**Frost School Council Minutes**
October 12, 2010
HUB Senate Room
3:30-5:00

Present:  Christian Roberson (Chair), Trent Boggess, Gail Carr, Terri Dautcher, Anastasia Deflumeri (student), Melissa Furbish (student), Shawn Hackshaw, Daniel Moore, Ellen Murphy, Francis Williams, Eun-Ho Yeo, David Zehr.

Unable to attend:  Nancy Betchart, John Donovan, Mardie Burckes-Miller, Mary Ann McGarry, Mark Okrant

Scribe: Christian Roberson

**Introductions:** The group welcomed new FSC member Melissa Furbish, and introduced themselves.

**Acceptance of September 2010 minutes.**  Kylo Hart's name was removed from the absent list.

**Update on the Distance Learning Policies, Procedures, and Protocols Faculty Motion.**
Christian Roberson provided a summary of events from the presentation of the FSC's motion at the October faculty meeting.  One minor amendment to the wording of section 4.07 was made.  Otherwise the support for the motion was strong and after several clarifications the motion passed with unanimous support.  Trent Boggess commented that we need to make sure there is a process in place to allow adjuncts teaching online courses who cannot easily get to the PSU campus to become certified.  Ellen Murphy pointed out that LTOE is working on getting a new Moodle course for certification in place.

Terri Dautcher made an observation from the faculty meeting that there was some general "grumbling" about Moodle, and questioned if this might be something FSC needs to work on facilitating more discussion on campus for the issue.  Dan Moore pointed out the need to look at the specific issues being raised.  Does FSC have a role in this process?

**Discussion of the draft Frost School Five Year Plan**
Christian gave a brief explanation of Nancy Betchart's request to examine the Frost School's draft plan and solicit feedback from FSC, and that Nancy was unable to attend because of a meeting conflict with NEASC.  Terri opened discussion by commenting that she feels the plan needs more measureable objectives for both the short-term and long-term.  We should identify areas that need these measurable goals.  Dan asked how does the plan operationalize.  For example if growth is important, how can we measure it?

Terri pointed out that in some ways the plan does not match well with the function of the Frost School.  It is really a marketing portal for programs.  The Frost School works cooperatively with departments.  The strategic plan doesn't capture that role sufficiently.  There should probably be some shifting of the plan to better reflect that role.  Trent agreed with the assessment and

provided some historical background on the creation of the Frost School. Originally it was a way for non-traditional students to get access to a college education at PSU. It has started to evolve more into delivered online/distance courses and programs. Terri pointed out Frost's role is more facilitating than delivering. Trent commented that for undergrad courses students need both department core courses from the department offering the program and general education courses from various other departments. It is essential for PSU to make sure there are online options.

Dan pointed out that the term "Frost program" is somewhat inaccurate. It is really more of a Frost-coordinated program. Trent mentioned that Frost offers programs in partnership. Any program Frost partners on must also parent with Gen-Ed. David Zehr mentioned that various administration units are also involved in the partnership. There should probably be more specificity in the strategic plan. We should mention partnerships. Dan cited several examples including financial aid and other student affairs offices. They are a big component.

Trent re-iterated the need for more specific goals. Dan provided the example that if a goal was to grow student enrollment, technically one additional student would satisfy the goal. Once these goals are set, are they actually attainable? Trent pointed out another issue. It can be very difficult to form partnership for UG programs. What is the benefit for a department to do so? Consider the College of Graduate Studies (CoGS) approach, with measurable programs for budget planning, etc. Dan noted that the CoGS approach is good, but perhaps more difficult to negotiate at the UG level. Frost has to work with multiple academic departments and also with administrative departments. There is a need to look more at the reality and not the idealistic view. Terri asked what opportunities were available for the Frost School and suggested looking back at the SWOT analysis.

Dan expressed an interest in the perspective of our student members. Melissa Furbish said at first she felt less important than some of the regular students on campus. Having a sense of community is very important. Now she loves it. Trent asked Melissa if she would say the biggest appeal of Frost was the accessibility and convenience. Melissa agreed. Anastasia Deflumeri mentioned that even though she was a regular student, she was taking an online Chinese course and it was extremely convenient to her as well. Dan pointed out that this could be part of Frost's mission: to provide frictionless access to alternative courses for traditional students. Terri mentioned the need to be careful not to silo too much. Frost students are still students. Ellen mentioned that the Frost School at PSU is somewhat unique. Most online/distance learning programs handle students in cohorts. Here we mix the Frost students into courses with traditional students. Is there the potential for this to cause identity problems? Does such a label really matter? Melissa mentioned that in some ways having a teacher know that she is a Frost student is better, and cited an example of her situation as a mother with children. Ellen raised the question of if it would make more sense for her label to be "mother with children" instead of Frost student. David pointed out that sometimes the distinction between PSU and the Frost School can be confusing for students. Terri mentioned that some traditional students are working significant hours and simply picking classes they can work

around.  Dan wondered if this could be a good thing and if there was a need to start shifting the culture.  This designation of Frost student vs. traditional student seems somewhat artificial.

Francis Williams asked a question about how Frost School seats in classes were determined.  A brief discussion on how seats were determined ensued.  Dan pointed out that it is important to provide some sort of incentive structure for offering Frost courses and programs.  Terri mentioned that the strategic plan really needs to be better-aligned with the true function of the Frost School.  There is a risk of the plan losing credibility it if is misaligned.  Trent raised the question of if the traditional semester model for online courses will still make sense as we move forward.  There may be a need for a closer examination of the current model.  Terri concluded by suggestion the SWOT analysis should be included in the strategic plan.

Christian will re-circulate the results from our previous SWOT analysis and priorities.

**Update on the PSU nursing program**
Christian presented a brief update of the PSU nursing program.  He mentioned the rationale for implementing the program and that several courses were going to the Curriculum Committee on Friday for approval.  He suggested anyone with additional questions contact Nancy for more information.

**Next meeting.**  November 9, 3:30, HUB Student Senate Room

Meeting adjourned at 4:30.