

*****Approved at September 23, 2009 Division Meeting*****

**Division of Social Science Meeting Minutes
August 20, 2009**

Faculty in attendance: Pareena Lawrence (Chair), Roland Guyotte, Jennifer Deane, Jacqueline Greenwood-Julien, Heather Peters, Joe Beaver, Sheri Breen, Zhiguo Ye, Steve Gross, Paula O'Loughlin, Bart Finzel, Rebecca Dean, Steve Burks, Cyrus Bina, Solomon Gashaw, Roger Rose, Katherine Benson, Dennis Stewart, Donna Chollett, Farah Gilanshah, Tom Gausman, Seung-Ho Joo, Arne Kildegaard, Bert Ahern, Kevin Stefanek, Jennifer Rothchild, and Jeff Ratliff-Crain.

Student Representatives in attendance: Miranda Tjaden (History), Michael McBride (Political Science)

Faculty Excused absences: Sheng Xiao and Leslie Meek

Student Representatives Excused absences: Kathy Julik-Heine (Econ/Mgmt), Nicole Swanson (Psychology), Laura Weldy (Anth/Soc)

Faculty on leave: Harold Hinds and Marynel Ryan Van Zee

I. Welcome

Division Chair Pareena Lawrence called the meeting to order at 10:05 am. She introduced new faculty members Sheng Xiao (Economics and Management, absent), Roger Rose (Political Science) and Zhiguo Ye (History) and welcomed Roland Guyotte, Bart Finzel and Cyrus Bina who are returning from sabbatical. She also introduced Joseph Beaver, Tom Gausman and Kevin Stefanek, who will be filling new or reconfigured positions within the Social Science Division. Chair Lawrence introduced the discipline coordinators for 2009-10 and explained their role: Rothschild: Gender, Women and Sexuality Studies; Kildegaard: Economics and Management; Ahern: History; Gross: Social Science; O'Loughlin: Political Science; Gashaw: Sociology and Anthropology; Chollett: Latin American Studies; Stewart: Psychology; and Pelletier: American Indian Studies.

II. Division Affairs

1. Announcements and updates

Information on duplicating budgets for 2009-10 are in discipline coordinator mailboxes and provide \$200 or \$250 for duplicating to all FTE faculty based on 08-09 enrollments. Each discipline also has \$200 to use as its members wish. Faculty members also have received the fall timetable for division meetings, all of which will begin at 5:15 pm in Imholte 109. The division expenses policy is on the Social Science Division website.

Chair Lawrence reminded everyone to use password protection on their computers, including both desktops and notebooks.

Chair Lawrence asked that when faculty members are submitting grant applications that require her signature they allow at least two days for her review before the application deadline.

Beginning this year, the division will collect electronic syllabi for all social science courses.

Chair Lawrence said that she is glad to see faculty are doing fewer directed studies because faculty want students to enroll in regular courses whenever possible. She also noted that student evaluations for spring semester 2009 have arrived in her office and soon will be available to faculty members.

If faculty members plan to be out of town for a conference or other reasons and/or if they will have someone else teach their class on a certain day, they should let the division staff know of these plans.

III. Campus Reports

Assistant Dean Jeff Ratliff-Crain introduced some of the changes to campus offices due to fiscal issues. Several offices are affected, including Career Center, Center for Advising and Learning, Academic Center for Enrichment (ACE), and Disability Services. Jeff plans to send out a short summary via email. A retention office (a new consolidated single-person office with Jen Zych Herrmann) has been added, as well as the newly redefined position of Assistant Dean. As Assistant Dean, Jeff will be responsible for supervising the following areas: first-year seminar, summer registration and other duties in addition to the newly created CARE office (Career, Advising, Retention, and Enrichment). There are now three support staff for these 6+ offices. They are scattered across campus, and in transition this semester. According to Ratliff-Crain, first and foremost is their desire to serve the students in the best way possible.

The offices will merge physically during this year in order to help students better connect with these related areas. Ratliff-Crain outlined the main moves that will take place in the lower level of the Student Center. Winter break is the target time for these moves. A concentrated area of support is the goal. Academic Assistance and Disabilities offices will stay on third floor of Briggs Library because of space constraints.

