Theme: Sharing responsibility to create and support community. Creating a climate which promotes a sense of community while valuing the uniqueness of the individual. Manifesting an ability to adapt to circumstances without compromising our values.

Objective: To engage the College community in a reflection on community as a core value, not only for our students, but for each of us in our faculty and staff roles.

8:00 a.m.  Continental Breakfast  Somers Lounge

     Faculty Assembly  Somers Lounge
     Off-site accessibility: 218-733-2220 or 800-447-5444 ext. 2220
     Participant Code: 2059
     Adobe Connect at: https://saints.adobeconnect.com/facultyassembly/

FACULTY ASSEMBLY AGENDA

9:00 a.m.  Call to order  Annette Simmons

     Invocation  Lynn Hamre,
     Dean, School of Business and Technology

     Alma Mater  LeAnn House,
     Music Department Chair

     Presentation of the Agenda  Annette Simmons

     Approval of May 2015 FA Meeting Minutes  Annette Simmons

     VPAA Remarks  Beth Domholdt
     • CSS Strategic Priorities for 2015-2016

     CFO Remarks  Susan Kerry
     • Introduction to the Faculty

     CIO Remarks  Xavier Knight
     • Introduction to the Faculty

     Vice President for Enrollment Management  Eric Berg
     • Enrollment Update UG and GEO

     Old Business  None
New Business (Secretary will establish quorum)
- Approval of Final Reports of Standing Committees
- Faculty Assembly Voting Rights for Part-Time Faculty, Part-Time Instructors, and Lecturers (page 93 in Faculty Handbook)

Part-Time Faculty (Patricia Hagen, Sr. Edith Bogue, Melissa Maki, Kari Rengo, Sr. Mary Josephine Torborg, and Thomas Zelman)
Part-Time Instructors (Laurie Anderson and Sarah Cohen)
Lecturers (Thomas Buck, Janice Crede, Elizabeth Fait, Laura Hodapp, Monica Marciniak, Kelly Mullan, Sharon Obst, Sarah Schaaf, and David Vosen)

Announcements
- Presidential Search Update Letter from Jessica Durbin
- Faculty Governance
- Committee Introductions & Announcements
  Faculty Development Chair
  Faculty Welfare Chair
  General Education Director
  Undergraduate Admissions Chair
  Undergraduate Curriculum Chair
  Graduate Council Chair
  Graduate Council and Graduate Curriculum Committee Updates
  Ex-Officio

- Additional Announcements
  Parliamentarian Needed

Adjournment

*Next Faculty Assembly Meeting: October 1 @ 3:50 p.m. in Mitchell Auditorium

10:45 a.m. Break
11:00 a.m. Department/School Meetings Determined by Chairs/Deans
Noon Luncheon Buffet The Greenview
1:30 p.m. Committee Meetings Determined by Chairs
3:50 p.m. Department/School Meetings Determined by Chairs/Deans
1. Off-site accessibility was available through Adobe Connect videoconferencing at http://cssac.css.edu/mitchell

2. Karen Rosenflanz called the meeting to order at 1:30 p.m.

3. Doreene Langason, Assistant Professor, SOE presented the Invocation.

4. Karen Rosenflanz presented the May 2015 Faculty Assembly agenda. The agenda was approved as presented.

5. Karen Rosenflanz asked the faculty for approval of the April 2015 Faculty Assembly Meeting Minutes. The minutes were accepted as presented.

6. Attendance was 91 faculty. Quorum established.

7. Old Business

   Election of Faculty Assembly Secretary,
   Nominee: Todd Neuharth.
   Karen asked for additional nominees from the floor, of which there were none. Karen asked for affirmation of Todd’s election, which was accepted by a unanimous voice vote.

Lecturer Position

Deb Schroeder, Faculty Welfare Committee presented proposed changes to the Lecturer positions. The Academic Council and Dr. Domholdt approved a revised version of the Lecturer Proposal at their April 29th meeting. The sentence in purple is the new revision. The sentence in red was part of the proposed revision presented at the April 2015 Faculty Assembly. From the Faculty Handbook:

C-1 Individual Responsibilities
5b (page 35, May 15, 2014 Faculty Handbook)

The normal teaching load for a full time 9-month lecturer is 32 credit hours. This teaching load recognizes that scholarship, service, and College-wide governance responsibilities are not a normal part of the workload of lecturers. Although course assignments will vary by department and year, lecturers will typically teach multiple sections of some courses. Note: Lecturer positions are limited to the 12 individuals who qualified for the position as part of the College’s implementation of the Affordable Care Act beginning in 2014-2015. In general, the lecturer lines are intended to remain in the Schools in which they originated. Further, the administration is committed to equalizing the pay of Lecturers and year-to-year Instructors in the near future.

Deb explained that this proposal as presented makes the Lecturer position permanent, which up until this point was temporary. Deb provided rationale for the proposed changes. Deb took questions from the floor. Concerns were raised about this proposal eroding tenure at the College.
A question was raised if there had been any discussion of a sunset clause or a date to reconsider this action. It was noted that the issue of Lecturers is different than a sunset clause. There was discussion that the Lecturer positions could be moved from school to school dependent on program needs, and this proposal allows flexibility to shift the Lecturers positions to where there is a demand for faculty.

Gary Boelhower moved to amend the proposal to include: reconsideration of the policy in May 2019. The motion was seconded by Tom Harkin. Gary noted that the amendment is to consider the entire proposal. It was clarified that it was a recommendation for reconsideration, not a sunset clause. It was recommended that the proposal be reconsidered by the Faculty Assembly. The revised proposal would read as: The policy will be reconsidered by the Faculty Assembly in May 2019.

The Faculty Assembly approved the changes in the amendment on a voice vote.

Paper ballot was requested to vote on the entire proposal.

The main motion as amended was to approve the following language for the Faculty Handbook:

C-1 Individual Responsibilities
5b (page 35, May 15, 2014 Faculty Handbook)

The normal teaching load for a full time 9-month lecturer is 32 credit hours. This teaching load recognizes that scholarship, service, and College-wide governance responsibilities are not a normal part of the workload of lecturers. Although course assignments will vary by department and year, lecturers will typically teach multiple sections of some courses. Note: Lecturer positions are limited to the 12 individuals who qualified for the position as part of the College's implementation of the Affordable Care Act beginning in 2014-2015. In general, the lecturer lines are intended to remain in the Schools in which they originated. Further, the administration is committed to equalizing the pay of Lecturers and year-to-year Instructors in the near future. The policy will be reconsidered by the Faculty Assembly in May 2019.

The results of the vote: Yes-99, Abstain-1, and No-9. The motion was approved.

8. New Business

Veritas Proposal
Brett Amundson, General Education Committee Director, presented the recommendation for the Veritas Proposal. Brett recognized the members of the General Education Task Force: Brett Johnson, Stephanie Johnson, Randall Poole, Merry Vaughn, Douglas Walton, and Scott Seagraves.

Brett reviewed the charge to the GE Task Force which included results from the April 2014 Faculty Survey which favored changes with themes. Brett reviewed the development and revisions of the proposal including multiple drafts of the proposal and visits to CSS School meetings.
The current proposal removes language requirements for the Extended and Online programs. Religious studies can be transferred in from another college, which is a current practice.

Brett Amundson moved:

**Motion for the Faculty Assembly to approve the Veritas program as presented on pages 7-15 of the General Education Task Force proposal with a charge to the General Education Committee to implement the new program and develop a sunset plan for the current program by Fall 2016.** Seconded by Deb Schroeder.

Discussion included support for the program for Extended and Online Studies. Concerns were raised from the Global, Cultural & Language Studies (GCL) that by eliminating the language requirement we will not be meeting the college vision and values. Concerns were also shared about the need to fully address diversity and inclusive excellence. Concerns were raised about monitoring the number of courses which would be offered in each category. Concern was expressed about eliminating the public speaking requirement and moving it to the Dignitas courses. It was questioned if this proposal should have first come to the Undergraduate Curriculum Committee prior to presentation to the Faculty Assembly.

Carolyn Robinson moved to suspend further discussion on the motion. Carolyn’s motion was seconded. The motion to suspend discussion was approved on a voice vote.

A paper ballot was requested. The results of the vote on Brett’s motion: Yes-78; Abstain-2; No-30. The motion was adopted.

9. Announcements

Brandon Olson reported on the Graduate Council work and approval of the new Instructional Leadership Certificate.

10. The gavel was passed to 2015-16 Faculty Assembly Chair Annette Simmons.

11. Annette Simmons moved to adjourn the Faculty Assembly, the motion was seconded and the faculty voted to adjourn the meeting by unanimous voice vote.

**The next Faculty Assembly meeting will convene on Thursday, September 3, 9:00-11:30am in the Somers Lounge.**
THE COLLEGE OF ST. SCHOLASTICA
Faculty Assembly Meeting Agenda
Thursday, October 1, 2015
3:50 p.m.
Mitchell Auditorium

Remote voting will occur via polls within Adobe Connect

3:50 p.m.   Call to order   Annette Simmons

Invocation
Mary Maine,
Asst. Professor, SON

Presentation of the Agenda   Annette Simmons

Approval of Sept. 2015 Minutes   Annette Simmons

Remarks
• VPAA   Beth Domholdt

Old Business
• None

New Business
• None

Announcements
• Students with Concerning Academic Profiles   Jessica Johnston & Rachael Holum
Acad. Support Svcs.

• Faculty Welfare Committee   Sandra Marden-Lokken

• UGCC   George Killough

• Faculty Assembly Web Site   Todd Neuharth

Adjournment   Annette Simmons
**Next Faculty Assembly Meeting: November 5 at 3:50 p.m. in Mitchell Auditorium**

Look for the Agenda and Supporting Materials at:
[https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml](https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml)
1. **Off-site accessibility**  
   - Was available via Adobe Connect videoconferencing at:  
     https://saints.adobeconnect.com/facultyassembly/.

2. **Call to Order**  
   - Annette Simmons called the meeting to order at 09.00 a.m.

3. **Invocation**  
   - Lynn Hamre, Dean, SBT presented the Invocation.

4. **Presentation of the Agenda**  
   - Annette Simmons presented the September 2015 Faculty Assembly agenda with the following adjustments: Anthony Barrett’s name was added to the list of part time faculty members being considered for Faculty Assembly voting privileges, Tammy Ostrander and Heidi Johnson were added to the announcements section. Additionally, Simmons noted that due to the many meetings occurring simultaneously on campus CIO Knight and VPEM Berg will join the meeting after speaking at the Staff Meeting. The agenda was accepted as modified.

5. **Approval of Previous Minutes**  
   - Annette Simons asked the faculty for approval of the May 2015 Faculty Assembly Meeting Minutes. Motion by Ostrander to approve as presented, Seconded by Hensley. The minutes were approved as presented by unanimous voice vote.

6. **Remarks**  
   - Vice-President for Academic Affairs  
     o Dr. Domholdt discussed the CSS Strategic Priorities for 2015-2016. These included items in the following areas: Accreditation Activity, Academic Program Review, Assessment of Student Learning, Inclusive Excellence, Faculty Development, Science Center Renovations, and New Program Development.

   - Chief Financial Officer  
     o Susan Kerry, CFO, provided brief introductory remarks and an overview of priorities during the upcoming year.
• Chief Information Officer
  o Xavier Knight, CIO, provided brief introductory remarks and an overview of priorities during the upcoming year.

• Vice-President for Enrollment Management
  o Eric Berg, VPEM, provided remarks on the composition and numbers of the current first year class, including new students, transfer students, international students and GEO enrollment data. This information will continue to “gel” as we approach and reach head count day.

7. Old Business
  • None

8. Quorum
  • Attendance was 150 faculty. Quorum established.

9. New Business
  • Approval of Final Reports of Standing Committees
    o Annette Simmons presented the Standing Committee Reports as posted on COR (https://cor.css.edu/web/home-community/faculty). The reports were accepted as presented.

  • Faculty Assembly Voting Rights for Part-Time Faculty
    o Motion by Paul Stein to extend voting privileges to those part-time faculty members identified on the agenda as adjusted (Patricia Hagen, S. Edith Bogue, Melissa Maki, Kari Rengo, Sr. Mary Josephine Torborg, Thomas Zelman, Laurie Anderson, Sarah Cohen, Thomas Buck, Janice Crede, Elizabeth Fait, Laura Hodapp, Monica Marciniak, Kelly Mullan Sharon Obst, Sarah Schaaf, David Vosen, and Anthony Barrett), Seconded by Brandon Olson.
      o A paper ballot was requested. The motion passed 143-6-0.
      o Clarification was requested as to why it was necessary to grant voting privileges to ranked members of the faculty? It was noted that although these individuals have a “voice” in assembly, the Faculty Handbook requires they apply for voting privileges (H-4, Article III).

10. Announcements
  • Kelly Erickson, Faculty Development Chair, introduced the members of the committee and reminded individuals of the posted upcoming deadlines.

  • Sandra Marden-Lokken, Faculty Welfare Chair, introduced the members of the committee and encouraged individuals to contact members of the committee if concerns arise over the course of the year.
• Bret Amundson, General Education Director, introduced the members of the General Education Committee.

• Jeremy Craycraft, Undergraduate Admissions Chair, introduced the members of the committee.

• George Killough, Undergraduate Curriculum Chair, introduced the members of the committee and reminded individuals of the posted upcoming meeting dates and deadlines.

• Brandon Olson, Graduate Council Chair, introduced the members of the council.

• Tammy Ostrander announced the new “Fun Faculty Friday” (FFF) program. The first FFF will occur Friday, September 11 at 3:30 pm in BWC 249 with featured speaker Steve Lyons.

• Heidi Johnson announced the date and theme of the 2015 Homecoming celebration and indicated that the festivities requires significant volunteer support. A volunteer solicitation cards were distributed.

11. Parliamentarian
• Annette Simmons announced that George Killough has agreed to serve as the Faculty Assembly parliamentarian for the 2015-2016 academic year.

12. Adjournment
• Annette Simmons called for adjournment of the Faculty Assembly at 10:31.

The next Faculty Assembly meeting will convene on Thursday, October 1, 3:50 p.m. in Mitchell Auditorium.

