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Curriculum Committee Minutes

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UMN Morris Curriculum Committee

April 23, 2020, 11:40 a.m. Meeting #13

Zoom

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

Members Absent: John Barber, Julia Scovil, Josh Westfield, Miah McNiff

Others present: Rebecca Dean, Jeri Squier, Becca Gercken, Kevin Whalen

In these minutes: NAIS Program Review; GenEd proposals

#1 Welcome and announcements

This is the final meeting of the 2019-2020 academic year.

#2 Approval of Minutes

Ng, Narvaez motion to approve the minutes from April 9, 2020. Motion passed (9-0-0). Meeting minutes from this meeting will be sent by email for approval by the current committee.

#3 NAIS Program Review

With NAIS, we complete the current cycle of program reviews! Watch for more information soon about the next cycle of program reviews, including a modified form and process proposal.

Professors Becca Gercken and Kevin Whalen joined the meeting to share information about the program. Strengths of the NAIS program include the amount of student engagement in spite of the small number of faculty. Even when offering two sections of Into to NAIS, there is regularly a waiting list; this shows a lot of interest. The interest is great to see, particularly because of our campus history, its location on the site of a boarding school. Lots of work has gone into educating the campus about the boarding school history. Graduate outcomes are strong; a significant number of graduates of the program have gone on to internships and permanent positions in prominent organizations.

Ericksen asked how many liberal arts colleges have an NAIS program. Gercken replied that it is relatively uncommon and often is only available as a minor. Morris graduates are sometimes sought out because they have this major. Ericksen asked if the Morris curriculum is distinctive compared to other schools that do have a similar major. Response: The emphasis on contemporary and move to trans-indigenous are new and distinctive to Morris. Their approach also emphasizes the resilience of contemporary indigenous peoples.

It is challenging, however, to run the program with only two faculty in NAIS. A third area, as was the original plan and administrative commitment for the program, would make the program stronger. Curriculum now is based in English and History. Anthropology would be a third area

that would add significantly to the strength of the program, although *any* third area would be welcome and important.

Gross asked how the program compares to Fort Lewis (other tuition-waiver, COPLAC university). Fort Lewis is also a two-faculty program. Gercken shared that Morris has been invited to share our approach with them, especially in terms of how the boarding school history is represented; they are looking to us for guidance.

Rudney commented that the major is so important to Morris and there are so many accomplishments. She asked if they are able to build a cohort, how many are double majors, and what connections with other faculty have been made. Response: Indigenous research methodologies help create the cohort connections. The intro course brings together a wide range of students. Older students in the program are asked to share experience with new students, and in general students in NAIS have more shared experiences because of the limited options. Most students are double majors and are encouraged to be so. Gercken shared that the job market and graduate school opportunities are best when paired with another major. The major includes and allows many options for courses beyond the core, so connections are good with faculty in other disciplines. Past EDP awards funded by the NASNTI grant were helpful in encouraging the incorporation of NAIS perspectives and materials into more courses. The current NAIS faculty are conscientious about retaining their self-sufficiency and not burdening with discipline responsibilities faculty who teach only very occasionally a course with NAIS content.

One of main challenges the discipline faces on campus is that some faculty still question the rigorousness of NAIS research methodology. Another major challenge lies in staffing: a third faculty member from any other discipline would strengthen and enhance the field.

Squier commented that an elective in Art History or in Studio Art would be beneficial. Gercken shared that she does have a course she has developed that would include some of those components. Narvaez shared that a LAS course does include NAIS content. Gercken responded that the discipline rule is for $\frac{1}{3}$ content in order to be included in the major. There is not a campus standard about how much content needs to be included. It can be difficult to reach out to and mentor other faculty or include other disciplines when they are struggling to meet their own discipline needs. Ericksen commented that hiring practices could evolve to include a preference for interest in other areas.

Augustana University (COPLAC in Alberta, Canada) has some NAIS offerings that we don't and has expressed interest in a "sister school" approach. A MOU could benefit both institutions (Augustana and us). Ferrian shared COIL as a way to connect when travel isn't possible.

And that concludes program review.

