**Monday, February 11, 2019, 2:30pm**

**Members Present: Brandon Haas (Co-Chair), Kate Elvey (Co-Chair), Sarah Parrish (Minutes), Cathie Leblanc (Gen Ed Coordinator), Wendy Palmquist, Joey Rino, Botao An (New Faculty Observer), John Lappie (Late, New Faculty Observer)**

**Members Absent: We are currently awaiting appointment of a new member**

**Approval of Minutes:**

Minutes for December 10, 2018 meeting approved with correction: removed extraneous numbers from notes.

**Preapprovals (Sunset Renewals and Initial Proposals):**

* Sunset Renewals
  + MA2550 QRCO; vote count: Yes\_6\_; no;\_0\_\_;abstain\_0\_\_
  + MA1900 QRCO; vote count: Yes\_\_6\_\_; no;\_\_0\_\_;abstain\_\_0\_\_
  + MA 2200 QRCO; vote count: Yes\_\_6\_\_; no;\_\_0\_\_;abstain\_0\_\_\_
  + ER4250 TECO; vote count: Yes\_\_5\_\_; no;\_\_0\_\_;abstain\_\_1\_\_
  + SW3300 GACO; vote count: Yes\_\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + SW3480 DICO; vote count: Yes\_\_4\_\_; no;\_\_1\_\_;abstain\_\_1\_\_
  + SW3480 GACO; vote count: Yes\_6\_\_\_; no;\_\_0\_\_;abstain\_\_0\_\_
  + SP3170 DICO; GACO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_
  + SP3030 GACO; vote count: Yes\_\_5\_\_; no;\_\_1\_\_;abstain\_0\_\_\_
  + FR2030 DICO; GACO; vote count: Yes\_\_6\_\_; no;\_0\_\_;abstain0\_
  + FR4815 DICO; INCO; vote count: Yes\_6\_; no;\_\_0\_\_;abstain\_0\_\_
  + EN2460 DICO; vote count: Yes\_5\_\_; no;\_0\_\_;abstain\_1\_\_
  + CM3670 WRCO; TECO; vote count: Yes\_6\_\_; no;\_0\_;abstain\_0\_
  + PO2025 DICO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + PO3305 GACO; WRCO; vote count: Yes\_5\_\_; no;\_0\_\_;abstain\_1\_\_
  + PO3505 GACO; vote count: Yes\_\_6\_\_; no;\_0\_\_;abstain\_0\_
  + SO3185 DICO; vote count: Yes\_\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + SO3385 INCO; vote count: Yes\_\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + SO3390 INCO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + TMP2010 GACO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + ESP4440/MT4440 INCO; vote count: Yes\_\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + CD2360 Extension Request DICO; vote count: Yes\_5\_\_; no;\_0\_\_;abstain\_1\_\_
  + PY1010 GACO; vote count: Yes\_6\_\_; no;\_\_0\_;abstain\_0\_\_
  + PY2310 QRCO; vote count: Yes\_\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + HI 3356 INCO; vote count: Yes\_\_6\_\_; no;\_0\_\_\_;abstain\_0\_\_
  + HI3480 GACO; vote count: Yes\_6\_\_\_; no;\_0\_\_;abstain\_0\_\_
  + HI3520 DICO; INCO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + HI3530 DICO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_
  + HI3358 DICO; vote count: Yes\_\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + ER3300 DICO; WRCO; vote count: Yes\_6\_; no;\_0\_\_;abstain\_0\_
  + ESP3400 INCO; vote count Yes\_\_5\_\_; no 0; abstain 0
  + AH3100 GACO; INCO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_
  + MU3320 INCO; WRCO; vote count: Yes\_6\_; no;\_0\_;abstain\_0\_
  + TH2100 TECO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + TH2500 QRCO; vote count: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
  + TH2820; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_\_
  + BU3720 WECO; vote count: Yes\_4\_\_; no;\_\_0\_\_;abstain\_2\_\_
  + PO3125 Extension Request TECO; vote count: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_\_
* Initial Proposals
  + CM1XXX CIDI; vote count: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
  + AP2800 TECO; vote count: Yes\_1\_\_; no;\_\_1\_\_;abstain\_4\_\_
  + Computational and Applied Mathematical Sciences (CAMS) SIDI Waiver; vote count: Yes\_\_5\_\_; no;\_\_0\_;abstain\_1\_\_