Return to AGENDA
Academic Plus Program

Jessica Johnston, Academic Support Services Coordinator
Rachael
Program’s Purpose

- Academic Plus Program intents to help incoming students who have a CNX score (a combined number given to every student based off of ACT and high school GPA scores) below 70 to create successful academic habits and foster an environment necessary for these students to succeed and retain at St. Scholastica.
  
  - 83+ = Highest Benedictine Scholarship; 77-82 = Second; 70-76 = Third
  - Below 62 = FYDP

- We believe these students can be successful at CSS, and we also believe these students have gaps in their academic profiles - for a variety of reasons.

- This program is meant to provide support to allow them fill these academic gaps.
Program’s Requirements

• Attend three workshops on topics throughout the semester.
  • Designated Dignitas labs, SAF 1000 coursework, SSS workshops, and Savy Saints events will count towards this requirement.

• Actively participate in academic coaching sessions (3-4) throughout the semester.

• Of the nearly 40 hours available/week, study 5 hours/week for 12 weeks of the semester in a designated “Study Village” location (60 hours/semester).

• Achieve satisfactory academic progress.
Financial Incentive

- APP students who meet the aforementioned criteria fall semester will be awarded a $500 Academic Plus Program (APP) Award (tuition discount) for their spring semester, and this amount is renewable for their three additional years at CSS for a total of $2,000 over four years. Students will be eligible to receive additional funds to their award if they complete the program and maintain satisfactory academic progress again spring semester. This would result in $1,000 renewable scholarship for their sophomore, junior, and senior year. (The maximum APP Award is $1,000 per year.) Therefore, the maximum amount possible is $3500 over students’ four years.
THE COLLEGE OF ST. SCHOLASTICA
Faculty Assembly Meeting Agenda
Thursday, November 5, 2015
3:50 p.m.
Mitchell Auditorium

Remote voting will occur via polls within Adobe Connect

3:50 p.m.  Call to order  Annette Simmons
Invocation  Melissa Goodson, Asst. Professor, SBT
Presentation of the Agenda  Annette Simmons
Approval of Oct. 2015 Minutes  Annette Simmons
Remarks
  • Financial Information Project  Andrew Laughlin, Student, SON
  • VPAA: Budget Update  Beth Domholdt
  • BOT Update  Denise Starkey, Fac. Rep., BOT
Old Business
  • None
New Business
  • Modification of Operating Code  Sandra Marden-Lokken, Chair, FWC
  • Format for Course Eval. Survey
  • Economics Task Force Report  George Killough, Chair, UGCC
Announcements
Adjournment

Annette Simmons

**Next Faculty Assembly Meeting: December 3 at 3:50 p.m. in Mitchell Auditorium**
Look for the Agenda and Supporting Materials at:
https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml
1. **Off-site accessibility**
   - Via Adobe Connect videoconferencing at:  
     https://saints.abdobeconnect.com/mitchell/

2. **Call to Order**
   - Annette Simmons called the meeting to order at 3:52 p.m.

3. **Invocation**
   - Mary Maine, Assistant Professor, SON presented the Invocation.

4. **Presentation of the Agenda**
   - Annette Simmons presented the October 2015 Faculty Assembly agenda, with the following adjustment--Debra Schroeder replaced Sandra Marden-Lokken providing the Faculty Welfare Committee announcements. The agenda was accepted as adjusted.

5. **Approval of Previous Minutes**
   - Annette Simmons presented the September 2015 Faculty Assembly meeting minutes. The minutes were accepted as presented.

6. **Remarks**
   - Vice-President for Academic Affairs
     - Dr. Domholdt provided an overview of the financial situation facing the college. As of the 10 day census, CSS has the largest total enrollment ever with 120 more students than last year; however the distribution of where the students are continues to change with a 6% decrease in traditional UG students in the last two years resulting in a shortfall of 26 students this year from the budgeted projection. The student shortfall plus lower occupancies in the residence halls, fewer meal plans and a higher than anticipated discount rates add up to perhaps a $1.5M shortfall. GEO has more students than budgeted; but these students have enrolled for fewer credit hours, which may change with fall II. We will have to decide as an institution how to deal with these shortfalls. The President’s Staff and FWC are working on gathering information with which to make an informed decision. Individuals with concerns or ideas are encouraged to contact members of the FWC or President’s Staff. The floor was opened for questions-none were forthcoming.

7. **Old Business**
   - None
8. New Business
   • None

9. Announcements
   • Jessica Johnston and Rachael Holm from Academic Support Services gave a brief presentation on “Students with Concerning Academic Profiles.” This program is geared toward traditional first year students. The program addresses academic readiness and with a goal of increasing retention. The power point presentation utilized was distributed with the agenda and other meeting materials. Currently 63 of the 97 eligible students have signed contracts with the program. It is not completely evident at this point the number of students who need to be retained to offset the cost of the program.
   • Dr. Schroeder, Faculty Welfare Committee, reported on the scheduled six items of issue the committee would be addressing this academic year. These include: the budget shortfall, handbook revisions, shared governance taskforce, faculty load document revisions and implementation, FWC operating code review, and the format of the faculty evaluations.
   • Dr. Killough, Undergraduate Curriculum Committee Chair, updated the body on the current status of programs involved in the discontinuance process. The language minors have been retained--French, German, and Russian. The MER studies minor and Women & Gender studies minor have been retained. The Economics Discontinuance Task Force made three recommendations--discontinue the major, retain the minor, and strengthen the status of the social sciences on campus. The report will come to the Faculty Assembly at the November meeting. The Photography Discontinuance Task Force report may also appear on the November Faculty Assembly agenda. The Music Discontinuance Task Force report has not been submitted to the UGCC but should be forthcoming in the near future.
   • Todd Neuharth, Faculty Assembly Secretary, announced that materials for future meetings will be distributed via the Faculty Assembly website as opposed to email attachments. Email notices of the meeting will be sent out with the appropriate URL.

10. Adjournment
   • Annette Simmons called for adjournment of the Faculty Assembly at 4:45 p.m.

The next Faculty Assembly meeting will convene on Thursday, November 5, 3:50 p.m. in Mitchell Auditorium.
Look for the Agenda and Supporting Materials at: https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml

Return to AGENDA
Hey Saints!

Thank you to all of you who participated in the financial needs survey! We received a lot of great feedback, and we wanted to follow up by providing a variety of resources about basic finances to answer your questions. However, we received a lot of different responses as to how people wanted to receive the information. Based on your responses, we will highlight a few different ways that students can get help with their finances, broken down by how you want to receive your information (email, in-person, and media).

Email

For those of you who prefer to receive information via email, which was the majority choice, here are five basic financial principles that can help you plan for your future and make the most of your money in the long term. Retrieved from http://www.learnvest.com/knowledge-center/a-ted-talk-by-learnvest-5-financial-rules-to-live-by/

5 Key Financial Principles

1. Live Within a Budget

   “Living within your means” just means spending no more than you earn—which is harder than it might sound. Plenty of you asked: How do I create a budget? To get ahead, we recommend creating a very basic budget by dividing your income according to the 50/20/30 rule.

   • 50% of take-home pay goes toward your essentials (housing, utilities, transportation and groceries)
   • 20% to debt repayment and future savings
   • 30% to everything else

   If you follow this rule of thumb, you will be setting yourself up for responsible spending for a long time. While some people may be okay without this rule, spending money without boundaries has the potential to turn into a downward spiral that is hard to climb back up from, and a budget is a great tool to stay on top of your finances.

2. Prioritize Debt Repayment

   This means building it into your budget: It should be part of your 20% that is listed above. If you use a credit card, pay it off in full every month, so you can keep your credit score in the 750 range. If you only make the minimum payments, you'll actually only be paying off the interest, not even touching the bulk of the money you owe. The same goes for your student loans.
Debt is designed to grow quickly, and without automatic payments or bill reminders, you can incur late fees and even miss payments altogether, which will tank your credit score and your credibility with lenders. Unfortunately, one bad move—like refusing to deal with your debt—can reverberate through the rest of your financial future by hurting your ability to take on new loans, buy a house or pay back the increasing amount of debt that’s piling up. So, nip it in the bud early and make this a priority!

3. Build and Maintain an Emergency Savings Fund

An emergency fund should hold at least six months’ take-home pay. This is your safety net—if anything goes wrong, you will have money at your fingertips and will not have to take on any debt. If you do not build up your emergency fund, you put yourself at risk if you lose your job, have a medical emergency, need to finance a move or even find out you owe extra money in taxes.

Not having a security blanket could cause you to take on yet more debt and hurt your financial future by gouging your credit score, but if you make it a priority to save a little bit each month toward that six-month cushion, you will not only be building financial security but be buying peace of mind. If your post-graduation plan is living with parents, take advantage of it to get your financial feet under you, this should be a priority. Save as much money as possible and aggressively pay off debt.

4. Negotiate Your Salary

Your starting salary is the basis for all future raises, so make sure you have some say in where you start. As grateful as you might be for a starting salary, it is the basis for every raise you will ever get. So the higher, the better, for many years out. And don’t expect your boss to offer you more money out of the blue— you have to ask for it. If you negotiate your raise right now out of the gate, that higher starting salary will lead into your next higher salary, and so on. Even starting a few thousand dollars higher could lead to exponential benefits.

5. Start Saving for Retirement Now
Yes, right now. It may seem like it’s light-years away, but the earlier you start saving, the longer time horizon you’re giving your investments to grow. Take the graph above for example—it illustrates the difference in savings between an individual who starts contributing to retirement savings in her 20s versus one who starts saving in her 40s. Clearly, starting early really makes a big difference.

### Media (videos, webpages, etc)

**CashCourse**

Located on the CSS OneStop page, this website allows you to create a free profile! CashCourse is a free online financial literacy resource for colleges and universities that covers many aspects of student life, including credit information, budget basics, loan information and so much more!

Tools include a budget wizard, basic lessons on finance, videos, worksheets. They also offer a financial calculator to help you determine payment plans and how long it will take to pay off debt. Financial experts are available to ask your personal questions to as well! This is a great tool for college students to learn how to make educated decisions with finances.

http://www.cashcourse.org/

**Better Money Habits**

Sponsored by Bank of America and the Khan Academy, this easy to use website allows you to with free tools and information build your financial know-how to help you make more confident decisions. Topics include credit, saving and budgeting, debt, home buying and renting, taxes, car buying, personal banking and security, paying for school, families and money. They also have a variety of short articles and videos on many different topics, such as repaying debt, the true cost of owning a vehicle and more! Of all the websites we found, this would be our top recommendation. Go exploring!

https://www.bettermoneyhabits.com/index.html

**LearnVest**

LearnVest has an abundance of free articles with interesting information about money management. The Must-Read’s are a great place to browse; they have quite a few articles with advice pertaining to college students. Click the link below!
This video from LearnVest details the 5 financial principles highlighted in the earlier section of the email, along with a narrative of a recent college graduate’s financial track that may be helpful to you in planning your financial future!

https://www.youtube.com/watch?v=8jkri0AeZWQ

University of Minnesota

The University of Minnesota One Stop page has a variety of resources to help students with their personal money management. Topics include student loans, personal credit, taxes, responsible spending (textbooks, groceries, and free things to do!) and more. Check it out!

http://onestop.umn.edu/finances/manage_money/get_help/Moneymanagementresources.html

Mint

Available on the App Store and Google Play, Mint gathers all of your financial information into one place, giving you the whole picture of your spending in a way that’s easy to understand and take advantage of. Add the accounts, cards and bills you’d like. See what you have and what you owe. Track your spending patterns, investments and more. This is a great tool for budgeting if you pay with plastic!

https://www.mint.com/

In-Person

While that piece certainly does not cover all of the financial questions, that is not nearly all of the resources available to you! For those of you who wanted to receive information on an in-person manner (In-class, information session), here are on-campus resources for you!

Savvy Saints

Savvy Saints is designed to improve the financial confidence and money management habits of students at The College of St. Scholastica! They offer a variety of personal finance educational experiences, such as classroom presentations,
workshops, and campus community events. Topics covered include budgeting, credit and debt.

Please feel free to contact Savvy Saints at any time with any questions!
savvysaints@css.edu
css.edu/wellumoney
facebook.com/StormsAdvocatesCSS
twitter.com/CSSOneStop
Tower 1130 G

One Stop

One Stop provides students a single point of reference for questions ranging from accepting your financial aid award, viewing and paying your students bill and much more, all in one convenient location, T1130. OneStop counselors are cross-trained in financial aid, registrar and student accounts. If you cannot find what you need online, or simply want to speak with someone in person, contact one of the counselors to assist you.

Hopefully these resources help you with your personal finances!

Return to AGENDA
**H-7 Faculty Welfare Committee Operating Code**

**Name**

The name of this committee shall be the Faculty Welfare Committee of The College of St. Scholastica, Duluth, Minnesota.

**Purpose**

The overall purpose of the Committee shall be to act as the advocate of faculty welfare. The recommendations of this Committee in matters concerning faculty welfare and personnel policies shall be the official recommendation of the faculty of the College.

The specific purposes of the Committee shall be:

1. To review and recommend matters relating to faculty personnel policies and faculty governance responsibility policies of the Faculty Handbook, including: appointments, salary, fringe benefits, workload, promotion, tenure, leave of absence, termination of appointments, and grievance and dismissal procedures. The faculty will be informed prior to change in these matters.

2. To review and recommend faculty evaluation procedures.

3. To provide hearings before the Committee for individual faculty members or groups of faculty members:
   a. To present problems or suggestions relating to faculty welfare.
   b. To present testimony regarding proposals before the Committee.

4. To call for restudy of the Faculty Personnel Policies and/or the Faculty Handbook at appropriate intervals. This study shall be done by an ad hoc committee appointed by the Steering Committee. At least two members of this ad hoc committee shall be from the Faculty Welfare Committee. Any revisions of the Personnel Policies shall be approved by the Faculty Welfare Committee, and all revisions of the Handbook and Personnel Policies shall be approved by the faculty. Minor revisions may be developed by the Faculty Welfare Committee between reviews. These revisions also are submitted to the faculty for approval.

