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Humanities Division meeting minutes 02/23/ 2016

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Humanities Division Meeting Minutes (Revised Version)

February 23, 2016

- I. Guest Jeanne Williamson (Green dot violence prevention program; 10 minutes)
 - Definition of Green Dot
 - Sexual assault, dating violence, stalking, personal powerbase violence
 - Process: 14 trainings during orientation; do it throughout the year; longer bystander training in the spring
 - Wants to give us this training so staff knows what it is
 - Trying to effect a culture change, so they want everyone to know the language
 - Example of a red dot
 - Stalking through text; aims to show power through control
 - Green dot
 - Bystanders' choice to make a difference and stop red dot
 - Redirecting
 - Direct; Delegate; Distract (redirecting = distracting)
 - Meet people where they are
 - Truth is people don't act; need to look at our personal barriers
 - We want faculty and staff to be proactive so that others are proactive.
 - <https://vimeo.com/88844704>
 - Break apart the moment
 - Violence on college campuses is high, so we want to do what we can to intervene
 - Training:
 - Overview with staff
 - If you're interested in more training, contact them
 - There's a 6 hour bystander training—to be done in April 2016
 - They want to make sure our staff and faculty know how to react.
 - They are thinking about how to roll this out on campus. Want to give students the chance to do the 6 hour training; socially influential students so they can get involved and help effect a change
 - Asking staff to nominate students who would be good candidates.
 - Send them names and email addresses
 - They'll be sending us a nomination form.
 - Want to connect with people who volunteer; but are also interested in students who may not self-select into the group.
 - Please nominate people
- II. Guest Lori Kurpiers (One Stop Office; 10 minutes)
 - Explanation of what One Stop is
 - There have been misconceptions, so they decided to take the show on the road and go to Division meetings and tell people what the One Stop is all about

- Try to advocate for students and provide a holistic approach to the business stuff
 - Payment, employment, enrollment, financial aid
- Helping with that bridge from being a prospective student to being an enrolled student.
- Snapshot of interactions with students and their families
 - Number of contacts is growing
 - Upgrade is one reason for the uptick in contacts
 - Have already had more this year than all of last year
- Massive amount of data and massive amount of interactions
 - 1504 students (78% of 1911 students)
 - 299 had 10+ interactions
 - It gets more and more confusing every year; it's hard to teach this stuff; we as staff have on-going training; people don't really care about it except just to get through it;
 - This is compounded by our high percentage of first generation and high need students
- One Stop tried to alleviate the stress; help them with questions or problems; break down issues into manageable units
- Partnerships: nearly work with every office on campus; work with advisers or anyone who wants to advocate for students. Their focus is helping the student.
 - Residential Life—how things are affected if you move off campus (meal plan, too).
 - Disability and how it can affect resources.
 - We try to steer people in the right direction and be a One Stop where people can unload and find guidance.
- Outreach:
 - Try to help with the mystery of financial aid and FAFSA
 - Do financial aid nights
 - Go to high schools
 - Go to Business Schools
 - Lunch events
 - Gateway, International Student Orientation, SSS group, ACE, lots of areas of partnership.
 - Primarily trying to make the business side not so confusing.
- Siobhan: question about how can faculty be guided to resources
 - How are counseling and One Stop connected? More follow-up is a good thing. Send an alert; One Stop helps figure things out, but they are not counselors.
 - One Stop helps point students in the right direction.
- Tammy: might be helpful to have some training for advisers in the fall, so advisers can help with summer study abroad, etc.
 - Lori-every person's financial aid is different and it depends on their year, their residence, whether they used their PELL grant at another institution,

stipends, etc. It's very complicated. This partially explains their volume. You need all the pieces to talk about this.

