

MEMORANDUM

Faculty Senate

TO: Dr. Anthony Miksa, President of WSCC

CC: Dr. Donna Seagle, Vice President of Academic Affairs

FROM: Dr. Erika Stevens, Faculty Senate President 2021-2022

DATE: November 17, 2021

SUBJECT: Reorganization Recommendation

In the November 16, 2021 Faculty Senate meeting, the Faculty Senate voted to approve and send forward the amended recommendation from the two reorganization sub-committees, Big Picture and Bits and Pieces. I am sending you this recommendation with the understanding that the sub-committee chairs and I will do a formal presentation of the data, information, and drive behind this recommendation to the administration and the deans before the end of the Fall 2021 semester. We then plan to present this to the entire faculty during the Spring 2022 Inaugural week. The hope is that planning for implementation can begin in the Spring 2022 semester with full implementation beginning in the Fall semester of 2022. The recommendation is below.

Respectfully submitted,
Erika Stevens, EdD
Faculty Senate President 2021-2022

Reorganization Recommendation

Purpose:

The Big Picture and Bits & Pieces committees were formed by the Faculty Senate to evaluate, from a faculty perspective, changes to the administrative structure of WSCC in Academics to position the institution to serve students moving forward.

Problem:

With the pandemic, recent buy-outs, and other changes, faculty were concerned about the current structure of WSCC. Faculty wished to explore the organization of the institute and determine if there was a better arrangement for the academic side of the institution.

Methodology:

After receiving permission from the IRB, these committees have conducted opinion surveys of the faculty and other stakeholders, conducted interviews with administrative leaders and deans, researched recent practices at similar institutions and reviewed recent relevant articles in professional publications.

Recommendation Summary:

Faculty Senate supports the faculty-majority position that WSCC's academic organizational structure is a strength. We recommend that we maintain our flat organizational structure and move forward with 7 Academic Divisions. Faculty supports funding for additional instructors, as well as academic and student support services rather than increased administration costs. Increased investment in faculty and staff, including the value of the time and resources, solves for several of the college's current and future challenges, including retaining underprepared and underserved students post-COVID, collaborating on new programs, increasing graduation rates, and raising success rates in learning support courses.

Recommendations:

1. Create positions in the Office of Academic Affairs:

Position	Reasoning and Justification
<p>Director of Curricular Guided Pathways & Academic Assessment (CPAA)</p>	<ul style="list-style-type: none"> • Satisfy the collective student, faculty, and administrative interest to develop new programs. • Develop and update articulation and matriculation agreements with transferring colleges and universities institutions and work with Educational Outreach regarding MOUs with business and industry. • Coordinate degree pathways that qualify for fully online deployment and related reporting. • Serve as technical resource to faculty and administrators regarding curriculum proposals to assure compliance with state and local regulations and policies. • Advise and revise curriculum changes for upcoming updates to general education, alongside the Curriculum Committee • Coordinate with TBR about career trends and reporting. • Consolidate several initiatives into one full-time position that serves as a focal point for conversations with faculty and TBR. • Faculty Senate recommends that the position requires a teaching load (1 course a semester), a history in academics within the TBR, and minimum of 2-3 years of experience.
<p>Coordinator of High-Impact Practices (HIPs) in the Instructional Department for Educator Advancement and Success (IDEAS)</p>	<ul style="list-style-type: none"> • Address TBR’s emphasis and reporting requirements surrounding HIPs. • Enhance student success in achieving general-education and program-specific SLOs. • Collaborate with Director of IDEAS and faculty representatives to institutionalize HIPs. • Coordinate with the Dean of Student Records to implement HIP coding. • Coordinate a review process for HIP courses. • Report HIP data to TBR according to 2021-2025 HIP Implementation and Sustainability plan.

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| | <ul style="list-style-type: none"> • Work with faculty to enhance HIPs in established courses, based on data. • Host Communities of Practice (CoP) for sustained professional development and improvement. • Oversee the continued development of experiential learning opportunities. • Implement a Small Group Instructional Diagnosis (SGID) process at WSCC for CON/HYB/DVC courses. • Faculty Senate recommends that the position requires a teaching load (1 course a semester), a history in academics within the TBR, and minimum of 2-3 years of experience. |
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2. Merge Business and Technical Education into one division: Business & Technology.

