

UHD Faculty Senate Meeting

February 19, 2013

Minutes

Present: G. Preuss (President), T. Hale (President Elect), S. Henney (Secretary), C. Burnett, S. Farris, R. Johnson, J. Schmertz, C. Nguyen, C. Rubinson, J. Ahmad, M. Benavides, M. Duncan, J. Johnson, C. Nguyen, J. Herrera, S. Koshkin, S. Penkar, I. Wang, J. Tito-Izquierdo, P. Li, W. Nowak, R. Davidson), S. Yuan

Absent: A. Allen (Past President), R. Beebe, C. Bachman, P. Deo, D. Epstein, V. Hrynkiv, F. Khoja, P. Mandell,

Minutes

February 5, 2013 minutes (as revised) approved unanimously.

Introduction of Guests

Preuss introduces our guests from UH, who were asked to be present to share their knowledge of common core revision processes across the state. Libby Barlow is an Assistant VP at UH in Policy and Planning, and Agnes DeFranco is an Associate VP at UH for Undergraduate Studies.

Faculty Senate President's Report: G. Preuss

- 1) Student Services and Enrollment Management has been restructured. SSEM is now a part of the Academic Affairs division and reports to the Provost.
- 2) Students are now being asked to respond to the National Survey of Student Engagement. Faculty are requested to remind and encourage students to participate (Freshman and Senior students only).
- 3) We have received a nomination to fill the vacant A&H senator slot. C & E will run the election.
- 4) Saturday, March 2 will be the annual chili cook-off.

Johanna Schmertz, Presentation of Shared Governance Policy Draft

The Shared Governance Task Force has produced a draft revision of the policy as requested by Senate. This draft policy was sent out yesterday to senators.

Task Forces

We need to constitute the Task Forces that were suggested at previous Faculty Senate meetings so they can begin their work. A budget for the Teaching and Learning Center is imminently required so it can be included in the budget planning process.

Motion: That the Teaching and Learning Center Task Force be implemented as described, and that they should revise the calendar and report their new timeline back to the Senate.

Amendment: Budget should be presented to the Provost from the Task Force by 3/22.

Hugetz requests to meet with the Task force as soon as instituted. Dr. Flores urges senate to get the task force instituted within next week.

Motion, as amended, passed unanimously.

Policies

The following policies will be considered by AAC in the next week.

- Grading System
- Semester Credit Hour
- University Funded Faculty Leave
- Six-Drop Rule (emergency policy)

AAC has not been meeting regularly, but Provost Hugetz is committed to regular meetings for this semester. These policies have already been through the policy process up to AAC. Senators should send any comments and issues to Preuss or Hale so they can bring comments to AAC.

Core Curriculum

Provost Hugetz has been reviewing where we are in the process.

- Right now, component area committees have reviewed and sent forward 87 course proposals.
- Applauds our efforts to move forward and work on core despite controversy.
- The core conversation will not end when we submit the core.
- What we have now is a work in progress. We need to focus on the added value of a degree and the additional skills and competencies that it confers.
- When we find things that improve student outcomes, we must fund them.

Provost Hugetz has made a change to the process. Formerly, core courses would go to the Oversight Committee first before UCC. Now, courses will go directly from the component area committees to the UCC. The Oversight Committee will be disbanded, and they are thanked very much for their service. There will be a transfer of knowledge from the oversight committee to the UCC. UCC will dialogue with the component area committees if there are issues or concerns. UCC will look at the core as a whole, including issues involving majors, Gen Ed, college needs, writing, and other synergies. The Provost's office will support UCC efforts.

UCC will also be charged with figuring out the second three institutional hours. The first three hours will be a Freshman Seminar or a Transfer Seminar. The second three hours will be a "writing piece." UCC will develop a proposal for these hours and solicit syllabi. Provost Hugetz states that we need two writing courses and one speech course; it doesn't matter "where" they are located in the core (between the Communication area and Institutional hours), as long as all three are present.

These course proposals are only the beginning. The assessment piece will be a real challenge; the Provost will encourage UCC to invite Campbell as an Ex Officio member.

A Senator asks that UCC communicates with the Senate during this process and/or posts its minutes for the community. Hugetz will recommend/stress the importance of posting minutes to UCC chair.

An audience member asks how resources will be allocated to ensure core course success? Hugetz states that we need to find strategies that work and fund them.

A FSEC member states that the only institutional memory on the budget and planning committee is on the administration side. We need two or three-year rotating membership for faculty. Dr. Flores supports faculty continuity on the budget committee.

Preuss asks the guests how are we to include both content (for example, History content) and all of the competencies and outcomes that we must now include.

Dr. DeFranco: All assessment is at the institutional level, not at the student or course level. For example, Communication is in every single core course, and student artifacts should be looked at across courses, not in individual courses.

Dr. Barlow: At the A & M Assessment Meeting information was shared about what is happening at institutions across the state. Things are progressing in very different ways across the state; some are including each required competency in every appropriate course, and others are breaking off individual courses to address the competency. Ultimately, we must be able to show that students have these skills. A curriculum map is a tool for showing where students will gain each skill.

Dr. DeFranco: The Core will be an iterative process. No one expects this to be a done process upon submission. At UH, a 2-3 year assessment process is envisioned, resulting in appropriate core changes.

Hugetz states that these courses will evolve and changes will be made; there must be a feedback loop in which we can show results regarding institutional effectiveness. At some level we will need to know what is being done in individual courses.

A FSEC member points out that if our students need to demonstrate these skills, we need to be able to define what “area competency” looks like.

Dr. Barlow: At UH, the proposal process includes operationalizing the competencies. They have a committee that is defining the standards for each competency area.

Dr. L. Campbell states that we must have some consistency across courses in the same area in what the standards are for each competency. Hopes this will be in place before courses are taught.

Discussion ensued about course-level, discipline-level, and core-level learning outcomes. It was pointed out that nothing prevents a course from having LO's at all three levels. There are plenty of things that you might want to teach in a course that don't have anything to do with the core LO's, per se, but can be included in specific course LO's.

A FSEC member indicates that there is still a “tension” between content and competencies. If competencies are the only focus, then content may be impossible to complete within one semester.

Dr. Barlow: For assessment purposes, UH is building a sampling frame of “students in courses,” wherein student artifacts are sampled across courses. There is no plan for course-level assessment.

Another FSEC member points out that there could be an incongruity between achievement of students in the course LO’s and achievement in the core LO’s.

Adjourn: 4:06 pm