- Respect the business of advisers as well. Not sure what the answer is because everyone is a case by case.
- Mary Elizabeth: what are the myths?
 - That we've simply renamed financial aid to One Stop. Not true b/c it is a new office created partly because of an aligning of the stars and the moon and a bunch of other things; some people retired; other schools have a One Stop so we explored that model. We still have a financial aid department, but we also have a One Stop
- Siobhan = following up on Tammy's comment: do new advisers get a cheat sheet?
 - No.
 - There's a handbook that students get from the One Stop;
 - Faculty could perhaps get this; especially new faculty

III. Medieval Studies Major/Minor proposal (15 minute)

- This is a program being proposed by our Division, although it includes courses from other divisions as well.
- Lisa discussed highlights:
 - Many faculty have met over several years; they share students and they realized a strength that Morris has is that we have a lot of medievalists;
 - Looked at courses already offered; compared with other Medieval Studies programs and put together a program
 - Janet adds: that this has been discussed among various medievalists off and on for about 15 years.
 - When Pieranna encouraged us to do program development, they decided that it was the moment to act on it.
- Barbara Burke asked a question about process
 - We have created and ratified new programs that have percolated up. They track students first and can show data that support student demand pushing this initiative. What is the student demand of this proposal?
 - Janet answered that we don't have the specific data because this is a top-down initiative to create new programs.
 - Barbara is concerned about the initiative. What is this going to do to recruitment or retention numbers?
 - We cannot answer either. It hasn't been done before. But if the Dean says, "Propose new programs!" and we have this one sitting here, then we decided to share. We cannot know if this will help recruit, but it will help us align with Smith College rather than with St. Cloud State.
 - This helps Latin students continue develop their interests since we cannot offer a Classics Program.
- Tammy:

- This is a really appealing program for National Student Exchange—it's rather distinctive and it reflects how our Humanities faculty are distinctive and strong.
- It's cost neutral
- Are there study abroad programs that are longer than a 4 credit summer program? Are there semester-long programs that would make it possible to do an AOC?
 - Every British university has one.
- Pieranna:
 - Ancient and Medieval Art and Architecture fills up quickly because it is a GenEd. Are you expecting this new minor to put pressure on these classes? Have you thought about the consequences of that?
 - Jimmy: we get students in Art History because they take a 1xxx course and become interested and want to do more, i.e. not because they come here wanting to do Art H. Likewise there probably aren't a ton of high school students who will come here because they dream about a Medieval Studies Major. If there's a 1xxx student who wants to do that, and who cannot get into ArtH 1111, Jimmy will add a seat. Also, this is not the only course in Humanities offering the FA GenEd, there are many other options.
 - Janet: in the English grammar class, it might change our skills requirement in English, but we'll see. If we do, it would free up seats in this course.
 - NOTE ADDED March 14th, 2016 by Janet Ericksen:
 - The course does have enrollment pressure in part because it fulfills a skills requirement in the major, but each year several non-English majors enroll. Too, English is considering revising the skills requirement, which would free up additional seats in the course.
- Brad: This seems like a terrific idea. I like Medieval Studies and like how this develops out of classes we already have. But I have a question about any new program: what are the distinctions between a Major and an AOC, etc. Concern about the use of the word Discipline; how tenure and appointment works.
 - Have you thought about what it means to talk about it as an AOC versus a major?
 - We don't need to propose an AOC; AOC already exist. We do not have data about how many students may have interest in an AOC in Medieval Studies.
- Pieranna: We could collect data and then propose it as a minor which, by the way, requires a lot of work. But after the minor has been approved by the Regents, then the shift from the minor to the major is a small step. This would be another strategy.
- Brook: how many students in Grammar and Language are Education majors? Likes the idea. The only skepticism he has is that the two classes that have more than 20 students are both classes that robustly serve multiple disciplines already, so the probability that those students would be in one of those classes is less because they may be busy.

