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Humanities Division

Division Minutes

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4-20-2016

### Humanities Division meeting minutes 04/20/2016

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## Humanities Division Meeting Minutes – 4/20/16

### ❖ Curricular changes

#### ▪ **Music**

- Current problems with the music major: inflexible, rotation of music history (forces students to drop major because of scheduling conflicts), little flexibility for faculty members, 1.5 credits over 40 credit limit
- Pedagogical problems: Major as is doesn't touch on world music, popular music, etc—focuses only on Western music. Any world music classes are in intro classes and don't count toward the major. No chance to talk about critical perspectives—we need to be less concerned about training students for grad school and more concerned with creating advocates for art and music in the world.
- Change goals: Make courses more relevant via diversity of content and advanced perspectives; provide flexibility for scheduling for students and faculty. Bonus: 2xxx-level repertoire courses provide additional FA general ed option
- Overview of changes: primarily 2 credit instead of 4 credit; start majors out in foundational courses (Theory, musicianship, and history); intermediate theory courses (harmony and form) start 2<sup>nd</sup> year; students choose repertoire and upper-division theory and history options (flexibility) after this; upper-div history options include more diverse offerings (popular, world mixed in with traditional rep); emphasize importance of collaborative performance by requiring ensembles (singers can substitute in Diction)
- Specific changes to requirements
  - Concert Attendance: going back to a 0100 course that has 0 credits (this is the way it used to be and the way Duluth and TC does it)
  - Music Theory: Choose two
  - Music History: Choose two
- Proposed Music Major
  - Fewer credits, foundational year
- Proposed Music Minor
  - Sticks to the foundational stuff but asks the students to do one more course—very easily done in 2 years
- Transitioning to new curriculum
  - AY 17-18: Students entering this year and next year would continue with the current plan but we can begin rotating the first courses right away
  - AY 18-19: Begin moving into upper div—intermediate theory, rep courses
  - Current core courses deactivated for 17-19 catalog cycle
- Discussion
  - Does this new configuration mean students will not need a fifth year?
    - ◆ Development as performers and education requirement are often what push students into 5<sup>th</sup> year

- ◆ This plan will cut some of the courses they need to take currently, & offers more diversity to meet ed requirements. This has been run by Michelle Page, and she is on board.
- Why is Piano proficiency 0 credits in major and 4 for minor?
  - ◆ Gives minors something concrete to achieve
- Worries about workload for faculty—teaching more 2 credit courses?
  - ◆ We can bring in ensemble faculty to teach rep classes. Faculty will need to be both creative and careful—classes will move toward seminar approach. In terms of credits, it doesn't change their workload, and they're happier in that they can teach more upper level courses. Some courses might be rolled in slowly.
  - ◆ These 3xxx level courses make the major more rigorous—advanced techniques and approaches can be brought in because the instructors are not asked to cover so much in each class.
- Are the foundational courses (the credits) half-semester courses?
  - ◆ No.
- Potential scheduling difficulty? Especially with WLA and other stresses (double majors, etc)
  - ◆ Potentially—but the classes need the time. Those skills are hard to cover in a half semester. There's some frontloading here with the first year, but that leads to flexibility in the other years.
  - ◆ Art has been creative in figuring out their freshman core classes—they might be able to offer advice
- Voting on music: Passed unanimously
- Multiple Course Revision: **Art History** – title changes in classes
  - Question about 3221: will content change?
    - ◆ No, title is just better (striking of “American Art” from the title more accurately reflects the course content).
- **Chinese:** new course on Chinese Culture & Society (in English); this is part of the original plan with the Chinese position but is just now coming forward as the instructor has figured out what is likely best to meet needs/attract students
- **English:** IC class (The American Graphic Novel)
  - Differs from Mary Elizabeth's course (and would lead into it nicely): literary approaches to study social and historical contexts around this form as they've changed over the last few decades
  - Why focus only on American graphic novels?
    - ◆ Students often know lots about Manga, which Brad has no intention of covering.
- **French:** course on Occitan/creative writing fills out offerings in Med. and Early Modern Studies, and is also an option for students not majoring in French but interested in subject (esp. Medieval Studies students)
  - What about Spanish students? Could they write their papers in Spanish?
    - ◆ If a Spanish instructor would be willing to grade them!

