Summer 2019 Working Group Charges

"Restoring Confidence in the Board of Trustees" working group: In Spring 2019 the Wright State Faculty Senate oversaw a process by which it was determined that Faculty had no confidence in the institution's Board of Trustees. This working group shall meet as necessary to deliver to the Senate Executive Committee a report by Monday, August 19, 2019. The group's report should include: an objective assessment of the characteristics associated with both successful boards (holistically) and of individual trustees; recommendations regarding the on-boarding of newly appointed trustees both at the state- and institutional-level; and suggestions (assessed both in terms of their ease of implementation and expected efficacy) regarding means by which confidence could begin to be restored in Wright State's Board of Trustees.

"Right-size infrastructure" working group: Wright State's physical plant is designed for a student population of approximately 20,000 students but anticipated enrollment for Fall 2019 is at less than 75% of that level. This working group shall meet as necessary to deliver a report to the Senate's Building and Grounds Committee by Monday, August 19, 2019. The group's report should include: an evaluation of the supply and demand for classrooms of various sizes (e.g. should some large classrooms be converted to smaller classrooms?); and recommendations regarding possible repurposing of existing space.

"Admissions Policy Review and Identification/Support of Entering At-risk Students" working group: Six years ago the Faculty Senate did a comprehensive assessment of Wright State's admissions policy to determine if admitted students were likely to succeed and if admissions practices were consistent with policies. This working group shall meet as necessary to deliver a report to the Senate's Undergraduate Academic Policies Committee and to the Senate's Undergraduate Student Success Committee by Monday, August 19, 2019. The group should evaluate the consistency of the University's admissions policies with its current admissions practices. It should also work to identify criteria (e.g. ACT scores, high school GPAs, Pell-eligibility) that suggest a student admitted directly from high school would have: a less then 25% chance of graduating in at least six years; and between a 25% and 50% chance of graduating in at least six years. Recommendations regarding the development of policies that would allow conditional admission of students determined to be at-risk upon admission and strategies that would provide enhanced support for conditionally admitted students would be welcome.

 "Fall-to-Spring Persistence" working group: Only 83% of first-time full-time students enrolled in classes at Wright State in Fall 2017 returned for classes in Spring 2018. Fall-to-Spring persistence has not been greater than 85% since Wright State has converted to semesters. This working group shall meet as necessary to deliver a report to the Senate's Undergraduate Student Success Committee by Monday, August 19, 2019. The group's report should include recommendations (assessed both in terms of their ease of implementation and expected efficacy) regarding: means by which at least 86% of first-time full-time students enrolled in classes in Fall 2019 register for classes in Spring 2020; and means by which at least 89% of first-time full-time students enrolled in classes in Fall 2020 register for classes in Spring 2021. Recommendations for targeted goals and strategies for subgroups (e.g. adult students, underrepresented minorities, Pell-eligible students) would also be welcome.

"Degree Pathways, Meta-majors and block scheduling" working group: Wright State is proud to offer its students a high-quality degree at an affordable price. To the extent to which it is possible, Wright State's students would also be well served by measures that decreased the amount of time required to complete their studies. With our six-year graduate rate consistently

at 40% the deliberate establishment of degree pathways, meta-majors and block scheduling all have the potential to contribute independently and collectively toward that goal. In that spirit, this working group should deliver a report to the Senate's Undergraduate Curriculum Committee and Undergraduate Student Success Committee by Monday, August 19, 2019 that makes specific recommendations that could result in significant changes to Wright State's course offerings, advising and degree programs in fall 2020 relative to fall 2019. Together these recommendations should establish exemplars of degree pathways, meta-majors and/or block scheduling that: 1) make it easier for students to change majors without adding to their time to degree, and 2) make it easier for students to schedule courses that will count toward their degrees.

"Graduate Employment" working group: The proposed budget for the State (HB 166) includes language that would create a "Graduate Employment Consultation Committee" that would be tasked with identifying a means by which State Share of Instruction (SSI) can be allocated at least in part on the basis of the employability of a public university's graduates, perhaps as soon as the 2021-2022 academic year. Some units at Wright State employ sophisticated means of tracking the successes of their alumni but most do not. This working group shall meet as necessary to deliver to the Senate's Faculty Budget Priority Committee a report by Monday, August 19, 2019. The group's report should identify best practices for maintaining connections with alumni (both at Wright State and other universities) and make recommendations (assessed both in terms of their ease of implementation and expected efficacy) regarding means by which the success of graduates can be reliably determined.

"Protecting Student Records, IT Assets and Infrastructure" working group: The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that institutions protect the privacy of student education records. This group should work as necessary to deliver a report to the Senate's Information and Technology Committee by Monday, August 19, 2019. The group should work with CaTS to identify (and make appropriate recommendations regarding) technologies, platforms, and best practices as they pertain to convenient and secure storage, sharing and communication of confidential and protected information (including both FERPA and HIPA related information). Recommendations should specifically address storage and communication of protected information via University and non-university owned infrastructure. Enhanced protection of university assets from computer viruses and cyber attacks should also be considered.

"Longitudinal Analysis of CC+ Students" working group: An increasing number of high school students are taking College Credit Plus (CC+) courses across Ohio. Data from the first few years of the program supports the suggestion that CC+ students, on average, earn higher grades than other students in the CC+ courses they take. However, it is only now beginning to be possible to evaluate the success of students in subsequent courses. This group should work with Enrollment Management and Institutional Research to deliver a report to the Undergraduate Student Success Committee by Monday, August 19, 2019 that: 1) gives insight into the relative success of CC+ students in courses that they take after enrolling as full-time students; and 2) if some CC+ course offerings as well as Wright State's pre-college program offerings are more likely to result in students attending Wright State than others.

"Facilitating the Adoption of Open Education Resources" working group: Ohio, and Wright State in particular, is widely regarded as a leader in the reduction of the cost of course materials. One of four priorities identified by a working group in Summer 2017 (and supported by a subsequent Senate resolution) pertained to encouraging faculty to adopt and/or adapt Open Education Resources (OERs) for their courses. In that spirit, this working group should

identify best practices at other institutions and deliver a report to the Senate's Undergraduate Student Success Committee by Monday, August 19, 2019 that makes a recommendation regarding a preferred eReader as well as strategies regarding the further utilization of OERs for Wright State courses. Identification of a preferred eReader (e.g. Yuzu powered by VitalSource) should be done in consultation with the campus bookstore, Registrar, Bursar, the Library, and CaTS take into consideration student concerns (convenience of opting out and choosing an alternative format), creating a consistent environment between classes, and making it easier to reduce student textbook costs.

"Adjuncts at Wright State" working group: Nationally there is a growing trend toward increasing numbers of classes being taught by adjunct faculty. Closer to home, Ohio HB 66 (2019) focuses on the roles of tenured and tenure-eligible faculty in teaching undergraduates. This group should work as necessary to deliver a report to the Senate's Executive Committee by Monday, August 19, 2019. The group should work with Institutional Research to determine how the fraction of course credit hours where the instructor of record is part-time vs. full-time and tenure-track vs. not-tenure track over the past ten academic years has changed at Wright State. Where possible, comparisons should be made to similar trends at other public universities in Ohio and nationally. It should work to identify the factors that are responsible for this trend as well as some of the difficulties of reliance on adjunct instructors, in order to propose a sense of balance that is most appropriate for the students and programs at Wright State. Additionally, this group should make recommendations regarding improved support for adjunct instructors at WSU.