- Sarah: We shouldn't be fearful. We need to go for gold and push for the major. If it's shot down, then we could go for the AOC. This is the moment to push ahead. It's good to think of arguments and plan ahead, but we should not be afraid to think boldly.
- Mark: understand idea to using existing resources. Then we may need to think about additional resources. All the links are provided to other majors. Are we talking about Medieval Cultures as a whole? Should we have religion and philosophy included? Either we decide to go forward with it and invest, or we seem to limit ourselves.
- Brook: Do they typically have an intro course? No. Never heard of such a course. Usually taught within English and they mean Pre-Renaissance literature.
- Barbara: capstone there? Yes.

Mark: More specifically, I think we need a Medieval Thought course. Someone would need to teach the major thinkers of the period. Fren 3002

- does that, but not everyone can take that. We may not have the resources right now to offer this course, but we need to have this course.
- Sarah: We agree that we need it, but it won't pass if we try to request this position now. Let's move this forward and show need, then we can ask for a position.
- Michael: He's hearing that this major is lacking if we don't have that class.
 - Janet and Jimmy both said that these are not required courses in programs they are familiar with.
 - Pieranna: these thinkers are taught in various classes, although not always consistently.
 - Janet: great to have such a course, but not a fundamental component of the entire Medieval Studies program.
- Genevieve Berendt: I am one of the students who is planning to do this major. For me, please approve this! But you are talking about the religious courses, and this is really important, but in the intro course I already took with Jennifer Deane, we did look at religious documents in that class. Lots of religious thought, which is a required class, so they will have that basis.
- Steve Carey: could try a summer course; Mary Elizabeth's course also teaches many of these writers.
- Sarah B. moves to vote; Tonya seconded.
- Discussion:
 - Mark: unsatisfied with the conclusiveness of this. Based on what is put forward there, each of the courses listed have religion or philosophy as core parts. It doesn't seem like a minor topic. It feels like a big issue.
 - Ohio State does not have this; the liberal arts colleges do.
 - Maybe it's due to religious missions of institutions?
 - Brad: wants to know what kinds of commitments the disciplines will be making?
 - When Lisa is going on sabbatical, who will cover Latin? Not all disciplines can make the argument to get replacements.

- Lisa: we did look at how not all courses will be offered every year. We made sure that the core courses are offered at least three times over a 4 year period.
 - Would it be possible to require these students to study abroad where they can get religion?
 - Cannot be required, but we encourage it.
- Vote was taken: 28 in favor; 1 opposed; 1 abstention

IV. WLLC proposal to replace FL general education requirement (20 minutes)

- Because it's a Gen Ed, the division does not vote; curriculum committee votes.
 - It still comes from the division as a proposal; Bart would like a list of issues (positives and negatives)
 - Bart would like a resolution of support
- Tammy summarized the changes and the impacts in campus culture, requirements and resources.
 - The FL is the only Gen Ed that is "exemptible" This proposal would have all students take 2 semesters.
 - This is a flexible proposal and for a large number of students nothing changes at all.
 - This proposal better supports our mission of intercultural competence for our students. Contributes to neural plasticity.
 - Not true that there's a critical period for learning a language. Adults have neuro plasticity, too. Learning a language contributes to greater plasticity: better impulse control, emotional control, creative thought, etc. Current research.
 - Our FL requirement is subpar; it's not as strong as it could be; adult learners in beginning language classes get a big boost.
 - 2nd issue this remedies. What we do while we're here really matters. The 3.5-5 year degree helps students grow a lot. No good reason for exempting students from a requirement that is a gateway to study; travel; global citizenship.
- Impact:
 - Data was flawed, but it does not show double-dippers (i.e. students who took Spanish in h.s. who took French here). We never had direct access to the data.
 - 38% in a five year pool completed the FL requirement to graduate. For them, nothing changes.
 - Another 21% would meet the new requirement through IP, AP, CLEP, or IB. The MN Transfer Curriculum holds.
 - Non-native speakers of English meet the requirement by virtue of being here.
 - 16% of students would take 1002-2001, i.e. 45 students per year.
 - 25% of students is the main group impacted. This is the number of students who exempt out by some means. They prove competence at 2001 level or above. That amounts to around 41 students.