**Policies and Procedures**

1. Plan of Organization
   a. This Committee shall be a standing committee of the faculty.
   b. Membership on this Committee shall consist of one tenured or five-year rolling contract faculty member elected by each of the six academic schools, include seven faculty members who have tenure or a five-year contract. Those seven faculty members shall include: one representative from each of the academic schools, excluding Extended Studies (representatives of schools with Extended Studies...
Programs are responsible for representing these programs), and One sister from the St. Scholastica Monastery will be invited to the committee meeting(s) if an issue relates to the St. Scholastica Monastery, who is elected by the Sisters. The President of the College and the Vice President for Academic Affairs will also sit on the Committee as invited ex officio members.

c. Election of faculty members of the Committee shall be for a three-year term, with annual rotation of 2-3 members.

d. The invited ex officio members shall not have voting privileges nor the right to chair the Committee. They shall be considered members by invitation only, such that the Committee shall have the freedom to meet without them and the power to ask them to leave during deliberations.

e. Annually the Committee shall elect as vice chair a member who has served at least one year on the Committee. The vice chair will automatically become the chair the following year.

f. The Committee shall elect a secretary from among its members.

g. Four voting members of the Committee shall constitute a quorum for the transaction of business.

h. The Committee shall meet at least four times each semester, with additional meetings to be called by the chairperson as the need arises.

i. The chairperson shall call a special meeting at the written request of three Committee members.

j. If the Committee deems it necessary or expedient to seek faculty corroboration for recommendations it wishes to make to the administration or the Board of Trustees, the Committee shall submit to the faculty a majority and minority report regarding the matter under judgment or action being considered, and shall consider any suggestions offered by the faculty.

k. Each academic year the Committee shall review faculty salary policies and make recommendations to the administration. At appropriate times, especially when the agenda includes discussion of salaries and compensation, the Committee will invite to its meeting the faculty representative on the Board of Trustees’ Finance 109 Committee. The purpose is to enable this person to represent faculty views effectively to the Board Finance Committee.

2. Grievances Where satisfactory settlement of a faculty welfare issue has not been reached after the grievance procedures provided for in the Faculty Handbook have been exhausted, faculty members may request assistance from professional organizations. In the event that a grievance hearing is requested by a member of the Committee, the chairperson shall arrange through the Steering Committee for the temporary appointment of another member to the Committee. The member thus appointed shall have the same membership qualifications as the Committee member being temporarily replaced. The member thus appointed can serve as a member of the Committee only during those meetings or hearings devoted to the case of the regular member being replaced.

3. Proposals from faculty members A detailed description of proposals relative to faculty welfare submitted by faculty members other than regular members of the Committee
shall be submitted to the Committee in writing. The Committee shall conduct two readings of each such proposal, the two readings being on different dates. The final vote shall not be taken before the second reading.

4. Testimony before the Committee The Committee may ask for the testimony of administrative officials and faculty members regarding any matter before it. Faculty members and members of the administration may request to testify before the Committee regarding matters they consider to affect them. Ordinarily the Committee shall honor such requests, either making time at a regular or special meeting or by scheduling a special hearing.

5. Reports An annual report shall be presented to the faculty and submitted in writing to the Steering Committee. Interim reports as deemed necessary shall be made from time to time at faculty meetings. Individual faculty members who bring matters to the Committee shall be given a written report of the Committee's actions or recommendations.

Shared Governance Principle: Faculty have the primary role in revisions to this policy.

Return to AGENDA
Report of the Economics Program Discontinuance Study Task Force

Members: Dr. Lynn Kalnbach, chair, Sr. Edith Bogue (Sociology), Dr. Anthony Barrett (Economics)

History of Business, Economics and Social Science at the College.

Business at CSS. Business was added as a major very early in the College's history, teaching clerical and bookkeeping skills to young women in preparation for the jobs open to them in the early 20th century. As women gained acceptance in leadership roles and the College became co-educational, the undergraduate and eventually graduate Business programs shifted their focus from administrative service to management and entrepreneurial programs. While the names and structure of these have majors changed frequently, the College has had a significant number of students enrolled in applied, career-oriented business majors for most of its history.

Economics at CSS. Economics, a social science discipline, was a relatively late addition to the College's curriculum. According to the first Economics faculty member hired, Economics was not added as a contribution to the social sciences but to provide a venue for quantitatively-skilled Business students to learn the theories and skills they needed for careers in finance and banking. The Economics program has always included foundational courses in the discipline, courses on money and banking, and on other topics drawn from the breadth of the discipline, which is sometimes termed the "queen of the social sciences." In recent years, Economics Special Topics (x777) courses have filled the demand for courses analyzing broad social issues from students in many programs, e.g. Honors, Self-Designed Majors, Peace Studies and the Social Sciences major while also providing the content for Applied Economics Majors and Minors.

Social Science at CSS. From its inception, the College has had a strong and cohesive curriculum in the Natural Sciences, and in the Arts and Humanities. In contrast, the Social Sciences, an equally important component of the liberal arts and sciences, never attained that cohesion nor received distinct recognition within the College. Rather, the social and behavioral sciences, while present, were often linked with applied fields: Economics with Management, Sociology with Social Work, and Psychology with Education and health professions. They were housed in a catch-all Behavioral Arts and Sciences Division. Other social science areas, such as Political Science, Women's Studies, History (sometimes grouped with the social sciences) and Anthropology courses were housed in the Humanities Division.

The reorganization into Schools further fragmented the social sciences. The social-science oriented areas housed in the Humanities Division remained with the School of Arts and Letters. Sociology and Psychology were merged into the School of Sciences, while Economics became the only liberal arts discipline in the School of Business and Technology. Aside from collaboration around the definition and indicators of the Social Science requirement in General Education, no structure or informal grouping connects the Social Science disciplines or their faculty at the College.

Decline of the Applied Economics Major and Minor. With the advent of the Finance Major in 2009, the Applied Economics Major and Minor lost its key constituency as many quantitatively-skilled students took the direct route to a finance career. The extended leave of absence of one of the key faculty members for four years, general problems of identity and leadership in the School, and slow recognition of the need to revitalize the Applied Economics Major and Minor contributed to the decline.

Revitalization Efforts. In 2010-11, a committee comprised of Hong-Ming Liang, Bob Hoffman, Tom Simonson, and Phil Rolle conducted an extensive review of the Economics major. The Task Force
reported that the Applied Economics major was "sustainable but not optimal." It stated that neither the Finance nor the Applied Economics majors drew students to CSS, but that both helped to retain students who were seeking a challenging major. They concluded that the Applied Economics and Finance majors "cannibalized each other." This Task Force identified two options: to revise all the majors in the School of Business and Technology to create a common core of courses among Applied Economics, Accounting, Finance, and perhaps Marketing majors. Alternatively, the Applied Economics faculty proposed a plan for a revised policy-oriented major that would fulfill the unmet need of students preparing for careers in non-profit organizations, international agencies, and law. However, within the larger turmoil of departmental reorganizations within the School of Business and Technology, the plans were neither developed nor implemented. The latter could be a feasible option for a new Task Force to consider if this Discontinuance Process results in a decision to revise either the Applied Economics Major or the Minor.

**Enrollment History**

Table 1 shows the number of graduates with an Applied Economics major (including two different versions of the major) and the minor for the past 10 years. Data are taken from the IPEDS completion report, which represents degrees granted between July 1 of one year and June 30 of the following year (for example, the 2014 data represent degrees granted between July 1, 2013 and June 30, 2014).

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<th></th>
</tr>
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<tbody>
<tr>
<td>Applied Economics major</td>
<td>23</td>
<td>8</td>
<td>7</td>
<td>17</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Applied Economics minor</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Total by Year</td>
<td>23</td>
<td>10</td>
<td>10</td>
<td>18</td>
<td>12</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>5-Year Average</td>
<td>14.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9.0</td>
</tr>
</tbody>
</table>

Table 2 presents counts by the Registrar of who listed Applied Economics or Finance as either their intended or accepted major, over the last 10 years. This reveals the declining number of Applied Economics majors after the advent of the Finance major. Some students may be double majors in both fields.

**Table 2: Intended and Accepted Majors in Applied Economics and Finance**

<table>
<thead>
<tr>
<th>Major (as of fall semester)</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Economics</td>
<td>25</td>
<td>30</td>
<td>31</td>
<td>16</td>
<td>19</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Finance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>21</td>
<td>23</td>
<td>32</td>
<td>30</td>
<td>28</td>
<td>40</td>
</tr>
</tbody>
</table>
The two tables represent different perspectives. Table 1 shows students who graduated with an Applied Economics major or minor in the years listed. Table 2 includes all students (freshmen through seniors) who have indicated an intention to major in Economics in addition to those who have been officially accepted into the major.

Table 3 shows growing or stable strong enrollments in lower division ECN courses, and enrollment in upper-division courses that is commensurate with their specialized nature, based on information in the Registrar's spreadsheets. Fluctuations in the enrollment in upper division courses reflects the number and topics offered, especially in years when one faculty member was off-campus.

Table 3: Mean Enrollment in Main Campus ECN Courses by Year

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<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>26</td>
<td>23</td>
<td>25</td>
<td>28</td>
<td>26</td>
<td>25</td>
<td>34</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>Upper Division</td>
<td>10</td>
<td>18</td>
<td>15</td>
<td>27</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

A more detailed analysis of the spreadsheet data, taking into account cross-listings and other offerings in the Honors program, and separating offerings through GEO from traditional offerings reveals two distinct enrollment patterns.

Traditional students on the Duluth Campus:

- ECN 2230 was over-subscribed in 4 of its last 5 offerings, even when the class size was increased to 35.
- Enrollment in ECN 2280 is harder to evaluate as the cap is set well over 100 students for ease of enrollment.
- Of 11 upper division ECN courses offered from Spring 2013 through Spring 2015, two were over-subscribed and four reached at least 90% of their maximum class size.
- The caps on the remaining five courses were relatively high for upper division electives (24 or 25 students); all had at least 10 students and the average enrollment was 14 students.
- HON 2405 The World, a lower-division Honors course regularly offered by an Economics professor, was consistently over-subscribed
- HON 3777 Behavioral Economics and Finance had an enrollment of 6 students.

Upper Division ECN courses offered in the most recent five semesters include:

| ECN 3322 | Medieval European Econ. History (also HON) | Fall 2013 |
| ECN 3330 | Managerial Economics                     | Spring 2013 |
| ECN 3777 | Great Ideas: Econ. Equality (also HON)   | Spring 2014 |
| ECN 3777 | Economics & Evolutionary Psychology (also HON) | Fall 2013 |
| ECN 3777 | Applications of Game Theory (also HON)   | Spring 2013 |
| ECN 4430 | Current Economic Issues                  | Fall 2014 |
| ECN 4445 | International Economics                  | Spring 2014 |
Extended and Online students:
None of the ECN offerings in GEO reached 90% of its enrollment target. Face-to-face sections garnered fewer than 5 students each, while online courses averaged 14.4 students per section relative to an enrollment cap of 20 students.

Summary:
Traditional: ECN 2230 and ECN 2280 sections for traditional undergraduates will be needed at current or higher levels. Upper division ECN courses have stable enrollment and contribute significantly to Honors and other programs; one successful lower-division HON course is taught by ECN faculty.

GEO: Offerings of ECN courses in GEO are consistently and significantly under-enrolled.

Background Information on the Field of Economics

Economics as a discipline. Economics focuses on the principles underlying the operation of the economy; it provides a coherent method of analyzing the distribution and growth of scarce human and material resources. The study of economics helps develop important logical, analytical, and rigorous ways of thinking critically about issues such as unemployment, international trade, income inequality, public policy, financial crises, the environment as well as less obvious topics such as the decision to join an urban gang, the legalization of marijuana, and the incidence of cheating in sumo wrestling.

Economics among the Social Sciences. Economics is one of the core Social Science disciplines, each of which seeks to understand complex social processes through a particular methodology. The Social Sciences use empirical methods and develop theories which can be applied in many settings. There is synergy among the social sciences; research on economic systems is strengthened by theories from sociology and political science about power, power elites, and the interplay of political power, while many economic theories (e.g., rational choice) have been adapted for use in the other social sciences. Economics, more than any of the other social sciences, has developed mathematical models of social interaction; these areas of the field have strong ties to mathematics.

Economics among the liberal arts and sciences. The Social Sciences and the Humanities may both study similar social situations while differing significantly in their methodologies and perspectives. The Social Sciences place greater emphasis on discovering underlying patterns across social interactions and developing theories to explain them. The Social Sciences share a commitment to empirical research and the scientific method with the Natural Sciences, but employ research methods appropriate to human beings and their complex social interactions, including qualitative techniques.

Collectively, these three broad groups - Social Sciences, Humanities and Arts, and Natural Sciences - have built a broad foundation of general knowledge about the world. They have also defined and developed a variety of analytical, expressive and interpretive methods which are used to derive meaning.
from the factual knowledge. These constitute the liberal arts and sciences, which are considered to be foundational for further work within these disciplines and also an excellent preparation for graduate study in many professions.

**Economics among the professions.** People trained in economic analysis and methods serve important roles in many professional settings, with and without graduate training. Their understanding of large-scale social forces inform policy-oriented and advocacy organizations as well as for-profit corporations. An Economics major provides a solid preparation for graduate study in law, public policy, social service, finance, and health- and education-oriented organizations. Some economics majors go into engineering or medicine. Many top MBA programs prefer students with an economics and broad liberal arts background to those whose undergraduate study was focused on business.

**Enrollment and Employment Trends Nationwide**

**Degrees conferred.** According to the *Digest of Education Statistics*, Bachelors degrees conferred in the Social Sciences have steadily increased since 1990, from 156,892 in 2004-2005 to 178,543 in the 2011-2012 academic year. A similar increase is apparent for Economics degrees: 19,437 in 2000-2001, going up 22.5% to 23,807 in 2005-2006 and increasing another 19.8% to 28,538 in 2010-2011.

**Employment and Earnings for Economists.** The Bureau of Labor Statistics lists jobs for economists in the industries of monetary authorities - central bank; scientific research and development services; social advocacy groups; management, scientific, and technical consulting services; and federal, state, and local governments. The *Occupational Outlook Handbook* states, “Employment of economists is projected to grow 14% from 2012 to 2022, about as fast as the average for all occupations. Job prospects should be best for those with a Master’s degree or Ph.D., strong analytical skills, and related work experience.” Wages for trained economists with advanced degrees are quite high. In 2012, the median salary was $91,860 annually. The field is predicted to have solid growth, but primarily for those who continue to earn advanced degrees.

