students through programs (e.g. National Society for Leadership Success, Bonner Foundation and Student Government Association).

- Next steps?

  - Develop ways to capture co-curricular activities and assess development/outcomes through participation.
  - Develop and implement a co-curricular transcript.
  - Identify co-curricular activities that should be incorporated into a credential.
  - Look at ways to focus co-curricular activities toward successful employment.
  - University-backed initiatives and major events that carry these themes – service, leadership, community engagement.
  - Find opportunities to involve current alumni into students' co-curricular activities.
  - Optimize use of Collaboratory to capture areas of achievement in extra-curricular territories.

C. **Registrar/Institutional Research Group – Craft, Dollar, Gooch, LaFevor, McAbee, McCoy and Way**

- How well are we certifying the achievement of competencies?

  - Competencies need to be defined and determine how to measure them. We have core competencies that can be spread across certificate, badge and academic programs (e.g. interpersonal skills, communication skills, and civility skills). Programs have specific competencies that are tied to that program.

- Do we ensure certifications are clear, meaningful, comparable, private/secure, portable, interoperable between systems, shareable and verifiable?

  - Need to build a template/rubric of competencies that we want for each curriculum (e.g. AACU).

- Next steps?

Dr. Way encouraged the group to look at Western Governors University's website. He will send the YouTube links involving Emsi and Western Governors University to the group. He thanked everyone for their participation and expressed best wishes to Dr. Quinnell on her new job endeavors. He adjourned the meeting at 10:20 a.m.

Respectfully submitted by: Pamela Clark

Attachment 1: Skillifying the Curriculum and Co-curriculum

ADMINISTRATIVE COUNCIL JANUARY 2021

Skillifying the Curriculum and Co-curriculum

Today's Goals

- To review
  - The competencies/KSAs that we intend that students learn.
  - How those competencies are primarily developed.
  - What evidence of attainment we provide students to show prospective employers.
- To recognize current pressures for change.
- To examine how we might enhance
  - The appropriateness of the competencies we teach.
  - The environments in which students develop competencies.
  - The efficacy of the signals universities and students send to potential employers.

Agenda

- Conventional practices in competency development and communicating achievement
- Disruptive forces
- Breakout group assignments
- Plenary discussion
- Next steps

Conventional Practices in Competency Development and Communicating Achievement

- **Desired competencies** of students set by faculty for student accomplishment by the end of his/her university career, program and/or course:
  - Cognitive
  - Behavioral
  - Attitudinal

- Example: University Learning Goals

  Global Understanding

  Effective Communication

  Lifelong Learner

  Intellectual and Practical Skills

  Ethical Responsibility

  Human Diversity

  Digital Citizenship and Information Literacy

  Civic Engagement

  Disciplinary Knowledge

Conventional Practices (Cont'd)

- **Development** occurs primarily in the curriculum:
  - Academic coursework taught in class
  - Experiential learning in courses or outside
    - Workplace learning
    - Learning through research
    - Hands-on learning
    - Learning through expeditions
    - Community-based learning

Conventional Practices (Cont'd)

- **Communication of achievement**
  - Represented by a course grade showing the general extent to which students achieved the competencies taught.
  - Encapsulated on an academic transcript – a list of courses and grades and an overall GPA.

Disruptive Forces: Skills Desired

Various stakeholders are pushing for different 21st Century skills that may not be taught in the curriculum: e.g., Mozilla and New World of Work

