Civic Engagement/Course Indicator  ► Regarding the Civic Engagement/Course Indicator initiative, Jonathan explained that he was seeking two goals for addressing the Deans: (1) to garner support either vocally and/or indirectly; and, (2) to gather suggestions for overall directions regarding the initiative. *(Four handouts were disseminated.)* Jonathan reviewed the handouts with Deans, noting that the Civic and Community Engagement definitions were from Carnegie and other accreditation sources. He indicated that the new “CE” indicator in the course schedule will help students identify courses that will provide them learning experiences associated with the community; and also, the initiative would help when the University re-applies for Carnegie status in 2015.

Jonathan reported that he and Mona Younis have been actively visiting groups to explain the initiative and to solicit support. Two of the most frequent questions asked by faculty were: would practicums, internships, and/or clinicals count; and, what is the incentive, most of which will include recognition. Although under the current definition, internships would not be included; after much discussion, the Deans’ consensus and suggestion was that internships should be considered as part of the definition.

Jonathan also explained that the “CE” initiative has been conveyed to students in an aggressive campaign through such sources as Academic Advising. Gerard suggested working with Admissions as well.

Discussion involved many aspects of the initiative including the reasoning behind faculty members having to certify their course as CE every semester. Suggestions by Deans included the following:

- Do not require faculty to certify their course as CE every semester.
- Include internships as part of the definition.
- Provide incentives such as best “CE of the Year” and/or providing certificate recognition.
- Set aside a day/event where we recognize those students who have participated in a CE course and have them share their experiences, recognizing the best projects.
- Use a “hot link” in the Schedule for students’ access what the CE status is and involves.
Consensus by the Deans was that the initiative would strengthen our position with Carnegie and also in the absence of a mechanism to gather data, this would certainly be worth trying and endorsing.

**K-12 Partnership** Gerard explained the efforts that are being taken in regard to developing and promoting a K-12 Partnership initiative. He indicated that one of those include working with Mott which also seems to be a mutual interest as well. He said that others include Jonathan taking the lead in establishing a committee and working with the Flint Community Schools in identifying ways in which we could partner with them. In doing so, Superintendent Thompson has identified several areas of need.

**Approval of September 21 and October 12 Minutes** The Minutes were approved with the exception of one change in each set of minutes.

**Budget Process** Gerard provided an overview of the budget process. There was support of the budget process and much discussion; however, Deans expressed a desire to be actively involved in key meetings during the process, especially when strategic information is being discussed. He would also like to hold pre-meetings with the Deans as well. Gerard assured Deans that they would be invited to conversations regarding the budget.

**Student Success Center** Chris provided a handout of preliminary discussion which evolved with working with Mary Jo Sekelsky, Aimi Moss, and Jan Furman regarding a potential Student Success Center. She reported that she received a lot of interest from those that wanted to participate in development such a center. Much discussion took place with the consensus that faculty need to be involved in the plan. Also, Gerard asked Vahid and DJ to serve on the committee.

**Transfer Students/General Education Credit** Chris provided the background that when the General Education Reform was adopted, all courses that are not equivalent to UM-F courses continued to transfer as IXX, 2XX, 3XX, and 4XX. For the old GE, admissions also assigned distribution credit to these courses if appropriate (N, S, H, F). These distribution attributes were stripped and then replaced and were scheduled to be stopped again in January. Because this would affect most incoming transfer students and because there are thousands of potential courses and over 1,000 potential institutions involved, Undergraduate Admissions has asked that the distribution credits remain for the Winter 2012 term and that the General Education Committee review how Undergraduate Admissions currently applies General Education distribution credit and how they should apply it into the future.

**Promotion and Tenure Timeline; Strategic Plan Priorities; and University Audits** The remaining agenda items were tabled for the next meeting.

The meeting adjourned at 4:55 p.m.