**Employment and Earnings with an Economics Bachelors degree.** The median salaries for individuals with a Bachelors in Economics and no graduate degree are $42,000 for men and $38,000 for women (National Survey of Recent College Graduates, [https://sestat.nsf.gov/sestat/sestat.html](https://sestat.nsf.gov/sestat/sestat.html) from the American Economics Association website). People with an Economics Bachelors as their highest degree earn between 14.1% (men) and 18% (women) more than the average of all other college majors, based on analysis of a large national sample from the American Community Survey (Carroll, Assane and Busker. (2014). Why it pays to major in economics. *Journal of Economics Education* 45: 3, Table 3). In times of recession, people with majors in Economics were among those who had better employment chances relative to other majors (Altonji, J., Kahn, L. and Speer, J. (2013). Cashier or consultant? Entry labor market conditions, field of study, and career success. Working Paper from Yale University and National Bureau of Economic Research, [http://som.yale.edu/sites/default/files/files/AltonjiKahnSpeer9_16_13.pdf](http://som.yale.edu/sites/default/files/files/AltonjiKahnSpeer9_16_13.pdf)).

**Graduate or professional study with an Economics Bachelors.** Students who graduate with an economics major follow many career paths, including law, public policy, medicine, international relations, and business and finance. Employability and salaries vary across and within those professions.
Student and Alumni Feedback

Research to determine the employment status of graduates from the Economics program resulted in partial information for 23 graduates within the last 12 years. Table 4 presents this information, which shows that students who graduated with an Economics degree have been successful in gaining acceptance to law school and graduate school, and are ultimately employed as professionals in a number of different disciplines and industries.

**Table 4: Current employment of Economics Graduates from CSS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grad Year</th>
<th>Interim</th>
<th>Current Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon Lambert</td>
<td>2006</td>
<td>Hamline University Law School</td>
<td>Attorney project manager at Special Counsel</td>
</tr>
<tr>
<td>Christina Mosher</td>
<td>2005</td>
<td>Galliard Capital Management-synthetic GICs</td>
<td></td>
</tr>
<tr>
<td>Stanley Duy Nguyen</td>
<td>2012</td>
<td>Grad study: London Business School</td>
<td></td>
</tr>
<tr>
<td>Elena Samota</td>
<td>2013</td>
<td>Grad school: Erasmus Mundus</td>
<td></td>
</tr>
<tr>
<td>Theodore Glass</td>
<td>2014</td>
<td>Law school-U of MN; intern at Hoglund Law Office</td>
<td></td>
</tr>
<tr>
<td>Derek Ciernia</td>
<td>2005</td>
<td>Law school University of St. Thomas</td>
<td>Compliance Manager-US Bank; Compliance Attorney-Winslow Capital Management</td>
</tr>
<tr>
<td>Thomas Simonson</td>
<td>2005</td>
<td></td>
<td>Commercial loan officer</td>
</tr>
<tr>
<td>Daryl Fuchihara</td>
<td>2007</td>
<td>Law School William Mitchell</td>
<td>Associate attorney-Reyelts Law Firm</td>
</tr>
<tr>
<td>Monica Waidacher</td>
<td>2014</td>
<td></td>
<td>Asset Management, JP Morgan, Zurich</td>
</tr>
<tr>
<td>Kelly Klun</td>
<td>2005</td>
<td>Law School William Mitchell</td>
<td>Lawyer, Ely MN</td>
</tr>
<tr>
<td>Lindsey Schmitz Everson</td>
<td>2003</td>
<td></td>
<td>National Director of Purchasing, The Tile Store</td>
</tr>
<tr>
<td>Seth Maxim</td>
<td></td>
<td></td>
<td>Brew Master, Dubh Linh</td>
</tr>
<tr>
<td>Louisa Neira</td>
<td></td>
<td></td>
<td>Organization of American States</td>
</tr>
<tr>
<td>Julian Neira</td>
<td></td>
<td>PhD, Economics UC-Santa Barbara</td>
<td></td>
</tr>
<tr>
<td>Dante Tomasoni</td>
<td></td>
<td>Law School- U of North Dakota</td>
<td>Resource Lawyer, North Dakota</td>
</tr>
<tr>
<td>Michelle (Harder) Mitchell</td>
<td>2005</td>
<td>MA, Humphrey School of Public Policy, U Minn</td>
<td>Minnesota Management and Budget Office</td>
</tr>
</tbody>
</table>
Impact on Other College Programs of Discontinuance of the ECN Major or Minor

The impact of the discontinuation of Applied Economics Major and Minor must be assessed in two dimensions: the direct impact on students and programs that intersect with the Applied Economics programs and courses, and the impact on the general quality of the curriculum.

Direct impact. The most obvious impact is the immediate practical effect on current students and on the offerings of courses required or recommended in other majors or for pre-graduate study. As the numbers cited above demonstrate, the appeal of the existing Applied Economics Major and Minor has declined so that its discontinuance would be a significant problem for only a few students. Applied Economics is often used as a second major or a minor; losing those options might make students less employable or might affect their graduate school admission chances.

ECN 2230 (Microeconomics) and ECN 2280 (Macroeconomics) are required courses for students with majors in Accounting, Finance or Management. ECN 2230 alone is required for students majoring in Marketing. Enrollment of traditional undergraduates in these courses is steady and high, often above the maximum number of seats. To the extent that discontinuance of the major or minor reduced the presence of tenure-track or doctorally-prepared faculty for these course, the impact would be negative. Discontinuance would not affect the number of sections of these courses needed for traditional students.

Upper division ECN courses can be used for up to 8 of the required elective credits in the Finance major. All ECN courses, including Special Topics (x777) courses, are eligible for completing the Social Sciences major in the School of Science. ECN 3335 (Healthcare Economics) and Special Topics courses can be used to complete the Peace Studies major and, with advisor approval, the Catholic Studies major. Several recent graduates with Self-Designed majors included ECN courses in their programs. Cross-listed ECN/HON courses provide a significant amount of content to the Honors program. Discontinuance of the ECN major and minor, accompanied by a reduction in the variety and number of offerings, would negatively impact all these programs, and especially the Honors Program.

In summary:
- Sections of ECN 2230 Microeconomics and ECN 2280 Macroeconomics will be needed for other students in other majors regardless of the decision regarding the ECN major and minor.
- The number of sections for traditional undergraduates would be steady or increasing.
Disciplinary expertise for the on-going evaluation, assessment and improvement of the content and delivery of the online sections of these courses, both traditional and GEO, is needed.

As current faculty proceed through phased retirement, adjunct faculty with Economics graduate degrees would certainly be needed to teach some sections of required ECN courses.

Any reduction of upper division ECN electives would definitely have a negative impact on the Honors Program, and would also impoverish the options available to students who major in Finance, Social Science, and Peace and Justice Studies majors.

ECN probably contributes more resources (seats, electives) that benefit students majoring in other programs than the resources that its majors receive (e.g., Statistics and CIS seats).

Discontinuing the major and the minor would not address the underperformance of ECN courses in the GEO format, where only ECN 2230 and ECN 2280 are offered.

**Impact on the Overall Quality of the Curriculum.** Equally important but less tangible is the impact of the discontinuance of this sole remaining Social Science major on the overall quality of the curriculum. This has particular relevance in the deliberations of the Undergraduate Curriculum Committee, which is charged "to maintain academic excellence in accordance with the mission and statements of purpose of The College of St. Scholastica... through an ongoing oversight of the curriculum."

- As the tables of Regional Social Science Programs (see Appendix) demonstrate, the College of St. Scholastica lags behind its peer institutions in providing traditional and emerging social science programs.
- Schools that have a more robust selection of social science majors are able to provide popular majors such as Criminology, various area studies (Hispanic, Asian, etc.), Sustainability Studies, International Development, and Data Science. Reducing the College's social science offerings limits its options for adding such programs.
- Eliminating the Applied Economics major leaves the College with no major in a traditional social (not behavioral) science field and will, over time, decrease the breadth of economics and social science theory and methods taught on campus.

**Alternatives to Discontinuance**

One alternative to discontinuance is investment. Members of the Economics faculty drafted a proposal to reconfigure the Applied Economics major with a policy focus to differentiate it from the Finance major. Employability data demonstrate that such a major could be marketable at relatively low cost. This would require retaining the position in Economics held by Dr. Barrett after his retirement, and the creation of a Task Force to design the new curriculum.

A second alternative would discontinue the Applied Economics Major while retaining and reconfiguring the Applied Economics Minor. A Minor that included ECN 2230 and ECN 2280 (required in several majors), a quantitative methods/statistics course, and 8 other credits in ECN would not need increased resources. The upper division ECN courses in the catalog could continue to be offered; UGCC approval would be sought for some of the ECN Special Topics (x777) courses. This provides well for the needs of Finance, Honors and Social Science majors. Some recent Special Topics courses might be redesigned as 2-credit courses, enabling students to fit them into their schedule more easily. This alternative requires the creation of an ECN Minor Task Force to design and propose the minor with its rotation of courses, and to shepherd the proposal for the minor and for the Special Topics courses through the UGCC. This proposal would not require retaining Dr. Barrett's tenure-track position following retirement.
A third alternative would be to create an Economics concentration within the Social Sciences major, which is housed in the School of Sciences. This alternative would be the most difficult to administer, as the faculty, scheduling and costs related to ECN would be managed by the School of Business and Technology while advisement and the general shape of the concentration and the major would be in the School of Sciences. An ECN Task Force would be needed to write the proposal for the concentration and to define a limited pool of upper-division ECN courses that would be offered in rotation.

**Recommendation of the Discontinuation Study Task Force**

In view of the current financial and faculty staffing circumstances in the College, the Task Force makes the following three recommendations regarding the Major and Minor in Applied Economics.

- That the Major in Applied Economics be discontinued.
- That the Minor in Applied Economics be retained, with a Task Force formed to determine a focus for the minor and submit a proposal for its revision to the Undergraduate Curriculum Committee. As a follow-up, the Task Force would also develop proposals for permanent approval of a select, focused set of upper-division ECN courses chosen from among current ECN Special Topics courses or other topics that would support the focused ECN minor.
- That the bodies responsible for the quality of the curriculum seek to strengthen the overall status of the social science disciplines at the College of St. Scholastica
Appendix: Regional Social Science Programs:

- Traditional Social Science disciplines
- Recent Social Science disciplines

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Augsburg College</td>
<td>Major</td>
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<td>Major</td>
<td>Major</td>
</tr>
<tr>
<td>Bethany Lutheran</td>
<td>Major</td>
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<td>Bethel Univ.</td>
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<td>Major</td>
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<tr>
<td>College of St. Benedict</td>
<td>Major</td>
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<td>Major</td>
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<tr>
<td><strong>College of St. Scholastica</strong></td>
<td>Major</td>
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<td>Major</td>
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<td>Concordia College, Moorhead</td>
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<td>Major</td>
<td>Major</td>
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<tr>
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<td></td>
<td>Major</td>
<td>Major</td>
</tr>
<tr>
<td>Hamline Univ.</td>
<td>Major</td>
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<td>Major</td>
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THE COLLEGE OF ST. SCHOLASTICA
Faculty Assembly Meeting Agenda
Thursday, December 3, 2015
3:50 p.m.
Mitchell Auditorium

Remote voting will occur via polls within Adobe Connect

3:50 p.m.  Call to order  Annette Simmons

Invocation  Carolyn Jahr,
Asst. Professor, SHS

Alma Mater  LeAnn House,
Chair, Music Department

Presentation of the Agenda  Annette Simmons

Approval of Nov. 2015 Minutes  Annette Simmons

Remarks
• Presidential Search Update  Jessica Durbin,
  Sr. Kathleen Hofer
  Co-Chairs, Search Comm.

Old Business
• None

New Business
• Approval of December Graduates  Annette Simmons
  o The graduation list is located in the R drive:
    R:\COURSES\2015 Fall Commencement List.xlsx
  o Motion: RESOLVED, that the Faculty Assembly authorize the
granting of the Bachelor of Arts, Bachelor of Science, Master of
Arts, Master of Business Administration, Master of Education,
Master of Science, Doctor of Physical Therapy, and Doctor of
Nursing Practice Degrees to December graduates, pending
approval by appropriate advisors, department chairs or program
directors.
• Election  
  Annette Simmons  
  o To fill the remaining portion of the term faculty representative’s position on the Academic Affairs Subcommittee of the Board of Trustees

• Faculty Handbook IE Language  
  Sandra Marden-Lokken,  
  o Handbook Revision  
  Chair, FWC  
  ▪ Background Information

Announcements  
• Graduate Council Update  
  Brandon Olson,  
  Chair, Grad. Council

Adjournment  
Annette Simmons

**Next Faculty Assembly Meeting: February 4, 2016 at 3:50 p.m. in Mitchell Auditorium**

Look for the Agenda and Supporting Materials at:
https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml
THE COLLEGE OF ST. SCHOLASTICA
Faculty Assembly Meeting Minutes
Thursday, November 5, 2015
3:50 p.m.
Mitchell Auditorium

1. Off-site accessibility
   • Via Adobe Connect videoconferencing at: https://saints.abdobeconnect.com/mitchell/

2. Call to Order
   • Annette Simmons called the meeting to order at 3:51 p.m.

3. Invocation
   • Melissa Goodson, Assistant Professor, SBT presented the invocation.

4. Presentation of the Agenda
   • Annette Simmons presented the November 2015 Faculty Assembly agenda with the addition of an announcement about faculty representative to the Academic Affairs Committee of the Board of Trustees. The agenda was accepted as amended.

5. Approval of Previous Minutes
   • Annette Simmons present the October 2015 Faculty Assembly meeting minutes. The minutes were accepted as presented.

6. Remarks
   • Student Financial Information Project
     o Natasha Anderson, Rachael Hoium, Andrew Laughlin, Hannah Leland, and Kristina Roots (students in the School of Nursing) presented the results of a course project designed to provide students with financial information.

