

University Curriculum Committee

Minutes # 9

January 27, 2021

Members Present: Kroesch, Sawyer, Lippert, Newport, Allen, Leonard, Califf, Carlson, Falbe, Savage, Pence, Howell, Paolucci, Johnston

Members Absent: Dean, Jia

Guests: Danielle Lindsey – Registrar’s Office, Ian Gawron – Registrar’s Office, Jess Ray – Registrar’s Office

1. Convene: Califf convened January 20, 2021 UCC Meeting

2. Introductions:

3. Approval of Minutes: Califf asked if there were any edits/concerns with the minutes. Hearing none, the minutes were approved.

4. Proposed Discussion and Action:

a. African American Studies – IDS Minor Review – Newport, Savage

Newport expressed that the self-report appeared, overall, to be good. There were several problems/obstacles that the minor faces and they were outlined in the review. Specifically, problems included getting faculty to meet together (there are over 21 faculty members involved in this minor), and the learning outcomes were left out. Newport indicated some of the positives of the review, such as the increased enrollment over the years and the website for the program. Savage specified additional strengths of the program, such as it having its own scholarship, and that the advisor for the program is experienced with the program. However, Savage pointed out concerns with the review. Specifically, she indicated that the efforts to get the faculty to meet were “weak” and that more could have been done. Savage recommended the directors work to get the different faculty of the program together to coordinate learning outcomes of the program. Both Newport and Savage indicated other concerns, such as the lack of data concerning graduation numbers, but the positive changes implemented in 2017 that appeared to lead to stronger enrollment. A general discussion occurred between Hurd, Califf, and the reviewers concerning the prevalence of minors being dropped for various reasons (which would result in lower graduation rates even if enrollment rates are higher). Lippert indicated major concerns with the review. He outlined that important information was missing. The information, he explained, involved extra money they received, and the time spent to hire faculty members that would serve in a joint capacity with their native departments/school (communication) and the IDS minor. Lippert indicated that these joint hires were a specific initiative by the College of Arts and Sciences Dean to foster greater partnership between departments/schools and minors on campus. Lippert provided additional information concerning who the hires were, how the co-directors of the IDS minor participated in the hiring process, and the general “static” that appeared to develop between this minor and some departments/schools on campus. A general discussion occurred about the newly hired faculty members, if they were reassigned, and the merits of the new faculty. Lippert provided additional information that these faculty members were assigned, initially, to jointly develop new diversity-oriented courses for the minor but had to be reassigned. Califf provided her thoughts on the review and indicated that the

learning outcomes rationale appears disingenuous. Califf indicated that learning outcomes should be present even if it might be more difficult to determine them. Howell echoed Lippert's sentiments and provided additional information/context into the joint hires, her experience, and some of the ambiguity concerning the learning outcomes and if the learning outcomes relate to the Caribbean region or not. Newport provided context that the IDS minors, by their nature, are meant to be a combination of different departments and the learning outcomes, out of a structural necessity, are going to be more difficult to determine, but still should be done. A general discussion occurred between Hurd, Lippert, Ray (guest), Savage, Califf, Paolucci, Lindsey (guest) about the nature of IDS Minors, the history of them, the rationale for them, the accountability concerns of the IDS minors, funding model of them, and general review processes of them. After a clarification of the recommendations and the positive improvements of the minor review, the UCC moved onto the next IDS minor review.

b. Middle Eastern and South Asian Studies – IDS Minor Review – Lippert, Leonard

Lippert/Leonard characterized this program as useful, but not as relevant as it could be. Leonard specifically mentioned that this program is “well-developed and under-enrolled.” They specified that the program is well structured and has learning outcomes. They did provide some criticism that portions of the review appeared to be copy-pasted from previous reviews. A recommendation they mentioned was to increase the enrollment numbers given how low the enrollment numbers are. Leonard indicated that they were getting students into the program “too late” and most of the students had to drop the minor. Their other recommendations included: developing their study abroad program, converting to a more online format instead of printing 500 paper copies/handouts, alternative recruitment avenues, better student tracking, and find relevant comparisons of similar programs from other universities. Howell provided context to potential problems with the minor. Specifically, Howell indicated that her class is a part of the minor and could be a potentially large feeder to the minor, but the class is concerning the North African region, which is separate from the Middle East and South Asian focus. Generally, she indicated that the Middle Eastern and South Asian regions are geopolitically difficult to unify into a coherent program and ISU lacks internationalized experience to embody these aims/goals. Howell, for example, referenced ISU not offering Arabic courses or South Asian language courses but having a Middle Eastern and South Asian Studies program. Howell also provided additional context that some information was included (a guest speaker) but other information was not (a collaboratively produce documentary). Lippert and Leonard indicated generally that the program appears to be “technically” fine but does have considerable concerns. Hurd indicated that some of their core courses structurally conflict with the program and recruitment given that some of the core courses require 45 credits before a student can begin the minor. Paolucci/Califf echo this and indicate that resolving these prerequisite issues could be a “nuts and bolts” way of resolving some of their recruitment/enrollment/graduation concerns. A general discussion occurred between Califf, Paolucci, Howell, Lindsey (guest), and Lippert concerning potential difficulties with this minor (recruitment, geopolitical aspects, structural aspects, enrollment, and IDS minor ownership/accountability). After these various discussions and a confirmation of the recommendations for the program, the UCC moved onto other reports.

5. Liaison Assignments:

a. Council of General Education: Califf indicated that various proposals were approved, but otherwise, nothing else was discussed. Califf indicated these proposals should be reviewed by the UCC in the relative near future.

b. Council for Teacher Education: Nothing reported

c. Academic Affairs Committee: Nothing reported

6. Staff Report:

Hurd indicated that UCC members should familiarize themselves with the operating procedures on the UCC website.

7. Miscellaneous:

8. ADJOURNMENT:

Falbe motioned to adjourn. The UCC meeting was adjourned approximately 4:30.