

MINUTES

Meeting Date: February 20, 2012

Time: 12:00-1:30pm

Place: Dodd 162

Voting Members and Alternates in attendance: Hedley Freake, Michael Bradford, Laura Burton, Eric Donkor, Larry Gramling, Tom Meyer, Richard Rockwell, Jennifer Telford, Olga Vinogradova, and Shannon Weaver.

Ex officio members and alternates in attendance: Dan Doerr, Lynne Goodstein, Margaret Lamb, Maria Martinez, and David Ouimette.

Others in attendance: Steve Zinn, Melissa Foreman, Jaci van Heest, Kevin Sullivan, and Mark Westa.

1. Apologies

2. Approval of minutes from the January 30, 2012 meeting

Dr. Margaret Lamb suggested changes to the minutes as circulated. The edited minutes will be recirculated in advance of the next meeting for review and approval.

3. Announcements

Chair Hedley Freake noted that the INTD Annual Report is due at the March 26, 2012 Senate meeting. A draft of this report will be circulated to the UICC at the meeting on March 19, 2012.

Also, Chair Hedley Freake reported that the UICC motion for UNIV changes, which included changes to the University Senate By-Laws, will be presented at the February 27, 2012 Senate meeting and will come for a vote at the March Senate meeting.

4. New Business

4.1. Program Reports

4.1.b. INTD 4800 Senior Year Experience Program Report

Mr. Dan Doerr presented information about the program and the above course. Previously a letter-graded course assessed through participation in course and writing assignments and graded on a standard rubric, the program report presented today seeks to change the course to an S/U graded format. The 4800 course in the report discusses the course as an S/U graded course.

The course is a combination of lectures and discussion sections facilitated by staff, faculty, and Higher Education Student Affairs (HESA) graduate students doing their practicum. Many writing assignments in the course have been eliminated and the course has become more self-focused on students with attention to their post-graduation plans. The course touches on issues like mock interviews with Career Services, money management skills, fiscal decisions, etc. Every section of the course follows the same syllabus.

Dr. Jennifer Telford noted that the course looked good and wondered if there were plans to survey graduates to assess the efficacy of the course. Mr. Dan Doerr replied that before this can be done, they would need to develop broad learning outcomes and then figure out how to assess them. At this time, there are no plans to assess this course on a large scale.

Chair Hedley Freake asked a more general question about the program advisory groups and how representative they need to be of the campus as a whole. Dr. Lynne Goodstein asked whether a faculty advisory group is meant to be a group composed on the basis of a particular course, or it should be representative of the curriculum more broadly. Mr. Dan Doerr noted that the Student Affairs division is one with few curricular offerings; the larger review group would therefore not be the most appropriate to review course proposals, nor would it make sense to convene a permanent review body for the course review process. The three individuals who reviewed the INTD 4800 report and proposal all have faculty appointments and are the final group to review the course before it comes to the UICC.

Dr. Larry Gramling asked about the potential for growth of the course, particularly if it would grow in such a way as to allow for the course to be very different based on who is teaching it. Mr. Dan Doerr noted that a much more formal review process would be needed if the course were to grow to a point where his group could not support the teaching of the course or if the course were to be offered at other campuses. Dr. Richard Rockwell noted that the SYE course description is specific so that a course different from the description cannot be offered.

Dr. Jen Telford moved to approve the report. Dr. Tom Meyer seconded the motion.

Dr. Margaret Lamb noted that the proposed change in title and the change in grading would need formal approval by the Senate. Mr. Dan Doerr responded that the changes should coincide with the redesignation of the full group of UNIV courses.

Motion carried.

4.1.a. INTD 1810 Learning Communities Program Report

Dr. Steve Zinn, Chair of the First Year Learning Program and Living Learning Communities Oversight Committee reported that the committee treated review of the 1810 FYE Learning Community Seminar course in the same way as the 1800 FYE University Learning Skills course; they reviewed an overarching syllabus and the process for oversight of instructors. The final report, as presented here, was approved unanimously by the FYP Faculty Oversight Committee. INTD/UNIV 1810 is a graded course used by students in the Learning Communities.

Ms. Melissa Foreman stated that there has been a recent growth in LLC programs, though the course descriptions have remained intentionally general to meet the need of specific communities. The program wishes to change the description to limit the number of times the course can be taken, making the maximum 3 credits. The 1810 course primarily serves the first year class. Major-based learning communities are connected to the relevant schools and colleges, instructor certification is in place, as is an instructor support structure.

There were 725 students enrolled in Fall learning communities; only a few communities offer a Spring course, usually when they have a service learning component tied back to the Fall class. Mr. David Ouimette stated that best practice is to have year-long courses in place; the year-long courses are particularly beneficial when connected to living learning communities.

Chair Hedley Freake asked the proportion of sophomore students who stay in the living community. Ms. Melissa Foreman responded that this varies across communities and the space in particular dorms to house second year students.

Dr. Richard Rockwell noted that argument for S/U grading can be made for this 1810 course. The representative syllabus included in the report shows that 40% of a letter-grade is currently determined by participation. Dr. Mark Westa responded that there is a lot of learning involved in the course, with opportunity for the students to do work that is collected and evaluated, and an amount of work appropriate to 1 credit course. Dr. Lynne Goodstein argued that letter-grading is appropriate when the assignments in the course captures gradation of work.

Dr. Mark Westa also noted that students involved in these courses are self-selected and motivated and, while the grade range is not as wide as those in many other classes, there is still a range. Dr. Jaci van Heest also noted that incoming students are incredibly diverse and because of that, being able to differentiate between students is important, as opposed to setting a minimum bar for passing the course. The goal, she argued, is not to get a passing grade, but to promote student improvement.

Dr. Tom Meyer moved to approve the program report. Dr. Eric Donkor seconded the motion.

Motion carried.

Meeting adjourned at 1:30pm.

Respectfully submitted,
Anabel Perez
IISP Administrator