   • VPAA: Budget Update
     o Dr. Domholdt gave an update on the current budget, she thanked and complimented the FWC for their work in gathering information from the faculty via survey. Addressing the current budget situation, an across-the-institution permanent operating expense reductions of about 5% will occur. This reduction speaks to some of the shortfall, the rest will be addressed by an approximate savings of $350,000 gained by not filling currently unfilled positions. The savings garnered by not filling positions is a non-recurring savings. It appears that the fiscal 2016 gap will be closed by these measures and equity raises were given. The college will need to continue to work on efficiencies including monitoring section sizes, release time, and curricular discipline.
• **Board of Trustees Meeting Update**
  - Dr. Starkey provided an overview of the recent BOT meeting, she highlighted two areas that stood out during the course of the meeting. The first area involved inclusive excellence and the strong support the trustee exhibited for the concept and its potential for CSS. The second area of extended discussion involved the academic/demographic profile of students being recruited and how CSS will support and meet the needs of these students. Additionally, she referred interested parties to President Goodwin’s posted summary of the meeting.

7. **Old Business**
   - None

8. **New Business**
   - Quorum established at 84

• **Modification of the FWC Operating Code**
  - Dr. Marden-Lokken presented a motion from the Faculty Welfare Committee to amend the FWC Operating Code. The intent of the proposed change reflects the changing numbers of sisters who are faculty, the modification was requested by the sisters. **Motion:** The Faculty Welfare Committee moves to accept the changes to the FWC Operating Code as distributed. **Motion approved viva voce.**

• **Format for Course Evaluations**
  - Dr. Marden-Lokken presented a motion from the Faculty Welfare Committee to have all faculty course evaluations collected electronically. Several years ago the Student Evaluation Task Force modified the student survey, which was approved by Faculty Assembly; however, at that time it was decided that the second recommendation of the task force, electronic delivery of the survey, would be delayed. Several schools have moved completely to electronic delivery of the survey and currently only 28 faculty members are utilizing paper-based surveys. **Motion:** The Faculty Welfare Committee moves that course instruction surveys be only administered in an online format. **Questions:** 1. Will this start with Fall Semester 2015 or Spring Semester 2016? The survey will be delivered in an online format only starting with Spring Semester 2016. 2. The response rate of online surveys appears low and this is concerning, especially for probationary faculty members does this present problems? It is not clear that the response rate is low and it is possible to look at providing “sticks and carrots” to increase the response rate. 3. Is it possible for students to utilize mobile technologies to complete these surveys? The company is working on that issue. **Motion approved viva voce.**
• **Economics Discontinuance Task Force Report**
  o Dr. Killough presented a motion from the Undergraduate Curriculum Committee to accept the recommendations of the Economics Discontinuance Task Force. The UGCC and President’s staff have approved the report as presented. **Motion:** The UGCC moves to accept the Economics Discontinuance Task Force Report recommendations as presented. **Questions:** 1. The third bullet point in the recommendations does not seem to provide a firm recommendation. Sr. Edith Bogue responded as a member of the task force that the item is indeed vague and the purpose for leaving it that way was to encourage creative solutions. **Motion approved viva voce.**

9. **Announcements**
   • Dr. James Crane is stepping down from the Academic Affairs Committee of the Board of Trustees. The faculty will need to vote on a replacement to fill the remaining portion of Dr. Crane’s term during the December Faculty Assembly meeting. Faculty interested in running for this position should contact Annette Simmons.

10. **Adjournment**
    • Annette Simmons called for adjournment of the Faculty Assembly at 4:39 p.m.

**Next Faculty Assembly Meeting: December 3 at 3:50 p.m. in Mitchell Auditorium**
Look for the Agenda and Supporting Materials at: [https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml](https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml)

Return to [AGENDA](#)
Evaluation Process for Faculty Section (pp. 20-23)

B-10 Evaluation Process for Faculty
Faculty evaluation at The College of St. Scholastica has two purposes: (a) to affirm and to improve, if necessary, the work of individual faculty members, and (b) to provide evidence for promotion-and-tenure decisions. The College policy is to try as much as possible to keep these two purposes from interfering with each other. Continuing improvement in faculty work may occur through evaluation that is separate from the promotion-and-tenure process. The College wishes to encourage this ongoing evaluation in the interests of excellence in teaching, scholarship, professional activity, and service. Teaching, scholarship, professional activity, and service that promote inclusive excellence within the College community are to be encouraged and recognized in the evaluation of the faculty member’s performance. These contributions can take a variety of forms including individual professional development, scholarship, curriculum development and College or civic service that foster a more diverse, equitable and inclusive community. The procedures below are designed with this goal in mind.

A main part of the evaluation depends on the faculty member’s immediate supervisor. For most faculty members the immediate supervisor is the department chairperson. For department chairs the immediate supervisor is the school dean and for school deans the immediate supervisor is the Vice President for Academic Affairs. The Vice President for Academic Affairs will be responsible for implementation of the evaluation process.

Four types of faculty evaluation are required:

1. **Faculty Long and Short-Term Goals Form.** The purpose of this form is to create an opportunity for discussion between the department chair and faculty member regarding teaching, service, and professional growth. Goals are revised annually by all faculty members. A completed copy of this form is to be submitted to the immediate supervisor by the second Monday in October. Portfolios for promotion or tenure do not require this form.

2. **Joint Evaluation by Chairperson and Faculty Member.**
In the spring of each year the faculty member and supervisor will jointly complete the Chairperson’s Evaluation of Faculty form.
  - All probationary faculty will complete this process annually.
  - Rolling contract/tenured faculty will complete this process every other year.
  - The evaluation report should include (a) comment on the annual goals established by faculty, and (b) strengths and needs for improvement in the areas of teaching (including verification of the faculty member’s teaching improvement activities as described in the Teaching Improvement Activities section below), professional development, departmental/College/community service, including activities that promote diversity, equity, and inclusion.
  - The completed evaluation will be sent to the Vice President for Academic Affairs with a copy to be retained by the immediate supervisor and the faculty member. Portfolios for promotion or tenure must include these evaluations.
To Assistant Professor:

2. Excellence in teaching, as documented by the annual joint chairperson-faculty member evaluations; the summaries of end-of-course student satisfaction surveys; quality of course syllabi; evidence of currency in content and pedagogy; evidence of development in the quality of one’s teaching; and appropriate work with advisees.

3. Professional or scholarly activity, as documented by membership in professional organizations, conference attendance, currency within one’s discipline, research activity and so forth.

4. Service, as evidenced by willingness to work on departmental and/or College committees including willingness to engage in department projects and activities.

5. Evidence of activities that promote diversity, equity, and inclusion.

6. On the basis of merit, exceptions to the listed criteria can be made.

To Associate Professor:

1. The doctoral degree in one’s discipline (or in a supporting field approved in writing by the president) or an M.F.A. in art, theater, or creative writing (for individuals in these disciplines). The candidate may apply for promotion as early as Fall Semester of his/her fifth credited year at the rank of assistant professor, if at least two of the years have been at St. Scholastica.

2. Excellence in teaching as documented by the annual joint chairperson-faculty member evaluations; the summaries of end-of-course student satisfaction surveys; quality of course syllabi; evidence of currency in content and pedagogy; evidence of development in the quality of one’s teaching; and appropriate work with advisees.

3. Evidence of significant professional and scholarly activity outside the classroom. For promotion to Associate Professor the applicant needs to use the scholarly activity requirements described for promotion to Full Professor – see number 3 below. The applicant for promotion to Associate Professor is required to document peer review of at least one piece of substantive work from the categories described in number 3 below.

4. Service, as evidenced by willingness to work on departmental and/or College committees including willingness to engage in department projects and activities.

5. Evidence of participation in civic community service.

6. Evidence of activities that promote diversity, equity, and inclusion.

7. On the basis of merit, exceptions to the listed criteria can be made.

To Professor:

1. The doctoral degree or an M.F.A. in art, theater, or creative writing (for individuals in these disciplines). The candidate may apply for promotion as early as Fall Semester of his/her seventh credited year at the rank of associate professor, if at least two of the years have been at St. Scholastica.

2. Excellence in teaching as documented by the annual joint chairperson-faculty member evaluations; the summaries of end-of-course student satisfaction surveys; quality of course syllabi; evidence of currency in content and pedagogy; evidence of development in the quality of one's teaching; and appropriate work with advisees.
3. Evidence of substantial professional and scholarly activity outside the classroom which enhances the faculty member’s discipline. The candidate is expected to provide documentation of achievements as a teacher/scholar from peers in the discipline. Faculty must maintain a record of professional engagement, as enumerated below, that is appropriate to the nature of the discipline, the level of their program, and the level of support. A continuing scholarly activity agenda (both disciplinary and interdisciplinary) can be manifested in a variety of ways. The candidate must document peer review of at least three pieces of substantive work from the following categories. The candidate must also provide a narrative describing how each substantive work enhances the faculty member’s discipline. Ultimately, it is the responsibility of the CSS promotion/tenure committees to determine the quality of a candidate’s professional contributions; the documentation must be sufficient to enable these committees to make this determination. Documentation should reflect accomplishments since the faculty member’s last promotion.

- Scholarly activity (basic or applied) that results in a refereed publication. “Refereed” is used to indicate that manuscripts submitted for publication are examined both by an editor and one or more specialists in the individual field before approval is given to publish. For purposes of documentation, include a copy of the published scholarly activity in the portfolio.
- Presentation of scholarly activity results at a refereed professional conference or seminar. For purposes of documentation, include a copy of the conference proceedings and a copy of your presentation in the portfolio.
- The publishing of a book-length manuscript. The published book-length manuscript must be published by a recognized publisher and may not be self-published. For purposes of documentation, include a copy of the manuscript and at least one external peer review. Because of the possible magnitude of such an effort, a faculty member may request that such a manuscript be counted for up to all three of the “substantive work” efforts required for promotion to full professor.
- Scholarly activity on issues of pedagogy that are published or presented at a conference or seminar that competitively reviews proposals. For purposes of documentation, include a copy of the conference proceedings and a copy of your presentation in the portfolio.
- Artistic creation or performance in one’s discipline that is reviewed by peers from outside the institution. For purposes of documentation, include written reviews by external peers of artistic creations or performances in the portfolio.
- Funded external grant proposals in the discipline. For purposes of documentation, include a copy of the grant proposal that was submitted and funded in the portfolio. Documentation will be satisfied by at least one written external peer evaluation of the faculty member’s contribution to the enhancement of the discipline.
- Professional practice or consulting that is documented as enriching the discipline. For purposes of documentation, include a copy of the initial request from the client for the practice/consultation, a copy of the peer evaluation of its outcome, and evidence of its qualitative equivalence to expectations in other categories of this criterion.
- Other scholarly activity (e.g. textbook, case study, software, member of editorial board of scholarly journal, substantive leadership in professional associations) which enhances
the faculty member’s discipline. Documentation will be satisfied by at least one written external peer evaluation of the faculty member’s contribution to the enhancement of the discipline.

4. Service, as evidenced by leadership on departmental, ad hoc or standing college, or institutional committees. Service as a department or school dean can also meet this criterion.

5. Evidence of participation in civic community service.

6. **Evidence of activities that promote diversity, equity, and inclusion.**

7. On the basis of merit, exceptions to the listed criteria can be made.

II. Portfolio Preparation for Promotion

It is the applicant’s responsibility to assemble and to submit by November 1 to the school dean a well documented portfolio which includes but is not limited to the following items, which should be presented with clear labeling of sections. Headings A-F below represent the recommended organization; they are not meant to comprise a policy limiting the documents that may qualify as evidence for each criterion for promotion.

See the Criteria for Promotion immediately preceding this section. See also a crucial discussion in the Evaluation Process for Faculty (B-10).

In one or more of the sections below, evidence of and reflection upon activities that promote diversity, equity, and inclusion should be highlighted. These activities can take a variety of forms including individual professional development, scholarship, curriculum development, and College or civic service that foster a more diverse, equitable and inclusive community.

A. Orientation to the Candidate

1. A document addressed to the Promotion and Tenure Committees presenting the case that the applicant meets the criteria for promotion to the desired rank. This document must be a thorough case-statement. It is the heart of the portfolio. Subsequent materials are mainly for supporting this case. The case-statement should address the eligibility requirements and the specific criteria for the desired rank and should follow the order of these criteria as listed above. In general, the areas of interest are teaching, scholarly and professional activity, and service, but each rank has its own version of the criteria, which must be addressed point by point. One subject the case-statement should discuss within the category of teaching is the applicant’s use of teaching improvement activities. Portfolios assembled for both promotion and tenure should specifically address the criteria for both purposes. See the section below on Tenure/Five-Year Rolling Contracts.

2. A curriculum vitae.

3. Joint evaluations by chairperson and faculty member for the past two years. The evaluation report should include (a) comment on the annual goals established by the faculty member, and (b) strengths and needs for improvement in the areas of teaching (including verification of the faculty member’s teaching improvement activities as described in the Teaching Improvement
Activities section above), professional development, and departmental//College/community service, including activities that promote diversity, equity, and inclusion.

B Evidence of Quality of Teaching
1. Summaries of end-of-course evaluations of student satisfaction for all courses with five or more students within the past two years.
2. Syllabi for all courses taught during the past year, together with samples of assignments and examinations.
3. Evidence of appropriate work with advisees, including number of advisees. (Documentation here is not needed if the case-statement covers this area well already).

C. Evidence of Professional and Scholarly Activity
1. Specific evidence of research and scholarly activity. Especially relevant is scholarly activity within one’s discipline. What is needed will depend on the criteria for the desired rank. For a full list of the kinds of documents that might be used to demonstrate scholarly activity in any rank, see the section above on Criteria for Promotion to Professor, no. 3.
2. A list and description of activities other than research and scholarly activity showing continued professional activity. What is needed will depend on the criteria for the desired rank.

D. Evidence of College Service (Documentation here is not needed if the case-statement covers this area well already.)
1. Evidence of service to the College community, the department, and/or College committees.
2. Evidence of out-of-class work with students, including work with student groups or clubs, and so forth.

E. Evidence of Participation in Civic Community Service - required only for promotion to Associate Professor or Professor. (Documentation here is not needed if the case-statement covers this area well already.)

F. Letters of Evaluation to be sent directly to the candidate’s school dean or the school dean’s designee.
1. Written letter of evaluation from the immediate supervisor(s) covering the promotion criteria of eligibility, teaching, professional and scholarly activity, and service, according to the rank for which the candidate is applying.
2. Written letters of evaluation from three colleagues, one of whom should be from outside this institution.
3. Up to three letters of recommendation from alumni may also be included.