Ratliff-Crain explained that the ACE office will handle study abroad, national scholarships (Rhodes, Truman, Fulbright), MAP, UROP, National Student Exchange, the Honors Program and the Morris Scholar stipend. ACE director Paula O'Loughlin explained that the Morris Scholar stipend began three years ago with a half-tuition award and \$2500 for academic enrichment experience and students must go through her office to get this money. She said she is planning special open houses for faculty to learn about resources to share with their advisees. She also provided a brief explanation of ACE's role in enrichment possibilities and its use of student/faculty volunteers. The goal is for all students to have access to information, not depending on "who you know." Ratliff-Crain added that ACE is becoming a place where students and faculty can "settle" and talk and that he will send out more detailed information and links.

Continuing with his discussion of academic support offices, Ratliff-Crain described the Career Center located on the second floor of Behmler Hall. Director Gary Donovan is available for presentations in classes and to discipline clubs and other groups. The Career Center web page has links for particular majors and shows what our graduates are doing with their degrees. The Assistant Dean suggested that faculty visit this site to see what is being said about their majors, check for the need to update information and consider ways to use the Career Center web page as a resource for all our majors. He noted that if faculty members are bringing recruiters to campus, faculty should be sure to contact the Career Center for publicity and legal purposes.

Ratliff-Crain reported that Annette Schewe, director of Academic Assistance, wants us to know that individual tutoring should not be considered the tool of first defense. Drop-in study groups and

tables can be established and study tables already exist for economics, statistics, math, computer science and chemistry. A schedule will be distributed soon. He also noted that instructors are asked to sign off on online request forms for individual tutoring because the Academic Assistance office needs to know that the student has had the necessary conversation with his or her instructor.

Next, Colleen Frey brought us up to date on the Disability Services office. Disability training is available on the office's website and the institutional number required to sign in is 447. She encouraged us to go through the training, which provides an overview and various scenarios. The most important thing for all faculty members to know is that 1) if students say they have a disability, they must hand faculty a letter on letterhead and 2) if faculty believe the authorized accommodations will harm essential components of the course, they should contact her immediately. Frey also noted that she had just sent out an email message regarding disability statements for course syllabi. Frey then addressed the issue of administering tests through her office. UMCAL worked very well for scheduling these tests last year, she said, and she asked faculty to use it again this year. Changes to the schedule can be made by faculty themselves or Frey can do it for those who do not use UMCAL. If a student shows up for an exam and Frey does not know about it, she will reschedule the exam for a time convenient for her and the student, although this rarely happened last year. An instruction sheet on how to schedule these exams is provided with the letter that students must provide to faculty. On UMCAL, faculty should schedule a 15 minute slot and Frey will know how much time to allow if they'd included that information on the exam directions.

Chair Lawrence noted that when faculty are duplicating their exams, faculty can give these exams to the division staff. They will take the exams to Disability Services and make sure they are returned in a secure way.

Frey added that her office has a special email account for exams and will provide this address to us by email. This address is used only for exams and her office staff checks it each morning. Disability Services never returns completed exams through campus mail and will either carry them to our mailboxes or faculty can pick them up. The request form will ask for our preferences.

Frey also addressed the issue of test anxiety and explained that the policy changed last year. Formerly, students went through a screening process and Disability Services then let them take exams at the center. However, campus counselors say that test anxiety is one of the easiest problems to treat and they have a good evaluation process to see whether the problem is major or minor. If it is judged to be a major problem, the counselors send a letter to Disability Services, the student signs a contract for treatment and receives one semester of accommodations while working on test anxiety issues. If it is judged to be a minor problem, Disability Services probably won't see that student again. If faculty members want to offer accommodations on their own, that's fine, according to Frey, but they should make sure they're doing so in an adequate way. Once again, she said, the main goal is good communication.

Roland Guyotte mentioned instances when students want to take exams in a distraction-free environment but return to the regular classroom for a later exam. He questioned whether faculty need to notify her in those cases. Frey encouraged faculty to notify her office in these cases but said it remains the students' responsibility to do so.

Tom Gausman asked whether all students have test anxiety of some sort. Frey agreed that many students have test anxiety but said that some have it much worse than others and that it tends to get worse. For this reason, students need to talk to a counselor to get it under control.

