

University of Minnesota Morris Digital Well

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Curriculum Committee Minutes

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4-9-2020

### Curriculum minutes 04/10/2020

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## **UMN Morris Curriculum Committee**

April 9, 2020, 11:40 a.m. Meeting #12

Zoom

Members Present: Janet Ericksen (Chair), Stacey Aronson, John Barber, Adrienne Conley, Stephen Crabtree, Stephanie Ferrian, Simón Franco, Arne Kildegaard, Marcus Muller, Ben Narvaez, Peh Ng, Denise Odello, Gwen Rudney, Julia Scovil, Josh Westfield

Members Absent: Stephen Gross, Miah McNiff

Others present: Rebecca Dean, Jennifer Rothchild, Emily Bruce, Michelle Page, Jeri Squier

### **In these minutes: GWSS Program Review; GenEd proposals**

#### #1 Welcome and announcements

Next year is a catalog year. Ericksen reviewed the fall proposed committee meeting schedule and the proposed additional meetings. Ng asked about how far in advance of a meeting the division materials would be due. Ericksen responded that we don't yet know exactly how much prep time is needed to provide the information to Curriculum, since we may not do things the same way they were done in the past. Plan on submitting materials to the Dean's office a week before the meeting at which the materials will be reviewed.

#### #2 Approval of Minutes

Scovil, Barber motion to approve the minutes from March 26, 2020. Squier noted that she is not officially a member of this committee. VanEps will amend that on previous minutes. (12 - 0 - 0). Minutes approved.

#### #3 GWSS Program Review

Jennifer Rothchild, Emily Bruce, Michelle Page attended to present the GWSS Program Review. Bruce addressed national trends. Women's Studies evolved into gender and sexuality studies, now includes queer studies. Increasing attention is paid to trans-national and international influences. The GWSS curriculum is based on interdisciplinary structure, in which the intro course and capstone are the bookends. Two courses have fairly recently been added as core courses. All other courses are interdisciplinary electives, with primary GWSS content or partial GWSS content. Courses continue to be developed and added, and GWSS courses are primarily in Social Sciences and Humanities, but Education and Science and Math contribute as well.

Rothchild discussed strengths of the program. The program relies on faculty and steering committee—12 members, junior and senior faculty and staff. The non-teaching members of the committee are instrumental—Conley and Barnstable. The steering committee really drives the work that goes into the major and minor. Students gravitate to this field. It has a wide range of elective courses and community interaction. Graduating students go on to do remarkable things, including law school, social activism, lobbying. This field has an important role in the future.

Page discussed goals. The discipline created a curriculum map to track key concepts in the field and which electives address them. The goal will be to continue it and embellish it, and to create a roadmap for advising. Currently they regularly create a list of courses that count toward the major, but it is labor intensive. They hope to increase the efficiency in communicating to students and advisor. They have repeatedly sought MSAF funding to help with this. Introductory courses have been revised to include more topics, and they are excited about new connection with Sci&Math, with they will work to further strengthen. Faculty want to plan a recruiting activity to increase enrollment. Intro classes are full, but students numbers in the major then drop off, maybe due to the complexity of the schedule (the roadmap they want to create should help with this). They are looking to create a cohort approach and address retention. They also will look to include current pandemic as a topic in some GWSS courses.

Rudney asked how many students are exclusively GWSS majors. Rothchild commented that it does change, but the majority of students are double majors. Squier stated that this information could be gained with a report based on a semester. This information would help the program know strengths.[Note: this has since been pulled by Squier and sent to the faculty and dean.]

Ng asked about internships for GWSS students. Rothchild stated that a required internship would help, but staffing isn't enough to support that. Students are directed to start with career services and to connect with past students.

Kildegaard commented that Sara Seweid-DeAngelis is the next predoc diversity teaching fellow and she is in GWSS. He also suggested that GWSS mimic the Latin American program in ways that might help with some aspects of the major.

Conley commented that she is very pleased with adding in the queer and LGBT components.

Ericksen added that the Division Chair review commented on many of these same issues and noted that GWSS is an area in which many Morris students are very interested. Ericksen praised the discipline's overall work and that good assessment is occurring.

#### #4 General Education proposals

Members had been asked to review the proposals prior to the meeting. Ericksen asked for feedback and comments. Ericksen has tentatively found funds for a task force of 2 faculty and 1 student to work this summer on the top two proposals. A form will be shared after the meeting to ask members to rank the proposals the committee has discussed this year. The form will also ask, separately, whether or not people support the high-impact practices proposal that the Student Affairs directors submitted and that can work with any of the other 4 proposals or the fifth, tiered proposal as a reworked version of our current general education program. The results of this survey will guide the summer work, which could then focus on developing in

greater detail the committee's top two choices. The summer task force would present their work to this committee and to other groups (students, open fora) in the fall.

Ericksen asked for feedback on the approach. Members were supportive of the plan.

Dean commented that some of the proposals are based on CSLOs (that have not been approved yet). Discussion suggested that any of the proposals could fit with whatever CSLO model is approved. Dean will be doing a Q&A on the CSLOs on April 15 and subsequently there will be electronic voting. Before the summer work would start, all information should be available.

Given the catalog timeline, large scale revision of our general education program may just not be possible for the 2021-23 catalog. Our current GenEds, could, though be reformatted into the tiers format or something like it. This would have two positive outcomes: more clearly presented general education in the next catalog and it could be one of three choices for the campus to choose from next year.

Dean commented that the general structure should be the basis for the decision. Then other issues can be contemplated and adjusted. When voting, think about the framework. Any of the choices will be evaluated and adjusted. The goal of the voting will be to limit the summer taskforce to enhancing fewer options.