

Faculty Council Meeting
November 2, 2016
AGENDA (DRAFT)

1. Chair's Announcements

- Minutes from October 5 Faculty Council meeting – (will be) on the Faculty Council web site
- Course load reductions for FC business
 - Faculty Council Chair – one CLR each semester
 - CAP Chair – one CLR for the year
 - Compensation Committee Chair – one CLR for the year
 - Gender & Diversity Committee Chair – one CLR for the year
- FC attendance policy – Appendix G of the Faculty Council Constitution
- Policy on Mandatory Reporting for Incidents of Sexual Harassment and Interpersonal Violence – available for review and comments on the Human Resources web site (<http://sites.jcu.edu/hr/pages/resourcespolicies/policy-review/>) until November 18.

2. Items for Business

- Report from the Provost's Council – Jean Feerick. Report and discussion limited to 10 minutes.
- Report on meeting with the Provost and VP for Enrollment regarding faculty input into policies around the issues of enrollment and student life – Barbara D'Ambrosia and Gwen Compton-Engle. Report and discussion limited to 10 minutes.
- Committee on Academic Policies – Peifang Tian. Report and discussion limit to 15 minutes.
 - Update on the curricular proposals (proposals are on the Faculty Council web site)
 - Prioritizing future work
- Proposal from the Core Committee on an alternate pathway for Engaging the Global Community credit for students studying abroad – Council must determine whether faculty review and vote is necessary. Discussion limited to 10 minutes.
- Name change and curricular modifications for the Women's and Gender Studies program (attached) – Council must determine whether faculty review and vote is necessary. Discussion limited to 5 minutes.
- Review of Faculty governance structure – form a committee/task force/working group, or table the issue. Discussion limited to 10 minutes.
- Representation of part time faculty in Faculty Governance – form a committee/task force/working group, or table the issue. Discussion limited to 10 minutes.

3. Committee Reports

- RTP – Tom Zlatoper
- RSFD – Simon Fitzpatrick
- Gender & Diversity – Emily Butler
- Elections – Roy Day

- Compensation – Mike Martin
- CAP – Peifang Tian

4. Agenda for the November General Faculty Meeting

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5. New Business

6. Adjourn

28 October 2016

TO: Dr. Barbara D'Ambrosia, Chair, Faculty Council
Members of Faculty Council

FROM: Peter Kvidera, Director, Integrative Core Curriculum

RE: Proposal for policy allowing students to complete the Engaging the Global
Community (EGC) requirement with study abroad experiences

Thank you for taking the time to read and consider this proposal. The Integrative Core Curriculum Committee reviewed and revised the proposal over the course of several meetings, approving it unanimously on Monday, October 10. The members of the committee argue that this proposal, while offering a different pathway to fulfill the EGC Core requirement, still allows students to meet the necessary learning outcomes and, in fact, enhances opportunities for students to “act competently in a global and diverse world.” Although integration of disciplines may occur in a different form for these students (that is, different from team-taught courses or courses taught as part of faculty learning communities, as offered at JCU), the committee argues that the culminating impact of the study abroad experience—curricular and co-curricular—will provide a valuable means toward integrated knowledge as students apply one cultural context (what they experience abroad) to another (their own).

Finally, the Integrative Core Curriculum Committee values this proposal because we believe it will encourage more students to study abroad, thus supporting the University’s mission: inspiring individuals “to excel in learning, leadership, and service in the region and in the world.”

We look forward to hearing your comments on this proposal.

Proposal:

Study abroad experiences may satisfy the Engaging the Global Community core requirement.

All courses approved for EGC credit must address the following learning goals:

- Demonstrate an integrative knowledge of the human and natural worlds
- Communicate skillfully in multiple forms of expression (writing)
- Act competently in a global and diverse world

The Integrative Core Curriculum Committee argues that by participating in and completing a study abroad program, students meet these learning goals. The experience itself—traveling, living, and studying abroad—provides ample opportunity for gaining global competence, perhaps even more than in an EGC course on campus. The committee also believes that the collective experience of curricular and co-curricular experiences in a study abroad program also provides opportunities for integrative learning (see the rubric for integrative knowledge below). For students to demonstrate that they have met the learning goals for integrative knowledge, global competency, and writing, the committee proposes the following process for students participating in study abroad programs, by which they reflect on their entire curricular and co-curricular experience abroad (not just an individual course). Completing this process will lead to fulfillment of their EGC requirement for the Integrative Core:

All students who participate in and complete credit-bearing study abroad experiences (whether summer, full-term, or intersession; whether JCU-sponsored, institutional partner program or not) may apply to have their study abroad experience satisfy the Engaging the Global Community (EGC) requirement. This application involves submission of a reflective essay in which students demonstrate how the study abroad experience meets the EGC learning goals.