Next, Clare Strand shared announcements from the Office of the Registrar. The office has installed a new EMS (Event Management System) for online scheduling of campus rooms and events. The EMS link is available on the registrar's and faculty web sites next to the old form for submitting these requests. The system was installed in July and covers all classrooms for the coming year. This system uses the same business practices as in the past (e.g., Jeanne Richards is the only one who schedules the recital hall; classrooms are now up for grabs). Strand urged faculty members to go to this website and set up their own accounts with a password and said that doing so will allow us to see when rooms are available. A further advantage is that those who request space through EMS have priority over those who use the old form. Chair Lawrence added that division staff still will still handle room requests if faculty are not comfortable doing it themselves. According to Strand, Karen Ellis and Jeri Squier are the ones who are approving requests and, due to reductions in staff, they have been instructed not to take phone call requests, so faculty must think ahead and use the EMS system. Chancellor Jacqueline Johnson, who was waiting for her own chance to speak to the division, noted that some conflicts could arise about priorities of space assignment – that first-come-first-served may not be the best approach in some circumstances – and that technology probably could not eliminate all disagreements. Faculty will need to work out any conflicts through conversation on broader institutional use of spaces, she said. Strand explained that EMS cannot accept requests with less than 24 hours notice and that faculty must use the old form in these cases. In addition, the system's software has excellent ability to provide utilization reports and these will be useful to support the administration's arguments for additional classrooms.

In response to a question from Steve Burks, Strand said that EMS allows you to see whether a room is open if you need to use it immediately but it will not allow you to submit a request with less than 24 hours notice. In response to a question from Donna Chollett, Strand said that although the system is new, the registrar's office assumes that Campus Security is on board and will unlock rooms when they are reserved. Student representative Mike McBride asked whether student organizations can use EMS and Strand replied that official student organizations can open an EMS account but that TAs and other work-study assistants cannot do so and must use the old request form. Paula O'Loughlin asked whether the registrar's office staff would be able to talk to her if she walked over to the office and Strand replied that the staff cannot provide the "instant gratification" that they have provided in the past.

Next, Argie Manolis provided an update on the new Office of Community Engagement. This represents some changes in campus outreach to the community and the new office will be working closely with the Center for Small Towns. Her office eventually will be located in the new Gateway Center but will be located in Blakely 112 this semester until that building is completed. Those who want to contact her right away should call the phone number in the directory. Her office is committed to service learning and working with the Tutoring, Reading and Enabling Children program coordinated by Pam Solvie. The community service component will be developed this year to see what makes most sense for faculty and students. She will contact discipline coordinators to schedule talks at discipline meetings on how to integrate different community connections in ways that make sense for students. The office's goal is to connect with disciplines, student organizations and residential life to make pathways for students to do work that's truly developmental. These can be short-term or service projects that later become more sophisticated work that helps students build skills for graduate study. Faculty need to plan early, she said, so those who are interested in service learning should contact her in October to plan for spring semester. In addition, as requests for service learning come into her office, she'll contact faculty members she thinks are particularly appropriate for those requests.

Next, Chancellor Johnson and Dean Cheryl Contant presented their greetings and announcements. Chancellor Johnson noted that lots of changes have occurred and will continue to occur due to the broader economic context. She said that faculty must work well with one another and serve students well in the midst of these changes. We all also face the additional challenge of finding each other and getting answers because of moving offices and personnel. She reinforced the idea that faculty need to serve students and that we all need to talk to each other to figure out the issues, which fits the spirit of this division and this campus. She also expressed her pleasure at seeing everyone return to campus. She said she would offer specific updates at the convocation in the afternoon and would love to come back to the division after the convocation to discuss these issues more fully. Dean Contant feels the same, she said, and they could come together or separately to hear the issues directly and avoid “quiet worrying.”

Dean Contant then offered her welcome back to campus and provided three updates. First, she addressed the “continuing migration” of continuing education courses. Some CE courses were moved to academic divisions last year. Reintegration of these courses into the academic disciplines is nearly complete but faculty need additional conversations about new general education web courses. We will be expanding these course offerings and refurbishing others and intend to make them available to students outside our campus. She drew attention to so-called “DFWI courses” that have a high proliferation of these four grades, as these can be bottlenecks that prevent students from taking higher-level courses. It is possible that our faculty can provide these courses online in an equally rigorous way so that we can better serve the needs of these students. Faculty would open these courses to our own students on a limited basis when a logjam occurs or when they are not offered on our campus, as the online courses are not intended to be duplicate offerings for our own students.