- ◆ Additions/changes: “romance” needs to be capitalized, Portuguese needs to be added, take the “accommodations made for students from other departments” out of the Prereq section? Clearly state that the course will be taught in English with varying requirements for the language of the work based on students’ language expertise, stylistic recommendation: “translate lyrics texts, compose and workshop...” to “learn the grammar” first (as a way to parallel the actual learning process, perhaps just not make this a 2-credit option? Only 4?)
- **Italian:** IC (Italian Cultural Landscapes)
- **Latin:** Directed Study at all levels (There were no course numbers for these because Latin was just taught as Humanities before)
- Multiple Course Revision: **Spanish**
  - Rationale
- Voting: All passed unanimously
  
- ❖ Program Student Learning Outcomes
- Everyone in Humanities has what is required for PSLOs in our classes! Good job! Pieranna’s recommendation is to continue doing what we’re doing.
  - Everyone has them in the catalog but they are sometimes lumped into objectives instead of having them in a separate category. English is a good example of how to do this.
  - During the summer, Pieranna may contact coordinators to look at what needs to be done with the PCAS forms, etc. Are there volunteers?
    - Question: If significant changes are not being made to a program, do we still need to do these forms?
      - ◆ Yes, the form A will need to be done by everyone. Form B is currently under discussion in the Dean’s office—different divisions do or don’t want to do this. Form B **was** the place for PSLOs, but there will be a new space in Form A for the PSLOs.
      - ◆ If you are in a discipline that wants to get started on this early, please contact Pieranna and she will work with you.
      - ◆ It’s a very simple fix: simply labeling what you are already doing.
  
- ❖ Carry-forwards protected
- None of the budget carry-forwards will be touched for the next fiscal year—they will be protected. Humanities division did a wonderful job of justifying the carry-forwards, so please continue doing this. Cindy will **always** need your justification for these.
  
- ❖ Engagement results and plans of action for next year
- Pieranna had planned on having a meeting to discuss these results but there was some feedback suggesting these meetings are not useful and are perhaps problematic in that they force people to lose their anonymity. What’s the point of doing a meeting at which

faculty don't feel free to speak? There was, though, a listening session with UMTC people, and some Humanities faculty attended that.

- We need to try to figure out one or two areas where we can do something. The TC people offered to send folks who can lead meetings to address major concerns. Pieranna is planning on doing this in the fall—thoughts?
  - Resounding yes. Encouragement to be as early as possible in the semester, early evening meeting (if not—sync start and end times with our classes).
    - ◆ New faculty are keen on attending all meetings and this is perhaps not the greatest meeting for new folks to attend: an argument for **not** having it early on in the semester.
    - ◆ Have a real focus on action plans. This session wouldn't be a repetition of the engagement survey. Instead, a focus on one or two very concrete, specific topics and coming up with actions plans for them.
    - ◆ Suggestion: Two sessions – one open, and another for tenure-track (non-tenured) faculty.
    - ◆ Should division chair be there?
      - No—but someone should take notes so that the division chair can know about the meetings.
  - Question about the listening sessions: did you need to make an appointment?
    - Not for all of them, some were open and some were appointments.
  - Some of the problems we brought up here in Humanities were brought up in other disciplines.
- ❖ Miscellaneous business: awards, scholarships, possible work in HFA (safety issue)
  - Some work may be done in the HFA during the summer—if it happens, Pieranna will send an email. Likely for the majority of the work to be done off campus and then installations done later on in the summer.
  - Awards: If you have students who will be receiving awards, please make sure you send Pieranna a bio.
- ❖ Elections
  - Humanities Division Advisory Committee: Steve Carey, Vicki Graham (retiring), Craig Moxon (leaving), Denise Odello (ending 1<sup>st</sup> term), Windy Roberts (ending 1<sup>st</sup> term), Lisa Bevevino ('15-17')
    - Windy and Denise will stay on, Barbara Burke volunteers,
    - Started as a taskforce but is now part of our structure.
    - Rules: at least two tenured, maximum 2 from same discipline, men and women
    - Vicki on HDAC:
      - Coordinator Position: intensive workload without compensation of any kind—hoping the committee can look into Consultative's survey re: coordinators can be broken down into disciplines, etc.
      - Electronic Evaluations: We can do this through the Cities but it would cost us money.

- Recently sent out an appeal for any concerns from the division.
- Sarah moves to elect the slate (Barbara Burke—new, Denise and Wendy—staying on) and elect one final male in the fall.
  - ◆ Approved
- Peer Review of Teaching Committee (Mary Elizabeth—is done; Stacey—is done)
  - Mary Elizabeth: concern of committee: a complicated and time-consuming process—Stacey and Mary Elizabeth are the committee currently. It is not exactly clear how many people might come to this committee. In the past, they have looked at only people who have achieved tenure, but there is some push to include term faculty (which would overwhelm the committee). In the fall, the committee will look at this problem.
    - Right now, Pieranna and Julia are evaluating term faculty.
    - For next year, we need to clarify what each committee/group is doing.
    - If Pieranna does the review, it doesn't count as peer review (since she is an administrator and not our peer)
    - When we have time, we should reconsider this committee and its workload.
      - ◆ Pieranna's proposal: ask HDAC to review this committee and its responsibilities with a mind to streamlining the work.
      - ◆ MEB: committee can work very well if they aren't overwhelmed with work—new eyes make a difference.
      - ◆ Committee only meets in the spring—a few meetings and you have to produce a document.
    - Volunteers: Steve Carey, Sarah Buchanan,
      - ◆ Move to nominate Steve and Sarah and to finish out populating the committee in the fall.
        - Approved

#### Announcements

--Windy Roberts has won the all-university President's Award for Outstanding Service!

Submitted by Josh Johnson