

Steering Committee Minutes 6-4-03

Those present in Walker Science 160 (beginning 1 pm) included the following: Bill Deeds, Terri Curry, Ron Jorgensen, Mary Leida, Lillian Lopez, Steve Nimmo, Cathee Phillips, Tom Rice, Beth Sibenaller, Glenna Tevis, Shari Tramp and Cindy Welp.

Steve Nimmo chaired the meeting, following an agenda that was previously distributed by e-mail to Steering Committee members. Minutes of the previous meeting were approved.

Suggestions for the chapter on Criterion 2 were given. Those which have broader value for other chapters are listed below.

- Writing should be evaluative (comparative) rather than descriptive
- Emphasize how and why we have changed
- Highlight positive aspects of the current status. For example, if the board is now more diverse, discuss that and tell why we value it.
- For a long chapter like this one, consider an index in a sidebar or a mini-outline with page numbers to guide the readers
- Strengths and weaknesses should not appear for the first time in bullets at the end of a section. They should be identified in the preceeding text as well, with evidence cited.
- Capitalize President when referring to a specific person, but not when referring to the position.
- Double-space everything; no extra line is needed between paragraphs, and paragraphs should be indented.
- Include information from the board workshop and senior staff evaluation.
- We have an Administrative Staff Council, not an Administrative Staff Senate; include their work related to the Thompson Award criteria.
- The number of full-time faculty fall 2003 will be 64 (unless a full-time position is staffed with a combination of adjuncts).
- If information about our cohort group is available (board book or factbook), we can use that in evaluative writing.
- Refer to an academic semester as Fall 2003 and the academic year as 2003-2004. The actual title of The Five-Year Plan is “For Such a Time as This”: A Five-Year Plan for Morningside College. Somewhere we will define the short title: The Five-Year Plan
- Listing strengths and opportunities in bullets at the end of a chapter or section is preferred to paragraph descriptions
- Use the past tense to describe things that will be completed by October 2003
- Do not use first person pronouns if they can be avoided (no ‘we’ or ‘I’)
- Where should the Achievement Center be covered in depth? Criterion 3 only discusses it briefly; the major description should be in Criterion 2.

- Other resources should include computer classrooms, the educational resource room, multimedia projection equipment in classrooms. Also, note that the child care center has been closed.
- On p. 21 when listing offices in Student Services, include Dean for Advising, Director of International Students, and Director of Diversity Affairs. A description of these positions/services and why we now have them should be included as explanation for these changes (not just a list)
- Can the role of Student Resources in support of the mission of the college be discussed in a stronger fashion? For example, we have a carefully planned freshman orientation (more days than in the past) ... a new freshman seminar (called Passport) and a new matriculation ceremony
- Highlight the deliberate effort to blur the lines between Academic Affairs and Student Services, in this section and under shared governance.

Other general suggestions:

- Put the report on a cd rather than rely on web access (internet problems) for the reviewers
- Have some copies of The Morningsider in the Resource Room for reviewers

NEXT MEETING: moved to Thursday, June 12, 1-3 pm in Walker Science 160.