Second, Dean Contant addressed the topic of learning outcomes. Last spring, the Curriculum Committee passed a set of outcomes to go forward for conversation (not approval) to campus governance committees and campus forums so that faculty, staff and students can provide input. The Twin Cities campus has proposed two sets of outcomes: student learning outcomes and student development outcomes. In contrast, we see the need to merge these into one set of outcomes that sees curricular and co-curricular activities as integrated, according to Contant. The LEAP (Liberal Education and America’s Promise) initiative by the Association of American Colleges and Universities has been a strong guide, she said, and UMM has “massaged” the AAC&U proposal to fit UMM’s unique character. Dean Contant encouraged all of us to participate in this conversation as the process comes to a conclusion in fall semester and outcomes are brought forward in spring semester.

Third, Dean Contant spoke on the re-emergence and revitalization of program reviews. The last full round took place in 1994-95 and Chancellor Johnson engaged in a “quick and dirty” version in 2006 but now we are rediscovering the program review process, she said. Conversations are now taking place about the criteria and process for these reviews and Dean Contant stressed that this development should not be onerous. We will try to collect data centrally but the narrative and qualitative assessments will remain the duty of the disciplines and programs, she said. She noted that discussion of the services offered by external reviewers has led to a difference of opinions and that some feel external reviewers offer repetitive suggestions about the ever-present need for greater funding. One intriguing suggestion is to send our faculty to an aspirational program that faculty see as a model and learn from their experiences, thus making an investment in our own people who come back and fertilize our own programs. Dean Constant discussed why we should want to put time into program review. Faculty need to be asking the following questions, she said: If I had more resources, what would I do with them to improve my program? If I did not have more

resources, what would I do? If I had fewer resources, would my program continue to exist? These are questions it's worthwhile to ask about our programs, she said.

Bert Ahern noted that the history discipline did a review in 1994-95 and that it was a valuable process. In that case, the external reviewers did not say "you need to give it more resources" but analyzed our strengths and resources and allowed us to know some things about our impact that were valuable. It is important to ask some of the senior faculty about earlier experience with program review, he said, and faculty should use both external reviewers and send our own faculty representatives to other programs. In past years, faculty used the Faculty Center for Learning and Teaching as our main central office when thinking about reframing programs because this offered many resources in our scholarship and pedagogy. With the faculty center's elimination, Ahern asked, what will be the mechanism to help us collectively garner the resources to improve our practices?

Dean Contant replied that the faculty center has not been lost but rather has been suspended for a brief period of time so we can review faculty development activities. We will reexamine what the mission of the center should be and think about what we can do to give our faculty support, she said, noting that we have not lost the faculty center permanently but are moving toward something better in pedagogy, scholarship and performance activities as well as student learning. Chancellor Johnson supported Contant's statement, adding that we had to rethink our spending for the center and that "suspension" is the best way to describe it. According to the chancellor, we need to rethink how these functions are fulfilled at other institutions and reform what the faculty center could look like.

Dennis Stewart asked for clarification on the past practice of additional stipends for faculty who teach online courses, saying he had heard this practice would not continue. Dean Contant replied she wants to prevent overload teaching by faculty. In some extremely unusual circumstances when no other qualified instructors are available, we may seek the assistance of a full time faculty member to teach a course as an overload but that is the exception, not the rule. Faculty are here to teach our residential liberal arts students. Some have asked whether faculty can incorporate these online courses into the regular teaching load and the answer is yes but when that is not a possibility then we will seek to employ someone else to teach online courses. There now exists a very limited basis for full-time faculty for this overload situation.

Chancellor Johnson stated that keeping residential students involved during the summer is an opportunity that could be furthered if faculty taught more online courses in summer. Stewart noted that he has received "very mixed messages" on this topic of online courses and the chancellor replied that the subject needs careful faculty consideration. The UM system has made the decision to move strategically in the direction of web-based and online instruction and see how UMM can expand its online courses for PSEO and Gen Ed Web, she said, and we will be talking about the possibility of these new revenue streams. We don't know exactly what this might look like but the Achieve program will provide some new funding and we are being looked at as the leader in new online courses. Full-time faculty members may have more opportunities to develop and deliver online courses, not principally to residential students but rather to reach out to other potential students elsewhere in the world, according to the chancellor. Faculty have the brand and quality and will have some interesting conversations and expanded opportunities in this coming year. This represents more opportunities than barriers, Chancellor Johnson said, and nothing is set in stone. We're being targeted by the U of M system to be involved in this delivery to non-degree-seeking students who will provide new revenue.