Tenure Section (pp. 48-50)
I. Criteria
1. For tenure, an earned doctorate for tenure or an M.F.A. in art, theater, or creative writing (for individuals in these disciplines); for a five-year rolling contract, an advanced...
degree in an area appropriate to the faculty member’s responsibilities.
2. Excellence in teaching in various venues.
3. Evidence of professional activity outside the classroom.
4. Evidence of College service.
5. Evidence of civic community service.
6. Effective implementation of administrative responsibilities, as applicable.
7. Evidence of activities that promote diversity, equity, and inclusion.
8. Future potential and fit with the institutional mission.

******

II. Portfolio Preparation for Tenure/Five-Year Rolling Contracts

It is the candidate’s responsibility to assemble and to submit by October 1 to the school dean a well documented portfolio which includes but is not limited to the items listed below, which should be presented with clear labeling of sections. The section headings, A-G below, represent the recommended organization; they are not meant to comprise a policy limiting the documents that may qualify as evidence for each criterion.

See the Criteria for Tenure / Five-Year Rolling Contracts preceding this section. See also a crucial discussion in the Evaluation Process for Faculty in B-10 of this handbook.

In one or more of the sections below, evidence of activities that promote diversity, equity, and inclusion should be highlighted. These activities can take a variety of forms including individual professional development, scholarship, curriculum development, and College or civic service that fosters a more diverse, equitable and inclusive community.

The candidate will use clear labeling to delineate between portfolio materials submitted for the Second Year Review and those collected after the Second Year Review for the Fourth Year Review, and yet again, when the time comes, between Fourth Year materials and Sixth Year materials.

A. Orientation to the Candidate

1. A document addressed to the Promotion and Tenure Committees presenting the case that the candidate meets the criteria for tenure / five-year rolling contracts. This document must be a thorough case-statement. It is the heart of the portfolio. Subsequent materials are mainly for supporting this case. The case-statement should address the eligibility requirements and the specific criteria, point by point, and should follow the order of these criteria as listed above. One subject the case-statement should discuss within the category of teaching is the applicant’s use of teaching improvement activities. Portfolios assembled for both promotion and tenure should specifically address the criteria for both purposes. See the section above on Promotion.
2. A progress report on steps taken to remedy concerns that may have been expressed during the candidate’s second- and fourth-year reviews.
3. A curriculum vitae.
4. Joint Evaluations by chairperson and faculty member for the past two years. The
evaluation report should include (a) comment on the annual goals established by the faculty member, and (b) strengths and needs for improvement in the areas of teaching (including verification of the faculty member’s teaching improvement activities as described in the Teaching Improvement Activities section above), professional development, and departmental/College/community service, including activities that promote diversity, equity, and inclusion.

B. Evidence of Quality of Teaching
   1. Summaries of end-of-course evaluations of student satisfaction for all courses with five or more students within the past two years.
   2. Syllabi for all courses taught during the past year, together with examples of assignments and examinations.
   3. Evidence of appropriate work with advisees, including number of advisees.
      (Documentation here is not needed if the case-statement covers this area well already.)

C. Evidence of Professional Activity Outside the Classroom
   1. Professional or scholarly activity, as documented by membership in professional organizations, conference attendance, currency within one’s discipline, research activity and so forth.

D. Evidence of College Service (Documentation here is not needed if the case-statement covers this area well already.)
   1. Evidence of service to the College community, including willingness to work constructively on departmental and/or College committees.
   2. Evidence and examples of service to students including work with student groups or clubs, and so forth.

E. Evidence of Participation in Civic Community Service (Documentation here is not needed if the case-statement covers this area well already.)

F. Evidence of Administrative Effectiveness, as applicable.
In cases where the faculty member has major administrative responsibilities (e.g., as department chair) as part of the full-time faculty contract, a section would be included that discusses the administrative duties assumed and effectiveness as an administrator as evidenced by subordinate evaluations.

G. Letters of Evaluation to be sent directly to the school dean or school dean’s designee.
   1. Written letter of evaluation from the immediate supervisor(s) covering the tenure/five year rolling contract criteria of eligibility, teaching, professional activity outside the classroom, service, and administrative responsibilities (if applicable).
   2. Written letters of evaluation from three colleagues, one of whom should be from outside this institution.
   3. Up to three letters of recommendation from alumni may also be included.
Background on Diversity, Equity, & Inclusion Additions to P&T

In response to campus events and concerns raised by students, faculty, and staff, the Faculty Assembly passed a motion in May 2013 for the Faculty Welfare Committee to consider policy changes to increase the cultural fluency of faculty. One of the policy changes included modifying the Promotion and Tenure process to have faculty pursue improvement activities that would address their cultural fluency.

During the 2013-14 academic year, the Faculty Welfare Committee tasked the Multicultural Organizational Development (MCOD) Committee (now the Inclusive Excellence Leadership Team) to develop language to include in the promotion and tenure section of the Faculty Handbook. An MCOD task force, along with the Chief Diversity Officer, met to recommend criteria for faculty and developed language which was presented to the Faculty Welfare Committee and to the Schools during September 2014. Faculty Welfare representatives gathered feedback from each school and sent it to the task force, which then worked on revising the language to incorporate suggestions for improvement.

During this time, the College also embarked on the diversity mapping process facilitated by Halualani & Associates. The MCOD Committee, in response to the mapping process, re-envisioned its role at the College and next steps to support implementation of recommendations resulting from the diversity mapping process. One document developed was the Statement on Inclusive Excellence at the College of St. Scholastica, which identifies how inclusive excellence is central to the mission of the College and our Catholic Benedictine heritage. Members of the Catholic Vision and Inclusion Team (CVIT) provided insight on how our catholic identity - in the sense of being universal - compels us to be open to all people and all ideas. The document also includes definitions for relevant terms including diversity, inclusion, and equity.

Feedback from Schools, diversity mapping recommendations, and the inclusive excellence document informed the final round of changes to the P&T section of the handbook presented here. Listed below are the primary questions and concerns from Schools and explanations of changes to the P&T language.

1. **How is the task force defining cultural diversity?**
   The language now uses “...activities that promote diversity, equity, and inclusion” instead of cultural diversity. Definitions of these terms are provided in the Statement on Inclusive Excellence at CSS document as well as the attached guidance document for portfolio preparation.

2. **Is cultural diversity and inclusiveness a separate criterion?**
   “Evidence of activities that promote diversity, equity, and inclusion” is the second to last
item in the list of criteria for promotion and tenure, before “On the basis of merit, exceptions to the listed criteria can be made.” It is listed separately rather than modifying the language for each criteria (teaching, scholarly or professional work, and service) to incorporate diversity. Faculty are instructed in a paragraph before A. Orientation to the Candidate in each section to identify evidence of their activities that promote diversity, equity, and inclusion in one or more of those areas in the portfolio.

3. **When will faculty going up for tenure and promotion need to start documenting their activities?**
   While it would be ideal if all faculty being reviewed for promotion and tenure would begin to address their activities related to advancing diversity, equity, and inclusion immediately, we propose these new requirements take effect formally for faculty applying for promotion and/or tenure (5-year rolling contract) during the 2019-2020 academic year. This would give faculty 4 years to substantially engage in related activities.

4. **Can the Handbook/task force provide examples of what counts as quality cultural diversity activities?**
   The task force developed a supplemental guidance document (i.e. not a part of the Handbook) that includes an overview of diversity, equity, and inclusion and example activities for each section of P&T portfolios (teaching improvement activities, scholarly activity, service to CSS, service to community). The guidance document is included as an attachment along with this background document and the motion with suggested P&T language changes. The Office of Inclusive Excellence, Human Resources plans on providing a list of current opportunities to develop cultural fluency.

5. **Why are diversity and inclusiveness the specific values being addressed when there are many others held by our institution?**
   The College is rededicating itself to addressing issues of diversity, equity, and inclusion. A call to action was issued by President Goodwin during the August 2015 Faculty/Staff Institute, the Statement on Inclusive Excellence at CSS document has been approved by President’s Staff, and the College community is about to develop a strategic plan to address these issues systemically.

   Data from the college highlights that there is an achievement gap for students of color, which needs to be addressed in order for the College to fulfill its mission and stay true to its heritage. Strategies for addressing the achievement gap clearly fall within the faculty criteria for promotion and tenure. For example, research-based pedagogical strategies to support underrepresented students are a part of teaching improvement activities (and often benefit all students). It is incumbent upon our faculty to support the achievement of all students, not just some students.
While we are continuing to make strides in becoming a more inclusive campus, feedback from students and the diversity mapping process indicate that we have not yet reached a point where diversity, equity, and inclusion are well-integrated with our mission. In order to move in the direction of inclusive excellence, we must specifically call attention to those activities and hold faculty accountable through the promotion and tenure process.

6. **How can cultural diversity activities be best documented?**

The new P&T language indicates that candidates should provide evidence in one or more of the portfolio sections, depending on the activities in which they have engaged. Evidence would be similar to existing descriptors listed in the Handbook such as service on committees related to diversity, equity, and inclusion, participation in professional development activities, or research related to diversity, equity, and inclusion within each discipline. The guidance document includes examples of activities for each of these sections.
3:50 p.m.  Call to order
Annette Simmons, Chair-Faculty Assembly

Invocation
Bruce Loppnow, Dean, SHS

Presentation of the Agenda
Annette Simmons, Chair-Faculty Assembly

Approval of Dec. 2015 Minutes
Annette Simmons, Chair-Faculty Assembly

Remarks
• Presidential Search
  Search Committee Faculty Members

• Technology Fee
  Xavier Knight, CIO

• Online Curricular Form
  Bret Amundson, Director-General Education

Old Business
• None
New Business

• Exercise Physiology/Pre-AT Proposal
  George Killough, Chair-UGCC

• Photography Discontinuance Report
  George Killough, Chair-UGCC
  Beth Domholdt, VPAA
  Members of the Photo Discontinuance Task Force

Announcements

• Faculty Development Committee
  Kelly Erickson, Chair-FDC

Adjournment

Annette Simmons, Chair-Faculty Assembly

**Next Faculty Assembly Meeting: March 3, 2016 at 3:50 p.m. in Mitchell Auditorium**
Look for the Agenda and Supporting Materials at:
https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml
1. **Off-site accessibility**  
   - Via Adobe Connect videoconferencing at:  
     [https://saints.adobeconnect.com/mitchell/](https://saints.adobeconnect.com/mitchell/)

2. **Call to Order**  
   - Annette Simmons called the meeting to order at 3:51 p.m.

3. **Invocation**  
   - Carolyn Jahr, Assistant Professor, SHS presented the invocation.

4. **Alma Mater**  
   - Members of the Faculty Assembly sang Vivat St. Scholastica accompanied by Dr. LeAnn House, Chair, Music Department.

5. **Presentation of the Agenda**  
   - Annette Simmons presented the December 2015 Faculty Assembly agenda. The agenda was approved as presented.

6. **Approval of Previous Minutes**  
   - Annette Simmons present the November 2015 Faculty Assembly minutes. The minutes were accepted as presented.

7. **Remarks**  
   - Presidential Search Update  
     - Jessica Durbin and Sr. Kathleen Hofer, Co-Chairs of the Presidential Search Committee, provided an update on the search. There was a strong applicant pool. Eight individuals were selected for neutral site interviews, during the two days of off-site interviews three candidates rose to the top. Three candidates were invited to campus, one candidate accepted a position before the on-campus interviews. The remaining two candidates came to
campus. One of the candidates was deemed unacceptable, the other candidate withdrew from the process. The search committee and search firm will continue the search process and keep the campus updated as the process unfolds.

8. Old Business
   - None

9. New Business
   - Quorum established at 80

   • Approval of December Graduates
     o Motion- Annette Simmons: RESOLVED, that the Faculty Assembly authorize the granting of the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Science, Master of Social Work, Doctor of Physical Therapy, and Doctor of Nursing Practice Degrees to December graduates, pending approval by appropriate advisors, department chairs or program directors. Second- Randall Poole. Motion approved viva voce.

   • Election
     o Madonna LeBlanc was nominated to fill the remaining portion of the term for faculty representative on the Academic Affairs Subcommittee of the Board of Trustees. Additional nominees were solicited three times without response. Professor LeBlanc was elected viva voce.

   • Faculty Handbook IE Language
     o Sandra Marden-Lokken, Chair-FWC, provided background information on the document. Motion: FWC moves the suggested changes to the P & T section of the faculty handbook. A Paper ballot was requested. Motion Passed: 77-Yes, 12-No, 1-Abstension

10. Announcements
   • Graduate Council
     o Brandon Olson presented the Graduate Council objectives for the year: 1. Adjunct faculty development needs survey 2. Faculty professional develop for full-time and adjunct faculty. 3. Continue lunch and learn sessions. 4. Promote research that students and faculty do on campus.
11. Adjournment
   - Annette Simmons called for adjournment of the Faculty Assembly at 4:40 p.m.

**Next Faculty Assembly Meeting: February 4, 2016 at 3:50 p.m. in Mitchell Auditorium**
Look for the Agenda and Supporting Materials at:
https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml
Proposal to add a Pre-Athletic Training Concentration to the Exercise Physiology Major
Oct 31, 2015

College mission:
Shaped by the Catholic Benedictine heritage, The College of St. Scholastica provides intellectual and moral preparation for responsible living and meaningful work.

In a nutshell, this proposal is proposing to change the name of the major for the ATR 3+2 program from a health science major, athletic training concentration to an EXP major with a pre-athletic training concentration. Both EXP and ATR programs prepare students intellectually and morally for responsible living and meaningful work. Generally, graduates of both programs work to improve the health of clients/patients. More specifically, the ATR graduates provide services encompassing injury prevention and wellness, evaluation and diagnosis, immediate and emergency care, and treatment and rehabilitation to physically active people in venues ranging from athletics to the military to industry. The EXP graduates work with all ages, athletes and non-athletes, to improve overall health, and in the case of athletes, performance. They also work to rehabilitate patients who have experienced a myocardial infarction. In our contemporary society, this qualifies as meaningful work. An intellectual and moral preparation are essential for graduates from both programs to provide their respective services competently.