**New Business (Sunset Renewals and Initial Proposals):**

* Sunset Renewals
  + - SW4020 TECO; vote count: Tabled to Feb. 25
    - SP3030 TECO; vote count: Tabled to Feb. 25
    - ESP2300 WRCO; vote count: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
    - PY2650 TECO; vote count: Tabled to Feb. 25
    - PY3560 GACO; INCO; vote count: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
    - TH4610 INCO; vote count: Tabled to Feb. 25
    - BU3720 INCO; vote count: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
* Initial Proposals
  + - PBH3400 WRCO; vote count: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
    - PBH3200 INCO; vote count: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
    - PBH2200 TECO; vote count: Tabled to Feb. 25

**Key points from Discussion about proposals reviewed at the meeting:**

* **Philosophy**
* PY 2650 TECO
  + Maria Sanders (Attended Meeting) is in process of revising syllabus; the TECO element is vibrant but not evident on syllabus. Shared links to readings and blogs with committee.
    - Hands on Experience – Heavy blog component
    - Underlying Concepts – 5 sections each treat an aspect of tech theory and background then engage with it by chatting with online bots to seek differences between human interactions, building simple robots, etc.
    - Ethics – Blogs often turn to ethics of mind vs. machine, consciousness, instructor tries to draw these themes out in conversation if students aren’t already going there
    - Cultural Drivers of Technological Innovation – History contextualizes student’s own explorations in the lab
  + Kate’s critique: syllabus is only a page long, doesn’t even have course goals. Would feel more comfortable seeing a completed syllabus – requested by Friday, February 15.
  + Cathie believes student evaluations show TECO element
  + VOTE: Tabled to next meeting, additional materials requested.
* PY 3560 INCO GACO
  + Maria: Syllabus p. 3 explains how assignments map back to GACO elements
    - Readings include Machiavelli’s Prince and Sunsu’s Art of War
    - Discussions questions target each element of the GACO
    - Presentation prompt is based on global perspectives
  + Kate’s critique: Syllabus is difficult to read
  + Joey: It’s difficult to tell from the chart how general assignments like “Midterms” address the GACO; it would help to see prompts and annotations. Instructors are always welcome to submit sample assignments.
  + Cathie reminds that sometimes people submit annotated syllabi to Gen Ed. Course goals are missing from syllabus (related to INCO and GACO). Course goals should match to assignments.
  + VOTE: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
* **Public Health** 
  + PBH 3400 WRCO
    - Barbara McCann (in attendance) explains this is an older course from Health Promotion, retooled for Public Health
    - Health promotion paper is 5 separate pieces, resubmitted as a final portfolio (2,000 words)
    - Program rational(e) is misspelled throughout document
    - Writing instruction and editing skills happen in the first unit, Responsive Writing
    - VOTE: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
  + PBH 3200 INCO
    - Being taught currently as PE4010, this is a retooling and raising to 4 credits
    - Because we already have a course with a similar title, it would be helpful to add the word “health” to differentiate
  + PBH 2200 TECO
    - Cathie: it’s only providing hands-on experience, but other three elements of the TECO don’t appear on the syllabus
    - Kate: Course description needs editing
    - Barb explains that professional guidelines thematize issues of privacy, ethics, etc.
    - Cathie reminds again that annotations are a way of showing that information to the committee
    - Wendy: Accessibility statements outdated
    - Cathie: of the three classes, this is the one she wants to see again. Requested by Feb. 15.
    - Barb: Shift from Health Promotion to Public Health is thinking about environmental and social determinants not just individual choices.
    - VOTE: Tabled to next meeting, additional materials requested.
* **Theater**
  + TH4160 INCO
    - Kate: Where is the interdisciplinarity?
    - Paul Mrozca (In attendance) Early exercises devoted to bodies moving through space including work with triangles, diagonals and geometry to create focus, working up to arcs and circles. Psychology plays into script work – directors are the psychologists of the theater (Text: Glass Menagerie).
    - “Conceptualize this” exercise deals with economics and audiences (demographic data). Students are given two different budgets, marketing, perform math to think about how many seats they need to sell.
    - Cathie: How do you ensure all these things happen?
  + Paul says exercises build on one another. Moved from a book-driven class to exercise-based class. Exercises build on one another (so revisit earlier conversations about geometry, etc). Add in anatomy and kinesthesiology. Keep layering skills. Sketching and writing concepts.
* Cathie: Struggling with how the students know that they are performing interdisciplinary work
  + Paul’s example is that the students need to know how the Glass Menagerie fits into its time – this example was helpful to the committee
* Asks for updated syllabus by Feb. 15
* VOTE: Tabled to next meeting, additional materials requested.
* **Environmental Science**
  + ESP 2200 WRCO
    - MaryAnn McGarry (in attendance) explains the writing retreat/module is at the beginning, but writing is threaded throughout class such as final paper on 6 pieces of environmental legislation with drafting. Students also write policy briefs in groups and create legislation as a collaborative cluster project on vernal pools.
    - MaryAnn has learned a lot of writing skills and strategies through the Writing Institute
    - If a student has to miss the retreat they can complete exercises on their own
    - Kate is concerned about Fair grading policy: if something isn’t listed on the syllabus you can’t ask the, to go. Asks MaryAnn to make it official on the schedule.
    - VOTE: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
* **Business**
  + BU 3720 WECO INCO
    - Kate: All questions are related to INCO
    - Cathie: How is the INCO required?
    - David Glaser (in attendance) explains he would love to hear students connect content to another discipline out of the blue, but to ensure this they have 2 questions on a transparency: how does the content relate to career concepts, and then integrate specific questions from Gen Ed
    - Final career plan: has students do the Gen Ed exercise for their own career plan
    - Shares positive evaluation feedback and praise for Gen Ed
    - VOTE: Yes\_6\_\_; no;\_0\_;abstain\_0\_\_
* **Spanish** 
  + SP 3030 TECO
    - Wilson Garcia (in attendance) explains the TECO element: Students were unsatisfied with the textbook, so last time asked students what they want to focus on, they picedk topics and based on that he starts building assignments.
    - Everything is in Moodle, no textbooks, students encouraged to use phone or internet, Zoom videoconferencing with people in Cuba (Students learn they can’t use Skype in Cuba due to government restrictions on internet), students debate on video games, some readings deal with technology. In the past have used some free tools. Wilson asks TECO questions in his journal assignments
    - Cathie: This is a tech connection in the discipline, so what’s the relationship between tech and Spanish?
      * Joey: a big question is: “How can tech make you a better Spanish speaker”
      * Wendy: Do you deal with translation services? Wilson warns against this in all his classes, stresses context in all his context
    - Cathie wants to see more tech in the learning outcomes
    - Kate asks for annotated syllabus
    - VOTE: Tabled to next meeting, additional materials requested.
* **Social Work**
  + SW 4020 TECO
    - Faculty declined to attend meeting. New materials were submitted.
    - VOTE: Tabled to next meeting.
* **History**
  + HI 4XXX
  + Materials updated online
  + Vote: Yes\_6\_\_; no;\_0\_\_;abstain\_0\_\_