Stewart raised his concern that some students will take an online course someplace else if they can't take it through UMM and that we need to be careful not to force some of our students away. Chancellor Johnson replied that these are conversations faculty need to have through division chairs and Dean Contant. Questions and discussions about the role of online courses in our institution are overdue because higher education has changed and new options are being offered.

Ahern said that we must make sure that faculty exercise control over the online courses. The UMM "brand" has been developed with faculty control of curriculum and if we bring in additional people for online courses, full-time faculty need to "sign off" on these changes. Chancellor Johnson replied that she couldn't agree more. She sees the "principles of good practice in undergraduate education" as a guide and has looked at online courses in development workshops. With faculty oversight and careful articulation of what is essential, she said, we have strong possibilities.

Burks said that he agrees that we should prevent people from teaching overloads because if we expand online courses we'll also expand our faculty. This approach also prevents us from hiding the fact that our faculty salaries should be increasing, he said.

IV. Division Affairs (continued)

1. Announcements and updates (continued)

Following the campus reports, Chair Lawrence continued with the agenda items that concern announcements and updates for the division. She reminded faculty members of her email requesting information for the university's accountability report and asked that faculty reply as soon as possible.

Next, Chair Lawrence sought a consensus on whether the chancellor and dean should be invited to a division meeting this fall to hear and respond to concerns from division faculty. A consensus of approval was reached and Roland Guyotte asked if we could survey division members to see what issues faculty want on the agenda. Chair Lawrence agreed to do so.

2. Approval of minutes

Minutes of the Social Science Division meeting of May 4, 2009, were approved with the following amendments: 1) addition of the Katherine Sullivan Award winner; 2) in item 4, last paragraph, change to "mission is primarily instructional," and 3) addition of Heather Peters as present.

3. Division and discipline budget

All division budgets have been cut by 5% and the division is no longer buying individual printer cartridges, so faculty members should plan to use the printer hubs and division printer in Camden. A new printer has been installed for the division office and default printing is double-sided. Each discipline has \$200 additional dollars for cost overruns, printing, and larger mailing costs (e.g., packages) etc.

4. Faculty searches

The division has requested two tenure-track positions: Asian history (Shorb replacement) and U.S. history/Native American history (Ahern replacement). A tenure-track position in environmental

studies also has been requested; this is an interdisciplinary program and the position description calls for a social science faculty member.

5. Faculty retention and promotion

The following are scheduled for this year: tenure and promotion: Jennifer Deane; promotion to full professor: Arne Kildegaard; and probationary faculty reviews. Because we have no fourth-year faculty this year, there will be no retention votes only advisory votes cast for probationary faculty. Files for Kildegaard and Deane will be available to the appropriate tenured faculty in electronic form as well as in hard copy to facilitate reading of files. If all goes well we may provide electronic files for all probationary faculty as well next year. However, paper copies will always be available. The electronic files are on the Division webpage under P&T and appropriate faculty will receive information when the files are ready to be viewed. Faculty who will review these files are reminded that they should avoid printing these files and should never print the external reviewer's letters.

6. Election of Division Grievance Officer

The division elected Bart Finzel as grievance officer.

7. Election of Social Committee members

The division elected Heather Peters, Jacqueline Greenwood Julien and Arne Kildegaard to serve as the Social Committee.

8. Election of members to Faculty Review/Post-Tenure Review Committee

The division re-elected Bert Ahern, Seung-Ho Joo and Leslie Meek and elected Bart Finzel to the Faculty Review/Post-Tenure Review Committee.

9. Policy Committee update

Chair Lawrence stated that the Policy Committee members who were elected at the previous division meeting will face a significant task revising the division 7.12 statement. These procedures were revamped in 2007 and submitted to the UM system's Provost's office. Lawrence received their reply two weeks ago with many comments that we will need to revisit. The Policy Committee needs to decide what comes to the division, and we are required to report back by October, and the next two division meetings will be devoted to this topic.

The meeting was adjourned at 12:16 pm.