- The # of students who would be impacted per year is around 45-50.
- Almost cost neutral proposal. We cannot predict how exemption to inclusion can impact excitement on campus. Remove stigma of having to do language.
 - Even though it's a small percentage of students who exempt. Students feel like what they're doing is remedial.
 - It's tantamount to the shift in college writing and how it's become a universal requirement. We would see further gains in English if every student did some language and if the stronger students were compelled to continue.
- Janet: This has been a long time in coming and it is always embarrassing that we have a lower requirement than the CLA on the UMTC campus.
 - Concerned about the reaction from other disciplines/divisions, especially with majors that have a high number of requirements. We need to try to anticipate how others will react to this.
 - Tammy: The data show that the list of majors where students don't do language are in fact, in biology, chemistry and psychology. Ten students a year in biology and another small percentage will now have to take 2 semesters rather than one. Many of them come in with PSEO credits and we are tired of nurturing students through when they are rejected. This helps those students cognitively.
- Jimmy: We should avoid comparing this new proposal to WLA because WLA had to hire. Stick to numbers.
- Sarah: FL is the only GenEd where students can use their H.S. classes to satisfy their requirement. No other area would accept high school classes as satisfying their requirements. We should not have to do so either.
- Tonya: We are not satisfying our mission statement. We are a liberal arts college and need to focus on our mission.
- Viktor: We may have to hire someone to teach 1-2 extra sessions. If we are thinking about cost, there is the cost of an extra session or two. But, if there's a class at the Intermediate level that has room for more students and we bring them in, then we become more efficient. It's one way to measure cost and an administrative way of thinking. To Vik, it is certainly clear that over time, since we need to provide a certain number of courses to our students, if this proposal increases enrollment in these areas, it actually becomes a cost saving measure.
- Mary Elizabeth: I serve on Curriculum Committee. The problem that Janet is raising is that there are a number of majors in a number of places that are very prescriptive about what their students might take and when they need to take it. Concern is, if it is only ten students, those ten students will perceive themselves to be aggrieved. How will we deal with the student who delays taking this requirement until their senior year?
 - This happens now. And at least it becomes normalized and universal.

- A lot of languages find themselves squeezed in courses they can offer. We are very efficient and we would be much healthier if we could spread the requirement over multiple levels of courses.
- Viktor: When we started requiring WLA, advisees complained. But, the culture has already shifted. People no longer complain.
 - It's important to have this shift in languages, too.
 - The other thing about students who wait too long to take languages is that placement tests have a shelf life of only 2 years. There has to be good advising.
- Brook: Wondered if there are accommodations for transfer students.
 - If they have two semesters of college-level language, it meets the requirement. Same goes for PSEO, IB, AP, etc.
 - Students can take other languages on TC campus. Students can also take another language. An ASL is also offered.
 - Follow-up: worry about students coming in as juniors taking 1xxx level courses.
- Mary Elizabeth: I would suggest a rhetorical strategy of looking at four year plans of someone in biology or biochem. Be able to demonstrate how they could fit this in in the first year.
 - Tammy thinks the Dean is trying to make room in the first year.
 - Language classes are small and are capped, so that's a good thing for emotional intelligence and for retention.
- Jean: Don't see why we have a different requirement from the TC. There shouldn't be much resistance.
 - It's too expensive.
- Brad: having dealt with the movement to WLA and its consequences, how would this work for your upper-division electives? If these numbers turn out to be meatier, how would you handle that?
 - Steve: there's room—students can take a language, although it may not be the language they want. There's some room.
- Nancy: Maybe more summer language classes.
 - Tammy: Students often take courses on TC campus over the summer.
- Lisa: Some of the data we have are not perfectly accurate and the FL faculty have noticed some errors. But we carefully went through the data and Viktor pulled data and researched on his own. We are confident that, with the addition of one Spanish 1001-1002 section, we will be able to accommodate this new requirement. The slushy numbers are more about where students are coming from, rather than how many are coming.
- Steve moved to call for a vote of support for this resolution; Craig seconded.
- Tammy: even if it's 2 semesters, some students will be required to take more advanced language.
- Vote: 26 in favor; 0 opposed; 1 abstention