"Top 10" 21st Century Skills

1. Adaptability
2. Self-Awareness
3. Digital Fluency
4. Communication
5. Collaboration
6. Empathy
7. Analysis/Solution Mindset
8. Resilience
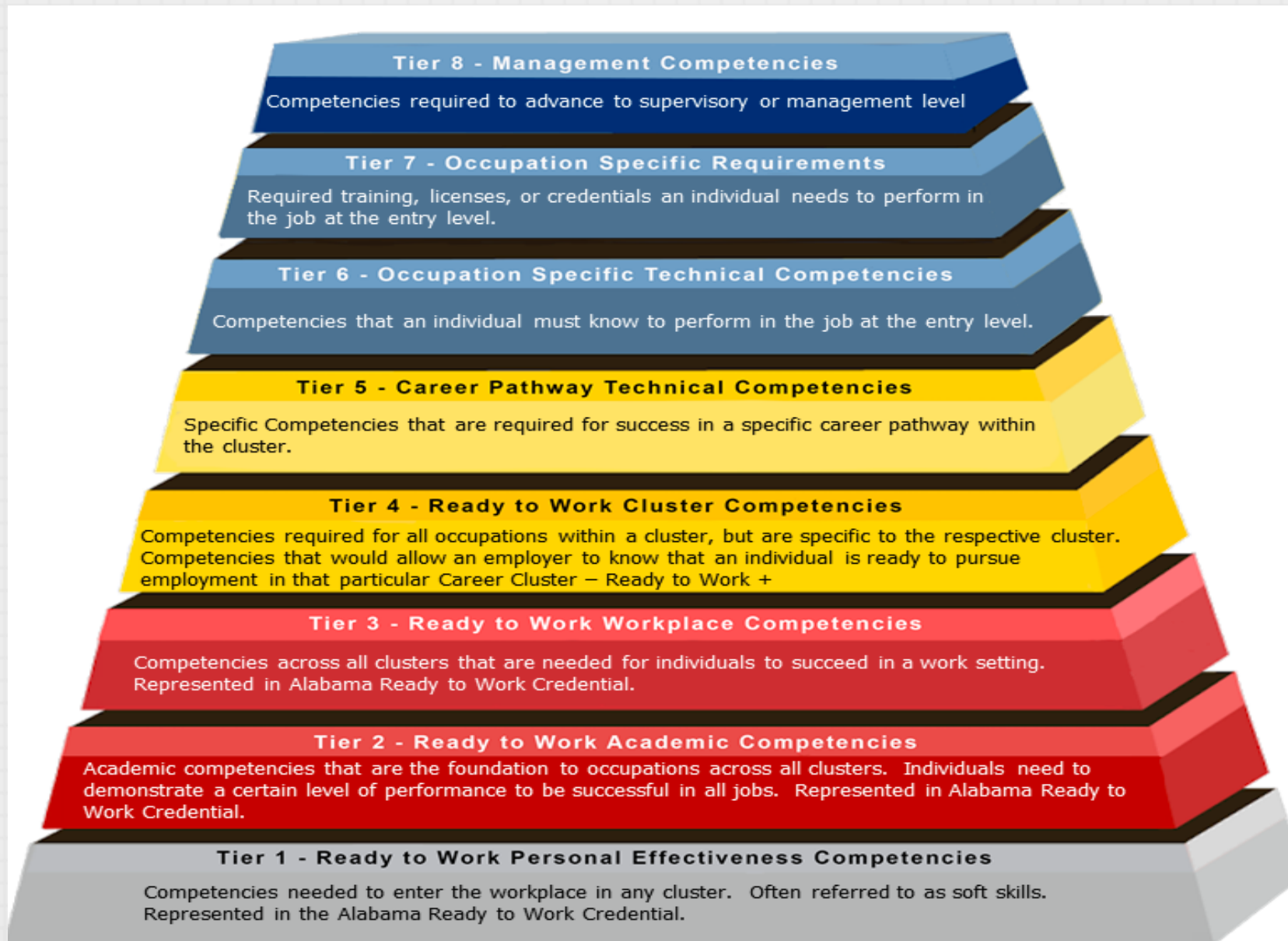9. Entrepreneurial Mindset
10. Social/Diversity Awareness

* Skill list is in recommended order if teaching in a series

New World of Work

Alabama Competency Model

Disruptive Forces: Labor Market Shortages

Labor shortages of people with degrees are causing focus on skills:

- **Alabama**: Success Plus - Alabama's program for improving the statewide level of education beyond high school to benefit employers and individuals:
    - Degrees earned in a four-year or community college
    - Professional certification or credentials

Attainment Goal: 500,000 highly-skilled employees added to Alabama's workforce by 2025.

- **Federal government (OPM)** 6/26/20: hiring to be based on skills (may or may not be indicated by a degree).

- **Private sector firms** (such as Google, Apple, IBM, Bank of America) no longer require a degree.

Athens State University

Disruptive Forces: Technology

- AI allows employers to screen resumes automatically and efficiently for skills needed.
  - Not just a key word search - understands the resume contextually.
  - Continuously learns from selection outcomes to predict better in future.

- National movement toward Comprehensive or Interoperable Learner Records (aka Learning and Employment Records)
  - Online learner records/portfolios being developed for individual learners and workers to distribute to registrars and employers: e.g.,
    - Education: degrees, certificates etc.
    - Competency/KSA-based educational experiences
    - Employer training and development in particular skills

Result

- Skills are increasingly the preferred currency of the labor market.
- Degrees will not go away but we need to define and communicate what competencies have been taught and achieved.

Breakout Group Assignments: Academic Affairs

- Are our learning goals appropriate for today's careers? Do we pay enough attention to competencies? Soft skills? How do we know? How might we find out?
- Are we intentional about teaching relevant competencies? Do we include them on our syllabi and web sites?
- Are we measuring the achievement of individual competencies? Is it possible? How?
- What should our next steps be?

Breakout Group Assignments: Student Affairs

- Are students able to develop competencies outside the curriculum – in the student affairs area or in student employment? What might they be and where might they be learned? E.g.: discuss
  - Leadership development programs
  - Student government
  - Student organizations
  - Community engagement
  - Identity development programs
  - Career services
  - Campus activities
- What should our next steps be?

Breakout Group Assignments: Registrar/IR

- How well are we certifying the achievement of competencies?
- Do we ensure certifications are:
    - Clear (such that employers would understand what has been learned)
    - Meaningful (such that employers understand the level of achievement)
    - Comparable (to those earned from other bodies)
    - Private/secure (for the student)
    - Portable (transmittable to employers)
    - Interoperable between systems (of registrar and employer)
    - Shareable (by student)
    - Verifiable (so employer is confident in the official record of achievement)
- What should our next steps be?

Athens State University

Next Steps: Ideas for Future Working Groups

- AA:
  - Establish relevant skills by discipline.
  - Use EMSI study of skills gaps between "taught" and "sought" curriculum.
  - Use state skills data from ACCCP to create rich skills descriptions.
  - Write learning modules.
  - Re-write syllabi to include competencies if not obvious.
  - Develop evaluations, e.g. AAC&U.
  - Show students what competencies are needed and where they can be developed.
- SA:
  - Establish relevant skills that might be learned in SA activities.
  - Develop learning experiences in SA activities.
  - Design and execute evaluations.
- R/IR:
  - Develop transcripts of competencies learned, not just courses and grades, e.g. Elon co-curricular transcript, badges