**Discussion Items:**

* Sunset Renewal Extensions
  + Anyone who is due is asked to submit for next deadline, then anyone who does not submit gets an extension for one year.
* Assessment Task Force Proposal from Joey Rino
  + Model: Key Assessment, or Course-Based Assessment with External Review
  + Easy to implement given our existing model and providing useful data while feeling like it supports instructors - Best balance ease of implementation with quality of data
  + Since Wicked Problem has common assessment, we can do a random sample
    - In Directions and Connections, choose across classes and professors choose their key assessment that shows Habits of Mind
    - If INCAP passes, opportunity for second common assessment and if not, can sample the same way as INCOs
  + Would rather have others do an Assessment Day with norming opportunities than have instructors rank their own. From conference they attended, the Task Force learned this is where faculty actually have discussions about pedagogy and improving courses
    - Needs to be resourced/incentivized
  + We’re already getting data from Wicked Problem and INCAP pilots, but suggesting a second round of piloting
  + Suggest scrapping the task force in favor of an advisory group for more continuity
  + Cathie adds that collected essays for benchmarks and rubrics can exemplars at different levels – anchors to form common understanding as a community (3 essays: middle one should be base camp)
  + Deadline is February 26 or 27 to submit plan to Faculty Speaker

**Next meeting:**

* Monday, February 25, 2019, 2:30pm
* Need to make a change on the Sunset Form – Requests will no longer be sent to the Vice President’s Office
* Cathie requests not talking about INCO/INCAP until the next meeting she is present

Adjourned 4:26