General information:
The athletic training program has a 3+2 option for CSS students. Students who fulfill the criteria for this option may apply to the graduate ATR program during fall semester of their junior year. If they are accepted, they start the first year of the graduate ATR program after completing their junior year. They earn a Health Science major, Athletic Training concentration after completing the first year of the graduate ATR curriculum (i.e., their senior year). This 3+2 option enables students to complete the graduate ATR program in five years. If they complete the junior year of the EXP program, they meet the criteria for the 3+2 ATR option. To date, few students (10 have applied/9 accepted over 3 years) have taken advantage of this option.

It is believed that the Health Science major that students receive after completing the first year of the graduate ATR program is an impediment and a significant factor in the low interest to date. If students are not admitted or do not finish the ATR program (a rare occurrence-only one who was admitted as a Post Bacc student), a Health Science major is perceived to offer limited options for career preparation. Further, it is virtually impossible to quantify how many students either do not initially consider CSS or look elsewhere due to this issue. Consequently, this proposal intends to provide students with a more viable major upon completion of their first year in the graduate ATR program. Students must complete junior year of the EXP curriculum and the first year of the graduate ATR curriculum to earn the Pre-Athletic Training concentration. These students would be able to attain virtually any of the career options that EXP students currently have available to them. Only a maximum of 5 yearly 3+2 students admitted to the Masters in Athletic Training can be awarded this major. The target cohort for ATR is currently 16. The 16 slots are filled with a combination of 3 + 2 and Post-Bacc applicants.
Market for the program:
It is believed that a Pre-Athletic Training concentration will increase interest in the 3+2 option and potentially increase enrollment in both the EXP undergraduate and ATR programs. With the sunsetting of the University of Minnesota Duluth program after this year there is a potential market opportunity to capture some of the 35-40 students that were matriculating there each year with the intention of entering AT.

Another issue that has come to the forefront is a recent decision to make a Master’s degree the entry level degree in Athletic Training by 2022. This development has caused many institutions to begin creating five year pathways with an undergraduate degree to be picked up after the fourth year. Adopting this proposal will be imperative to maintain competitiveness in the market. This issue is particularly relevant given the recent roll out of Minnesota State Mankato’s program which is about 1/3 the tuition rate. A conservative estimate would an additional 20-30 programs per year over each of the next five years nationally.

Changes brought on by implementation of this proposal

• The BS EXP Major with Pre-Athletic Training Concentration would replace the BA in Health Sciences, Athletic Training Concentration. It would be the singular option for the 3 + 2 track. Given the implementation of Veritas it is really the only way a student could complete all the requirements in 3 years. If a student wanted multiple majors and/or minors they could integrate those as they desired. If they preferred a different major they could always apply as a Post-Bacc student. Limiting to this single option is important for clarity sake. It is also parallel to the current option which is the Health Science. The BA in HS-AT would be effectively dropped.

Changes the departments hope will occur from implementation of this proposal

• An increase in the number of applicants for the 3 + 2 option (BS in EXP, AT Concentration). The hope is to regularly have 8-10 applicants for the current 5 slots. To date there have been 10 applicants over 5 years (avg. of 2/year). In that this is effectively an “accelerated” route the hope is to admit applicants well above the 3.0 minimum in the future. Future mutually agreed upon decisions by administration and the department regarding overall cohort size and specific 3 + 2 cohort size are independent from this proposal and thus not relevant when deliberating on this proposal.

• An increase in the number of EXP majors since these students will be counted as EXP majors instead of Health Science.

Proposal Support
This idea has been vetted with the following individuals and reflects their input:

Dr. Beth Domholdt, VPAA
Dr. Ron Berkeland, Dean of Health Sciences
George Beattie, Registrar
David Bauman, Director of Advising
Curriculum design and delivery:
The bolded courses in the curriculum illustration below are prerequisite courses currently required for ATR. This is virtually the same curriculum that 3+2 students currently follow who are awarded the Health Science degree after their fourth year (first year of the ATR program).

EXP Pre-Athletic Training Concentration
(Bold courses are current prereqs for ATR)

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>Year 3</th>
<th>Year 4/1st Year of MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 1040 General Organic Biochem for HS Majors (4)</td>
<td>EXP 3323 Sport Nutrition (4)</td>
<td>ATR 50006 Athletic Training Learning Community (1)</td>
</tr>
<tr>
<td>BIO 1036 Cell Biology (2)</td>
<td>EXP 3321 Kinesiology (4)</td>
<td>ATR 5007 Activity Injury Management and Terminology (2)</td>
</tr>
<tr>
<td>BIO 2110 Vertebrate Anatomy and Physiology I (4)</td>
<td>EXP 3331 Exercise Physiology (4)</td>
<td>ATR 5008 Introduction to Research and Statistics (1)</td>
</tr>
<tr>
<td>PSC 1501 or 2001 (4)</td>
<td>PSY 3331 Statistics (4)</td>
<td>ATR 5505 Kinesiology and Biomechanics (2)</td>
</tr>
<tr>
<td>PSY 1105 General Psychology or PSY 2208 Lifespan Developmental Psychology (4)</td>
<td>EXP 3332 Physiological Assessment (4)</td>
<td>ATR 5510 Functional Anatomy (4)</td>
</tr>
<tr>
<td>BIO 2120 Vertebrate Anatomy and Physiology II (4)</td>
<td>EXP 3334 Cardiopulmonary Rehabilitation (4)</td>
<td>ATR 6002 Evaluation and Management: Lower Extremity and Lumbar Spine (3)</td>
</tr>
<tr>
<td></td>
<td>EXP 3322 Biomechanics (4)</td>
<td>ATR 6003 Foundations of Neuromuscular Function (2)</td>
</tr>
<tr>
<td></td>
<td>EXP 3342 Strength and Conditioning (4)</td>
<td>ATR 6007 Clinical Applications of Movement Analysis</td>
</tr>
<tr>
<td></td>
<td>ATR 3000 Introduction to Athletic Training (2)</td>
<td>ATR 6009 Evaluation and Management: Emergent Conditions (3)</td>
</tr>
<tr>
<td></td>
<td>ATR 3000 Introduction to Athletic Training (2)</td>
<td>ATR 6010 Conditioning and Rehab 1 (3)</td>
</tr>
<tr>
<td></td>
<td>ATR 6009 Evaluation and Management: Emergent Conditions (3)</td>
<td>ATR 6100 Beginning Clinical in Athletic Training (2)</td>
</tr>
<tr>
<td></td>
<td>ATR 6204 Professional Development II: Screening, Diagnosis, and Treatment (1)</td>
<td>ATR 6204 Professional Development II: Screening, Diagnosis, and Treatment (1)</td>
</tr>
</tbody>
</table>
Resources needed:
This proposal does not require any curriculum changes or any additional resources.

In summary, this proposal intends to 1) create a more attractive undergraduate option for potential athletic training students and 2) boost enrollment and interest in EXP. As stated above, no additional resources are required. No new faculty will have to be hired, no new courses will have to be developed.
RETENTION OF PHOTO MINOR--RATIONALE

In the digital age, everybody thinks they’re a photographer. The cell phone and social media sites like Pinterest and Instagram have made taking pictures and sharing them as easy as pressing a button (oddly similar to Kodak’s marketing slogan, “You Press The Button, We Do The Rest,” in 1888). But taking a good photograph requires training in composition and aesthetics, as well as knowing the technical qualities of the craft.

As John Heilpern wrote in the November, 2015 issue of Vanity Fair (while interviewing William Eggleston, considered by many to be the father of color photography), “But we’re all photographers now...may I take a cell-phone picture of you?” I asked. “Go ahead,” he obliged. I took three of him. Then he sportingly offered to take a cell-phone shot of me... The difference was laughable. Mine were just the usual snapshots, while his was a single, masterly composition of someone seated amid the day-for-night kitsch of El Quijote. He’s a magic man, that’s for sure.

Knowing the difference between just an average shot and a wonderful photograph, and how to GET to that point...this is what we try to do for students who pursue the Photo Minor or Photo Track in the Art Major.

In this visual world, now more than ever, our students who want to pursue this way of life need to know what makes a good picture, what makes a bad picture, and HOW to make the best picture possible.

When the photo minor was created in 2004, it was never expected to attract a huge following of students. It was created for those students who saw value in knowing more about photography, both as an art form and an occupation, and how they could take better pictures, perhaps even work in photography after they graduated. As you can see from the testimonials in Section V of the Discontinuance Study, we have done that with many of our minors, and they have succeeded at creating and maintaining a photo business (Bailey Aro Hutchence), or even succeeded in becoming leading figures in curating photographs for major museums (Jessica McDonald).

The administration first proposed eliminating the photo minor in the fall of 2014. They were concerned about the number of low enrolled photography courses that had been offered, and that there were not many students graduating with a declared photo minor. But our enrollments over the past three years are actually much more substantial than it appeared in the administration’s report.

Over the past three years, enrollment in photo classes has varied, but when taking the total number of students per photo class (Fall and Spring Semesters) and dividing it by the number of photo class offerings, the numbers are quite encouraging:

<table>
<thead>
<tr>
<th>2014-2015 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART/CTA 1107—Photo I (F) 18</td>
</tr>
<tr>
<td>CTA 3307—Photojournalism (F) 12</td>
</tr>
<tr>
<td>ART/CTA 2307—Digital Photo (S) 20</td>
</tr>
<tr>
<td>50 students ÷ 3 classes = 16.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013-2014 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART/CTA 1107—Photo I (F) 18</td>
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<tr>
<td>ART/CTA 2307—Digital Photo (S) 20</td>
</tr>
<tr>
<td>50 students ÷ 3 classes = 16.66</td>
</tr>
</tbody>
</table>
ART/CTA 1107—Photo I (F) 13 students
ART/CTA 2307—Digital Photo (F) 18 students
CTA 3777—Irish Landscape Photo (S) 20 students
   51 students ÷ 3 classes = 17 students

2012-2013 Academic Year
ART/CTA 3327—Nature and Landscape (F) 10 students
ART/CTA 2307—Digital Photo (S) 16 students
ART/CTA 1107—Photo I (S) 12 students
ART/CTA 4999—Ind. Study’ (S) 3 students
   57 students ÷ 4 classes = 14.25 students per class

(The Independent Studies are part of the total student enrollment, and therefore should be included in this head count. Independent Studies are “extra” work by the instructor and taught “gratis.” It does not cost the college anything.)

So over the past three years, the average number of students enrolled in a given Photography class is 15.97. These numbers compare favorably with other minors that were studied for discontinuance, but in the end were allowed to continue at CSS (i.e., Medieval Studies—16.25). You can see that for the past two years the numbers of students served in photo classes have steadily increased as well. Finally, when an advanced course is offered, that course would be paired with two higher enrolled classes, thereby ensuring the instructor met the administration’s goal of 60 students per semester per instructor (see revised minor proposal). Again, there would be no additional cost to the college. It should also be noted that the Photography Minor/Program requires no additional equipment or space.

The photo minor has also been an effective tool in retaining students. If just ONE student decided to stay at CSS rather than transfer to another school (see testimonial by Stephanie Koehnen in Section V of the Discontinuance Study), those additional tuition dollars paid by that student would fund the small potential extra cost of the program for years to come.

We currently have nine declared photo minors and 11 intended minors. We will graduate three photo minors in May, which is a significant increase from previous years. With implementation of our latest proposal, we are confident these numbers will continue to grow.
Our intention is to streamline the photography minor at CSS while enhancing its visibility on campus, making it more attractive to students in an increasingly credit-heavy undergraduate environment. We reduce the total number of credits required by decreasing or eliminating low-enrolled advanced courses. To maintain the integrity of the minor while reducing costs for the college, we add a photo history course which is offered at UMD. We retain existing courses which offer the student advanced study of select topics in photography. Our promotion of the minor includes applying for a Fine Arts designation for Color and Landscape Photography to increase enrollment in the course, initiating photography contests, and encouraging students to join the Art Club. Finally, we propose that student art and photography be showcased both on the CSS website and in a permanent gallery space, illustrating the college’s commitment to its students’ view of the world.

NEW PHOTO MINOR PROPOSAL:

CORE REQUIREMENTS

ART/CTA 1107—Photography I (4 cr.)
ART/CTA 2307—Digital Photography (4 cr.)
CTA 4999—Independent Study—Portfolio Development/Exhibit (2 cr.)

All above are either sufficiently enrolled or don’t cost CSS any additional money re: faculty pay.

AT LEAST ONE ADVANCED OFFERING (to be offered once in rotation every 3 years)

ART/CTA  3327 --Color and Landscape Photography (4 cr)
ART/CTA  4427--Alternative Photo Methods (4 cr)

CTA  3307-- Photojournalism (may be offered more frequently for certain specializations within the COM major, i.e. Journalism track) (4 cr)

Under the new Photo Minor proposal, students would only need ONE advanced photo course at CSS, rather than at least three under the existing requirements. Lower enrolled advanced photo courses would be offered less frequently than under the present program, thereby saving the college additional dollars. That means that the college would not have to hire adjuncts to compensate for low enrolled photo courses. The photo minor coordinator would also work with the CTA dept. to ensure that when an advanced course is offered, the photo instructor would teach two higher enrolled courses, thereby ensuring the instructor meets the administration’s desire for 60 students per instructor per semester.

PHOTO HISTORY—(3 cr. taken at UMD--required)

Decreasing the number of required credits allows us to add a course in Photo History which we’ve never had the luxury to offer. An arrangement with the UMD Art Department will allow our students to cross-register in a Photo History course. This is an important addition to our students’ understanding of the medium: as with any art form, a thorough grounding in its history is essential for a full appreciation of photography. This course in photo history will enable
students to more fully understand the medium—its origin and evolution through significant artistic movements—at no cost to the college.

Here is the course description from the UMD website:

ART 2620: History of Photography (3 cr.)
Conceptual and technical evolution of the photographic medium from its inception to the present, with special emphasis upon its development within art, design and new media contexts.

The photo minor coordinator has contacted the UMD Art Dept. about this possible requirement, and they have kindly agreed to accommodate our students.

**CHOOSE ONE OR MORE OF THE FOLLOWING:**

CTA 4999—3-4 cr. independent study in Photography

CTA 4555—3-4 cr. internship in Photography (past internships have included Athletics, The CABLE, and Public Relations). Students could also choose an off-campus location, although these are limited and would be available ONLY to select students who have demonstrated high levels of proficiency, dedication and motivation.