- V. Curricular revisions from: Arth, CMR, Dance, English, French, Music, and Spanish; (25 minutes)
- Arth:
 - 2104: Jimmy—this course is an extension of current research and a study abroad program that has led him to want to teach more about Ireland.
 - 3112—just striking “or junior status”
 - Course passed without debate
 - CMR:
 - New faculty member whom they “adore”
 - All the changes reflect faculty who have left or new faculty’s courses
 - 3434: Adding a class called Communication, Nature, and Belonging
 - Have to strike “Nature” due to character limit.
 - Janet: why not an ENVT designator? HUM is good, but CMR doesn’t have many that meet the ENVT designator. We’d recommend consulting with Ed Brands: they are looking for electives.
 - It has a prereq, so it doesn’t have to have the HUM GenEd.
 - The CMR Discipline will discuss whether it would be attractive to have an ENVT designators.
 - Jimmy: have you talked to Ed about being a part of the Env. Studies program.
 - If the change is made, the Form B will also have to be changed. [NOTE: the CMR discipline discussed and decided to let the HUM designator stand]
 - Multiple Course form:
 - Dropping courses because faculty have left.
 - Some courses reconfigured; dropping or changing GenEd designators; adding or changing prerequisites.
 - Janet: on the change from the SS GenEd, the explanation that it better reflects the spirit of the requirement was not accepted in the past
 - We need to make sure that courses accurately reflect the GenEd they really fit.
 - Just add a “because...”
 - CMR worked very hard to get these changes in so that we’re not in a meeting until midnight in April.
 - Form B:
 - Some updates in courses listed.
 - Mary Elizabeth will be in charge of CMR changes and send them to Pieranna
 - Curriculum approved.
 - DNCE:
 - Changing title to reflect title; updating prereqs.
 - Curriculum approved.
 - ENG:

- Students have been asking for a course on Tolkien and the influence of the Medieval World in his works.
- Mary Elizabeth: Would you ever allow a student in if they don't have the prereqs?
- Brook: Do we need to take 1131 out of the catalogue description part? English does not have an 1131. We don't need it there and can strike this parenthetical prereq.
- Genevieve Berendt: Would Medieval Studies students also be given preference for this course? Perhaps.
- Janet will do the changes and send them to Pieranna
- Curriculum approved
- FREN
 - 3607: Increasing the credits from 2 to 4
 - Fix "Identities"
 - 2012: Streamlining and focusing for 1 credit
 - Tammy asked why not just propose a new course
 - It's been 6 years since the last time it was taught. It will not likely be taught as a 4 credit course again
 - Curriculum approved
- MUS:
 - 2401: Piano literature course
 - Multiple Course form:
 - An arranging course was on the books; due to new faculty it has been split into two, choral and instrumental, instead of being done as one.
 - Curriculum approved
- SPAN:
 - Courses being proposed for new instructor
 - 1054: A beginning language class in Nahuatl
 - This is only one class; will not satisfy the FL requirement
 - Viktor asked about the prereq; there is not one
 - This is a language that is radically different and having another language does not help them move quicker;
 - This course will be a prereq for the upper-division seminar.
 - 3690: A Nahua culture course
 - The bilingual part of the course will be in Spanish.
 - Form A:
 - Proposing new courses for Adam Coon
 - Deactivating a course provisionally approved for a temporary faculty member.
 - Deactivating a course that was taught by a retired faculty member.
 - Curriculum approved

VI. Announcements (if needed)

The meeting was adjourned at 8:50 pm. Minutes submitted by Sarah Buchanan; revisions submitted by Janet Ericksen and Jimmy Schryver.