#4 FYE Course Pilot

Ericksen shared information about the pilot first year experience course for next year. It will be offered both fall and spring, with two sections open to any new students and two reserved for Summit Scholars. Ericksen is seeking only provisional approval at this time, but wanted the

Committee to be aware of what we are trying, as we hope to be able to consider it before the end of fall semester for inclusion as a new part of general education. The pilot course will be 1 credit each semester, in four sections, taught by Leslie Meek, Kyle McClure (2), and one other person yet to be determined. Nancy Pederson has been leading the planning/coordinating this semester, including looking at first year experience courses offered at other institutions and consulting with faculty and staff across campus. Ericksen shared the draft course description and syllabus so far sketched. She encouraged awareness and suggestions. UMTC has had for some time a similar FYE course.

Franco asked about first year experience terminology. The course is only for first year students at this time--although plans are for a transfer student version also to be developed later--and its aim is to address first year experiences. The course will incorporate full cohort meetings, smaller courses, and individual meetings. Franco is concerned about meeting best practices of "first year experience". He feels it needs to incorporate so much more than an academic course. The course itself, Ericksen explained, will not be called FYE, and it will be framed as very much one piece of the larger first year experience. The FYE group (primarily Nancy Pederson, Jessica Porwoll, and Brenda Boever, often with Melissa Bert, Ericksen, and many other consultations) is trying to keep the work/course to a one credit load. For course names, Navigating College was suggested by Narvaez. Course title suggestions from chat: Building Your Morris Experience; College 101, Adulthood 101, Development in the title, Life Hacks 101, University Studies, Pathways to Your College Success.

Ng commented that the FYE course needs to be distinctively different from the IC course. First year experience needs to cover many areas - academic and social, etc. Conley warned about calling it first year experience because students often don't associate with being a first year student. Squier asked about a GenEd requirement. It would be an additional requirement since it doesn't fit in the current requirements. Also question about transfer students and how they would meet this requirement. All good questions, and Ericksen reiterated that this is still a pilot/draft and changing. Some of those questions have been addressed and others will be before a full proposal would be brought to campus and the committee.

Kildegaard asked about how to schedule it if it is required of all incoming students. The schedule can handle the four pilot sections, but more than that may be challenging. Ericksen commented that the idea (still an idea not a certainty) is for the course to replace success coaching time to some extent. Franco asked about the topics compared to how success coaching is conducted. Ericksen explained that success coaches have been involved in the development of the program and would still have one-on-one meetings with students. When the program comes to the Curriculum Committee for approval, Franco would like those coaches to be involved in the presenting.

#5 General Education survey results and summer plans

Ericksen noted that the committee's input would still be needed on several things, and that in the summer, she may also need to consult with members at times. Program review revision is

still in process and needs committee approval (delayed by pandemic-related work). Kildegaard suggested that interdisciplinary programs could have a streamlined approach to program review so as to not fatigue faculty. A summer working group will be pulled together from the committee--with apologies, Ericksen explained that she just hasn't had time to do this yet--to work on filling in details for the two general education proposals that received the most votes from the committee. Those top choices: Core and Theme and FABNN.

Thanks to all for a great year!

Chat

12:13:08 From Stephanie M Ferrian : COIL classes might be interesting way to connect also

12:25:58 From Rebecca Dean : Adulting 101 or College 101

12:26:43 From Stephanie M Ferrian : Building Your Morris Experience

12:26:48 From Stacey L Aronson : I advise more than one session on financial literacy.

12:27:30 From Stephanie M Ferrian : I'm more curious to know about the learning outcomes vs. course content at this point.

12:27:48 From Simon A Franco : I think "Development" should be in the title

12:29:35 From Stacey L Aronson : Life Hacks 101?

12:30:20 From Arne : some places call this "university studies"

12:31:13 From bnarvaez : But if this is a gened, then would it be waived for transfer students?

12:32:38 From Stacey L Aronson : It wouldn't have to be.

12:35:45 From Jeri L Squier : "Pathways to Your College Success"

12:41:43 From Peh H Ng : I got to go to a 12:40 zoom. Bye