

University of Minnesota Morris Digital Well

## University of Minnesota Morris Digital Well

---

Humanities Division

Division Minutes

---

1-30-2017

### Humanities Division meeting minutes 01/30/2017

Humanities Division

Follow this and additional works at: <https://digitalcommons.morris.umn.edu/humanities>

---

#### Recommended Citation

Humanities Division, "Humanities Division meeting minutes 01/30/2017" (2017). *Humanities Division*. 12. <https://digitalcommons.morris.umn.edu/humanities/12>

This Minutes is brought to you for free and open access by the Division Minutes at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Humanities Division by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact [skulann@morris.umn.edu](mailto:skulann@morris.umn.edu).

---

## Minutes: Humanities Division Meeting

Jan. 30, 2017

Recorded by Tammy Berberi

1. Enrollment discussion w/ Jen Herrmann

- State and nationwide, there are fewer NHS than in recent years. Competition for these students is fierce in MN, and students are inundated with marketing materials. UMM Admissions contacts students every three weeks
- An earlier due date for FAFSA (Federal Student Aid) forms has pushed up the timeline for acceptance and competitive opportunities like Community of Scholars.
- This year, fall to spring semester, 140 students did not return. Some of these graduated; UMM had a 92% retention rate among first year students.
- Is UMM recruiting students who are at a higher risk for attrition? Admissions does its best to develop a holistic sense of a student's potential for success at UMM.
- Has Admissions reviewed its materials and practices to ensure that its recruiting mechanisms are culturally responsive to the cultural heritage of students we tend to serve? (i.e. do the specific events and criteria of Community of Scholars adequately recognize paradigms of success and achievement that vary among cultural groups, or do these continue to be Eurocentric?)
- Herrmann recognizes that this issue has come up before and suggests there is still work to be done in this regard.

2. Global Village requirement

- Seems to encompass two lenses: Human diversity and American diversity
- Why couldn't a 4-cr. Course meet two groups?
- Do we have data tracking how many students complete each of the four requirements? E/CR is the least often completed (20% of students complete it) , though this could also reflect less availability of courses with this designator.
- How are these compatible? How do they fit together? (How are they coherent?) Instead of "pick 2 of 4," might students be required to "complete 1 of 2 and 1 of 2?" in order to organize and convey intent.
- What do GenEds in the global village category cover that is not covered

- by other areas of the GenEd curriculum?
- Can we better link (Student Learning?) Outcomes to courses?
  - Do we think students should take all four in the GV category?
  - Suggested revision:
    - a) Diversity at Home & Abroad
    - b) Citizenship and Stewardship
  - Could some of this (i.e. b. Citizenship & Stewardship) be accomplished by standardizing some portion of content in IC courses? (this population comprises new voters on a green campus, etc.)
  - Could co-curricular and extra-curricular activities (involvement in Jane Addams, study abroad, etc.) meet these requirements? How to ensure academic rigor of these experiences? How do we ensure accountability for GenEd experiences?
  - GenEds at UMM largely match those at peer institutions . Are we too prescriptive?
  - What about so-called double-dipping, whereby a single course might meet two GenEd requirements. A four-cr. Course could meet more than one GenEd. The idea that a course addresses only one requirement in isolation seems suspect. If double-dipping were allowed, it would be easier to do all four categories in Global Village
  - Could students choose from a range of applicable GenEd categories (as they choose a grading basis— A-F or S/N)--when they enroll in a course? Dean Finzel likes GenEds of College of William and Mary, with its knowledge domains, which are organized to connect to thematic requirements.
  - 60 GenEd credits -our GenEds seems to lack flexibility. How could they be made more flexible?
  - 2 could be double-dipped; 2 could be stand alone
  - change notion of “national cultures”
  - HDiv/IP = domestic v. international; but, for example, indigenous cultures are domestic and transnational.
  - Are we diluting interdisciplinary potential? We have not reduced the overall number of credits required for graduation

### 3. Constructive suggestions to remedy issues raised in past three years of Engagement Surveys:

- stipend for discipline coordinator? They are not chairs, but it doesn't mean this does not represent significant work; there has been significant admin creep...potential 2-cr. course release for coordinators

-possibility of scheduling a dedicated administrative day immediately following faculty return-to-contract in August? This would foster some synergy around discipline, division, and campus work and would allow us to put away for the year some of the tasks that seem burdensome because we talk about them all year.

-Division pot-luck from time to time?

-Campus advocate to put Morris in front of system president on an ongoing basis

-students are interested in faculty research and achievements! More in-depth faculty profiles; more visibility of faculty work

-many peers in MN have been slashing offerings in the humanities, and especially in world languages. UMMHum has a larger potential market share than we have had in the past due to these shifts in Minnesota. We need to encourage Admissions & U Relations to market the Humanities

**[final note: the Humanities Division had only 3 meetings this year]**