- Regrouping initiative is faculty-led, with support from both divisions.
- Both divisions are workforce oriented with 17 AAS programs and 4 certificates.
- Both divisions are commonly accredited programs under ACBSP.
 - a. Tech Ed—AS, Computer Science; AAS in Agriculture Business
 - b. Business—AS, Business; AAS in Management; AAS in Accounting; AAS in Culinary Arts; AAS in Hotel/Restaurant Management; AAS Paralegal
 - c. A merger would ensure a holistic leadership voice to work with ACBSP regarding these accreditations.
- Both Business and Technical Education qualify for Perkins funding: A singular voice would benefit the division in the proposal process.
- Business & Technology courses are housed in the same division at other TN community colleges.
- 10 Tech Ed programs require business classes.
 - a. AS, Computer Science: ECON 2100 and ACCT 1010
 - b. AS, Engineering Technology: ECON 2100
 - c. TTP, Ag Business: ECON 2100 and 2200
 - d. TTP, Ag, Animal Science: ECON 2100 or ECON 2200
 - e. TTP, Ag, Plant Science: ECON 2100 or ECON 2200
 - f. AAS, Ag Business: BUSN 1360, BUSN 1305, ECON 2100, ECON 2200 and ACCT 1010
 - g. AAS, Computer Info Technology, Networking: ACCT 1010, BUSN 1305 and ECON 2100
 - h. AAS, Computer Info Technology, Programming: ACCT 1010, BUSN 1305 and ECON 2100
 - i. AAS, Engineering Systems Technology, Architectural Design: ACCT 1010 and ACCT 1020
 - j. AAS, Engineering Systems Technology, Operations Management: ACCT 1010 and ACCT 1020
- All computer science classes are already taught with Business in mind since the role of IT is to support and improve business operations.
- Merging would open opportunities to work closely together to develop new programs (e.g., Information Systems concentration, which would include both business and computer science classes and is becoming more and more important for business students).
- This division should be allowed to publish their leadership positions, including both the Dean and Assistant Dean of Business & Technology. B&T faculty should be invited to have a voice about the qualifications for these positions based on the new division's shared values.
- Any individuals affected by the restructuring will be reallocated based on their skills and specialty to best suit the needs of the college.

3. Prioritization needs to be given to hiring full-time Academic Deans in divisions that do not currently have them.
4. Hire support staff to fulfill student needs and manage day-in and day-out operations of each campus. Areas requiring support are as follows:
 - Newport Center - full-time secretary II or higher and full-time custodian.
 - Sevier County campus - full-time maintenance personnel and one additional full-time executive aide.
 - Technical Education - one secretary II or higher for a total of two for the combined division if accepted.
 - Humanities - one additional secretary II or higher.
 - Distance Education - two additional secretaries II or higher.
5. Continue to house and further invest in Academic Student Support Labs, including English Learning Lab and Math Lab, within Academics.
 - According to Fall First-Time Freshman Profile in the Fact Book, 42% of first-time freshman needed remediation during the 2020-2021 AY.
 - Dr. Paul Ludwig, Associate Professor of English, concluded in his dissertation *Defining Higher Education Writing Centers from the Perspectives of Writing Center Directors* that in Southern Appalachian institutions of higher learning, a singular, qualified advocate for writing support is the most crucial component of a successful writing center. To reallocate all writing support under Tutoring Services would dilute our college's effectiveness in enabling students' proficiencies in communication across curriculum.
 - The Math Lab serves all math courses and should continue to be a resource for Learning Support students to seek specific academic counseling.
 - Divisional student support labs require resources and funds to train tutors and to secure student success both in-person and online.
6. Create a streamlined process for administrative changes moving forward with faculty/administration collaboration and transparency.
 - Provide clear, purposeful reasoning for collegewide change or regroupings.
 - Publicize the planning process.
 - Share resources and meaningful feedback.
 - Prioritize consultation between administration and faculty-led planning committees to guarantee collaboration.
 - Ensure tenure/continuing status protections.
 - Avoid decisions over summer and winter breaks.
 - Develop a taskforce, comprised of Faculty Senate representatives and administration, that would create a policy related to changes at the college in the Policy & Procedures Manual.
 - Publish current and future structure of the college with clear guidance as to areas of responsibility.
 - Facilitate communication between division, locations, and administration to meet the needs of all involved.
 - Encourage cross-divisional discussion.