Students will learn about this opportunity via program marketing, study abroad marketing, and new student orientation. At the required pre-departure orientation offered by the Center for Global Education (CGE), the requirements will be explained in detail. Students will, at this time, be provided with the prompts and rubrics. After their return, during the required reflective debriefing (also through the CGE), students will be reminded of this opportunity. Students must make their application within six weeks of the debriefing session.

Reflective Essay

After their study abroad experience, students will write and submit a reflective essay that answers a provided prompt. The prompt will ask students to apply or connect skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic, cultural, or experiential context to those from another. This essay will be used to measure both integration and writing.

An *ad hoc* committee (to include representatives of EGC, CMLC, IBLC, assessment, and Global Ed.) will craft the prompt, to be approved by the Core Committee in a separate vote.

For completion of the EGC requirements, students must submit their essay, via OnBase, to the Director of the Center for Global Education. The Director (or her/his designee) will verify that the essay requirement is complete. If complete, the student receives EGC credit (with notification of the Registrar’s office). The essay will be forwarded to the Assessment office for future use.

Assessment

During the normal assessment cycle, the Global Community subcommittee will evaluate the reflective essays just as they do work from on campus EGC courses.

Rationale for assessment:

Current EGC Process	Study Abroad Proposal
Existing or new courses are designed to meeting the learning goals for EGC: integration, writing, global systems/diversity.	Study abroad courses should meet the EGC goals, particularly the global ones; the essay guarantees that the other two are addressed by the student.
The approval process examines assignment descriptions and syllabus to ensure compliance.	The design of the essay (prompts, and rubrics), to be approved by the Core Committee, ensures compliance.
Students complete work during the course for later assessment.	Students complete work during and after study abroad for later assessment.
Students receive credit for the requirement if they pass the course. <u>There is currently no required direct connection between their performance on the learning goals and their final grade.</u>	Students receive credit for the requirement if they pass the course AND SATISFACTORILY COMPLETE THE ESSAY REQUIREMENT.
Instructors submit rubric scores and student work.	Students submit their own work.
Subcommittee assesses student work and evaluates student learning across the category.	Subcommittee assesses student work and evaluates student learning across the category.

We understand that there may be concerns over the quality of student work submitted; however, this quality will be evaluated in the regular assessment process of EGC courses. According to the comparison above, in the existing process, quality of work, in terms of meeting Core requirements, is also not evaluated until the regular assessment process. Note: because of sampling, the assessment workload will not increase for the EGC subcommittee.

It is also important to remember that for those students who choose their study abroad experiences for EGC are already required to complete additional work. We need to be careful not to increase their workload substantially.

Distribution Requirements in Integrated Courses

The Integrative Core Curriculum requires that, among the five integrated courses (EGC, ENW, and EHE), a student must take at least one course from each of these distinct fields:

1. One course from BL, CH, MT/CS, PH/EP, PS (natural sciences focus)
2. One course from AH, CMLC/CL/IC, CO, EN, HS (humanities focus)
3. One course from EC, PO, SC (social sciences focus)

Normally, an EGC course taken at JCU would provide the student one of these courses toward the distribution requirements. Because this proposal allows students to complete their EGC requirement in a study abroad experience, the Integrative Core Committee also proposes that students be allowed to select one of the courses they complete during their study abroad experience to count toward one of the distribution requirements. For instance, if a student completes an economics course abroad, she/he can request that this course fulfill the social science requirement. Students will be able to make such requests with an academic petition. Note: the distribution requirements are not tied to the learning goals of the integrated courses.

The EGC integration learning goals state that students will be able to

1. Draw conclusions by connecting examples, facts, or theories from more than one field of study or perspective
2. Apply skills, abilities, theories or methodologies gained in one situation to contribute to their understanding of a problem or issue

The current rubric for Integration looks like this:

	Exceeded (5)	Met (3)	Not Met (1)
<p>Student applies skills, knowledge, or methodologies gained in one academic or experiential context to a different academic or experiential context.</p> <p style="text-align: right;">1C2a</p>	<p>Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories <u>gained in one academic or experiential context</u> to those <u>from a different academic or experiential context</u> to analyze complex issues or solve problems, with sufficient support.</p>	<p>Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in <u>one academic or experiential context</u> in <u>a different academic or experiential context</u> to convey knowledge or explain issues.</p>	<p>Does not effectively apply or connect skills, knowledge (examples, facts, evidence), or methodologies/ theories gained <u>in one academic or experiential context</u> to <u>a new context</u> or may do so at a superficial level.</p>

We propose that the Study Abroad Essays be evaluated by this minor variation:

	Exceeded (5)	Met (3)	Not Met (1)
<p>Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.</p> <p style="text-align: right;">1C2a</p>	<p>Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories <u>gained in one academic, experiential, or cultural context</u> to those <u>from a different academic, experiential, or cultural context</u> to analyze complex issues or solve problems, with sufficient support.</p>	<p>Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in <u>one academic, experiential, or cultural context</u> in <u>a different academic, experiential, or cultural context</u> to convey knowledge or explain issues.</p>	<p>Does not effectively apply or connect skills, knowledge (examples, facts, evidence), or methodologies/ theories gained <u>in one academic, or experiential, or cultural context</u> to <u>a new context</u> or may do so at a superficial level.</p>

Proposed Changes to the Women’s and Gender Studies Major and Minor

The WGS Program intends to revise its requirements for the major and minor with the changes being effective beginning fall 2017. These changes are being made to better meet our stated program learning goals and to further align our major with the Integrated Core. Although we do not believe this internal realignment needs to go to CAP, following the process laid out in the “Approval and Notification Process for Curricular Changes” document, we have created this proposal to create transparency about the changes and to allow others to weigh in on during the process.

The most noticeable change to our program is that we are requesting a name change from the “Women’s and Gender Studies Program” to the “Gender and Sexuality Studies Program.” The topics under study and the outside courses being included as electives in the program are not changing due to the name change. The program always examined the areas including: constructions of both femininity and masculinity, gender roles, sexual assault, violence against women, sexuality, etc. The faculty members on the Advisory Board and the students consulted who are currently majors and minors are all in favor of this change.

The following changes are being proposed to the **major requirements (36 cr. hours)**:

- Maintain three courses (9 credit hours) of required coursework, but revise them in the following fashion:
 - o Re-name *101 Introduction to Women’s and Gender Studies*, as *101 Introduction to Gender and Sexuality Studies*
 - o Split the current course *450 Women’s and Gender Studies Capstone: Integrating Theory and Practice* into two courses, as it is currently too intensive to have a capstone writing course and internship all in one. The two new courses will be: *400 Critical Inquiry* (3 cr., “W/AW” & “P” designation) and *401 Internship & Seminar* (3 cr., capstone designation).
 - o Eliminate *WG-301 Sex and Gender in a Global Context* as a required course
- Maintain nine courses (27 cr. hours) of elective coursework.
 - o Old requirements: Choose any 9 courses from the approved list
 - NOTE: Choose 3 courses (9 cr. hours) from the Humanities; 3 courses (9 cr. hours) from the Social Sciences, including Psychology
 - At least 3 of these 9 courses must be at the 300 or 400 level.
 - o New requirements:
 - Choose one of the following “Core Gender” courses (3 cr. hours): EN-491, HS-297*, PL-330, PO-299*, SC-320
 - Choose one of the following “Core Sexuality” courses (3 cr. hours): HS-195*, PL 388, SC-315, TRS 364, WG-310,
 - Choose one of the following “Global/Diversity” course: (3 cr. hours): HS-310; HS-297*, IC-163, PS-342, SC-255; Note: Study abroad experiences are encouraged and may fulfill this requirement by petition.
 - Complete any other six additional courses (18 cr. hours) from the approved list. NOTE: Of the 27 total elective credit hours, at least three courses (9 hours) should be from the Humanities and at least three courses (9 hours) from the Social or Natural Sciences.

The following changes are being proposed to the **minor requirements (18 cr. hours)**:

- Continue requiring students to take 101, but (as with the major) this will be renamed, *101 Introduction to Gender and Sexuality Studies*
- Require students take an additional 15 credit hours distributed in the following manner:
 - o Old requirements:
 - WG-301 Sex and Gender in a Global Context
 - WG-450 Women's and Gender Studies Capstone: Integrating Theory and Practice
 - Choose any 3 courses (9 cr. hours) from the approved list.
 - NOTE: No more than two of these additional courses may be from the same discipline. Normally, at least one will be from the humanities and one from the social sciences.
 - o New requirements:
 - Choose one of the following "Core Gender" courses (3 cr. hours): EN-491, HS-297*, PL-330, PO-299*, SC-320
 - Choose one of the following "Core Sexuality" courses (3 cr. hours): HS-195*, PL 388, SC-315, TRS 364, WG-310,
 - Choose one of the following "Global/Diversity" course: (3 cr. hours): HS-310; HS-297*, IC-163, PS-342, SC-255; Note: Study abroad experiences are encouraged and may fulfill this requirement by petition.
 - Complete any other two additional courses (6 cr. hours) from the approved list.
 - NOTE: Of the 15 total elective credit hours, at least two courses (6 hours) should be from the Humanities and at least two courses (6 hours) from the Social or Natural Sciences.

** Course has been taught as a special topics course but we believe it will be getting a permanent course number in the 2017-19 course bulletin*