We offer students a choice here, because not every student wants to do an internship. There are also some students who may not be the best fit for working with other departments or outside agencies.

**Total Number of Credits with This Proposal—at least 20**

**Previous Number of credits—at least 22**

As with our existing program, Topics courses offered abroad (i.e., Ireland) could be substituted for one of the required photo courses. Also—a photo course taken abroad at another institution could be included in the minor through the standard transfer protocol at CSS. We have previously had CTA students take photography courses in the UK and Australia.

**COURSES TO BE REMOVED FROM EXISTING MINOR**

ART/CTA 2207—Photography II—this course will be removed from the curriculum. It is an advanced B/W darkroom course, but materials are becoming increasingly hard to find and costs of those materials have increased. Students would still be able to study some of what’s covered here through an independent study.

ART/CTA/CIS 2041—Computer Graphic Design—this course is no longer offered by the Communication or Art Department, as the Art concentration in Graphic Design has been eliminated.
## OLD AND NEW PHOTO MINORS, SIDE BY SIDE COMPARISON

<table>
<thead>
<tr>
<th>EXISTING PHOTO MINOR AT CSS</th>
<th>PROPOSED PHOTO MINOR AT CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All Courses 4 cr. except CTA 4999)</td>
<td>Required:</td>
</tr>
<tr>
<td>ART/CTA 1107—Photography I</td>
<td>ART/CTA 1107—Photography I (4 cr)</td>
</tr>
<tr>
<td>ART/CTA 2207—Photography II</td>
<td>ART/CTA 2307—Digital Photography (4 cr)</td>
</tr>
<tr>
<td>ART/CTA/CIS 2041—Computer Visual Design</td>
<td>ART Photo History (UMD) (3 cr)</td>
</tr>
<tr>
<td>ART/CTA 3327—Color and Landscape</td>
<td>CTA 4999—Independent Study—Portfolio/Exhibit (2 cr)</td>
</tr>
<tr>
<td>ART/CTA 4427—Alternative Photo Methods</td>
<td>Choose ONE of the Following 4 cr. Classes;</td>
</tr>
<tr>
<td>ART/CTA 4999—Ind. Study (2 cr)</td>
<td>ART/CTA 4427—Alternative Photo Methods</td>
</tr>
<tr>
<td>Total Credits—22</td>
<td>ART/CTA 3327—Color and Landscape</td>
</tr>
<tr>
<td></td>
<td>CTA 3307—Photojournalism</td>
</tr>
<tr>
<td></td>
<td>Choose ONE of the Following</td>
</tr>
<tr>
<td></td>
<td>CTA 4999—Independent Study (3-4 cr)</td>
</tr>
<tr>
<td></td>
<td>CTA 4555—Internship (3-4 cr)</td>
</tr>
<tr>
<td></td>
<td>Total Credits—20</td>
</tr>
</tbody>
</table>
Additional Opportunities for Promotion

- We will encourage photo students to join the Art Club.
- We will encourage regular photo contests throughout the semester, similar to *The Guardian*’s monthly contest—see link below:
  

- The photo minor coordinator will apply for fine art designation on ART/CTA 3327--Color and Landscape Photography and remove the prerequisite course. In today’s media savvy student world, most students have enough technical skills to take this course without the prerequisite. These actions should increase enrollment in the course while decreasing student cost.
- The photo minor coordinator is currently working with IT to increase the program’s visibility on the CSS website. We aren’t listed on the web page for SAL minor areas of study, again, at no cost to the college.
- We also would like to promote the photography minor among health science students as a possible creative outlet which makes space and time for reflection and appreciation of the world around us, and which *may* be less intimidating than other outlets such as poetry or painting.
- We continue to advocate for exhibition space for both Art and Photo students to show a diversity of student viewpoints on campus.
# COMPARISON OF CSS, UMD AND UWS PHOTO MINOR REQUIREMENTS

<table>
<thead>
<tr>
<th>PROPOSED PHOTO MINOR AT CSS</th>
<th>PHOTO MINOR AT UMD</th>
<th>PHOTO MINOR AT UWS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required:</strong></td>
<td><strong>Required Courses: (All 3 cr.)</strong></td>
<td><strong>ART 105—Drawing (3 cr)</strong></td>
</tr>
<tr>
<td>ART/CTA 1107—Photography I (4 cr)</td>
<td>ART 1013—2-D Digital Design</td>
<td>ART 102—2-D Design (3 cr)</td>
</tr>
<tr>
<td>ART/CTA 2307—Digital Photography (4 cr)</td>
<td>ART 1900—Visual Literacy</td>
<td>ART 241—Photography Introduction (3cr)</td>
</tr>
<tr>
<td>ART Photo History (UMD) (3 cr)</td>
<td>ART 2600—Photography I</td>
<td>ART 327—Modern Art History (4 cr)</td>
</tr>
<tr>
<td>ART/CTA 4999—Independent Study—Portfolio/Exhibit (2 cr)</td>
<td>ART 3600—Photography: Alternative Processes</td>
<td>Or</td>
</tr>
<tr>
<td><strong>Choose ONE of the Following 4 cr. Classes:</strong></td>
<td><strong>ART 4600—Photography: Digital Portfolio</strong></td>
<td>ART 342—Photo History, Theory, Criticism (3 cr)</td>
</tr>
<tr>
<td>ART/CTA 4427—Alternative Photo Methods</td>
<td><strong>ART 4675—Photography: The Photographic Book</strong></td>
<td>ART 341—Intermediate Photography (6 cr)</td>
</tr>
<tr>
<td>ART/CTA 3327—Color and Landscape</td>
<td><strong>ART 2620—History of Photography</strong></td>
<td>ART 441—Advanced Photography (3 cr)</td>
</tr>
<tr>
<td>CTA 3307—Photojournalism</td>
<td><strong>Electives (All 3 cr.)</strong></td>
<td><strong>Total Credits: 21-22</strong></td>
</tr>
<tr>
<td><strong>Choose ONE of the Following</strong></td>
<td>Take 1 or more course(s) totaling 6 or more credit(s) from the following:</td>
<td></td>
</tr>
<tr>
<td>CTA 4999—Independent Study (3-4 cr)</td>
<td>ART 3515—Photography: Inventing with Light</td>
<td></td>
</tr>
<tr>
<td>CTA 4555—Internship (3-4 cr)</td>
<td>ART 4600—Photography: Digital Portfolio</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits: 20</strong></td>
<td>ART 4650—Alternative Processes Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits: 27</strong></td>
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</tbody>
</table>
I. History and description of the program at the College
   A. Early history as well as recent changes

   The study of photography has long been associated with CSS. Sr. Noemi Weygant (OSB) started the program back in the late '60's-early '70's. Sr. Noemi was a well-regarded educator and internationally known photographer. Upon review of course catalogs from 45 years ago, the depth and breadth of photo class offerings was robust. We have tried, over the past 30 years, to continue to carry forward Sr. Noemi’s vision.

   B. Curriculum design and delivery

   The ART/CTA dept. currently offers six photography courses:

   ART/CTA 1107--Photography I (Fine Art Designation)--students learn how to use 35mm film cameras, shoot black and white film and make black and white prints in our darkroom. Aesthetics and technique are both emphasized

   ART/CTA 2207 - Photography II
   An advanced black and white film/print course. Topics covered include the zone system of exposure for 35mm; various black and white print and film processes; kodalith stocks, print toning and other special effects. Students also work with studio lighting and view cameras and become familiar with both fine art and commercial studio photography aesthetics and practices

   ART/CTA 2307 - Digital Photography - 4 cr.
   Introductory course to digital image making. Students work with digital SLR cameras and the latest photographic software to produce an entirely digital portfolio. Composition and visual aesthetics are emphasized. Digital SLR cameras are provided by the school.

   ART/CTA 3327 - Color & Landscape Photography - 4 cr.
   Color photographic aesthetics and theory are studied; these principles are then applied to the practice and technique of landscape photography. Special attention is paid to working in the color medium, and translating that knowledge to the specific study of landscape photography. Digital SLR cameras are required and are provided by the school

   ART/CTA 4427 - Alternative Photography Methods - 4 cr.
Explores late 19th and early 20th century printing techniques as alternatives to modern photo methods. Students use the sun as a light source to print cyanotypes (blue prints), van dyke (brown prints) and gum bichromate images. Other techniques such as pinhole cameras and hand coloring of prints are also explored in the course.

CTA 3307--Photojournalism
Students use digital cameras to concentrate on capturing a moment in time (photojournalism), and artfully record and reveal current social issues on camera (documentary)

C. Enrollment history
Shows steadily increasing student interest: Fall 2012 had 13 minors; Fall 2013 had 11 minors; and Fall 2014 had 20 minors. (Figures from George Beattie.)

A number of students have already filled out paperwork and are thus committed to the Photo Minor. There are currently 10 photo minors and one Art Major with a Photo thrust who have already done so (4 Juniors, 3 Sophomores, 4 Freshmen). These numbers are very encouraging, and indicate a higher level of student interest in the Photo Minor than in many past years. There are another 9 who have indicated an interest in photography, but have yet to fill out the paperwork.

D. Revitalization efforts

The Photo program has often suffered from a lack of visibility, despite efforts to display student work in various campus settings. The Marketing Dept. should coordinate efforts with the CTA and ART Departments to make the Photo Minor more visible, especially with an increased visual online presence. There is some web presence now, but very basic and mostly in text form. See the links below:

http://www.css.edu/undergraduate/undergraduate-traditional/academics/arts-and-letters/photography.html


We need to showcase more student work online--after all, photography is a visual medium, and as such a more visual presence is desirable on the web.

II. Mission fit of the program with the College
Perhaps the essence of our Benedictine Philosophy of Education is the notion that our role is to educate: nowhere do we pledge ourselves to cater to the interests of our “consumers.” Our “consumers” come from K-12 programs that have, often necessarily, sacrificed exposure to the arts. We need to recognize that our sizeable tuition purchases something more—something that is essential to a life well lived. All of the testimonies from students and alumni which we have included attest to the value of the arts, both as vocation and avocation. To fail to respect the need of our students for artistic expression, though they may not recognize this need until it is explored in our courses, would be an assault on our mission, a failure to recognize what the term “education” means. To maintain our integrity as a Benedictine college, we need to embrace our role as educators who are, in part, responsible for the survival of the arts in a world which devalues them. Otherwise, we are a state school or community college with a very high price tag.

Our Philosophy of Education

“Benedictine life is based upon the Gospel of Christ and is lived in witness to this Good News in peace and simplicity. It strives to create surroundings permeated by Christian vision and an attitude of openness to the Spirit. . .

While the abbot is given the last word in all decision-making, Benedictine life also values the views and opinions of each of its members. . . All should be called for counsel, for God often reveals what is better to the younger.” (RB 3:3). . . . Students have the right to be heard and to have their opinions considered seriously. Each person has the freedom to express views without risk of reprisals, and with the consciousness of the responsibility he or she has to the welfare of the community. . .

We also encourage the participation in and appreciation for the intellectual, visual and performing arts, as human crafts which are of vital importance to a full life.

We are stewards of God’s possessions. The Rule says: "Let him look upon all the utensils of the monastery and its whole property as upon the sacred vessels of the altar." (RN 31:10) We look upon the world not as something to be ruthlessly exploited to our own ends, but as God’s property, entrusted to us for care and safekeeping. . . . On the largest scale, we strive to inculcate a consciousness and concern for the quality of the natural environment.

Benedictines cherish a tradition of hospitality. This spirit of hospitality can extend to an interest in and acceptance for other cultures, and can reach beyond the campus in the form of working for peace and justice in the world.
Mission Fit of Photography Minor

Prospective students need only a few minutes of leisure in Tower Hall to notice the student photography—whether of a cemetery in Ireland, a ritual dance in Morocco, or a Duluth playground—photographs that honor the students' point of view. Perhaps for no generation more than millennials, their cameras are their voice, which, like all voices, need to be trained to effectively capture the attention of their audience: to avoid cliche; to offer a fresh perspective that invites their audience to see the world differently. Our photography minor teaches our students to rediscover beauty, to tell the truth about their experience in a compelling way, or to argue effectively for change, all while their photographs enrich our collective memory. These student photographs are windows into the values of a Benediction college: our respect for student perspectives; our regard for stewardship of the natural world; our celebration of community; our invitation to our students to explore the world and its rich cultures—in short, to pause, reflect, and bear witness.

III. Background information on the discipline or profession

Although photography was invented in 1839, the study of photography at the university level didn’t occur until about 100 years later. In 1937, the great Bauhaus teacher Lazlo Moholy Nagy started a photography program at the New Bauhaus in Chicago (Capa 164). But further teaching of photography didn’t spread to other universities until after World War II. The aim of photographic programs at these universities is to “provide an environment in which the student can deepen his or her involvement in the medium while at the same time develop a knowledge of and curiosity about the world culture in which it exists and will be used.” (Capa 164) It is with this background in mind that Sr. Noemi started the Photography program at St. Scholastica in the 1970’s. Professor Ryan Vine’s comments, which appear elsewhere in this document, bear repeating here: “I took a photography class in the spring of 1999 (at CSS). I can’t say exactly how my experience here as a student would have been different had I not spent a semester looking at the world through the lens of a 35 millimeter camera, had I not spent long hours laboring over images in the dark room and had I not taken great care with the ways in which I was trying to present what I understood of the world.” Underlining and italics are presented for emphasis here by the authors of the study.

IV. Market for the program

A. Regional and national enrollment and employment trends

Employment of photographers is expected to grow 12 percent over the 2008-18 period, about as fast as the average for all occupations (Innovators Guide, 2008-2010). According to the Education-portal, undergraduate training, especially a
degree in photography, is the best preparation for landing a job; presumably a minor would be considered preparatory as well. Since we are the only private in the area offering undergraduate preparation in photography, we provide a valuable degree for prospective photographers.

http://www.innovatorsguide.org/occupations/photographer_job_outlook.htm
http://www.simplyhired.com/a/jobtrends/trend/q-photography
http://www.indeed.com/jobtrends/Photographer.html
http://education-portal.com/what_education_do_you_need_to_become_a_photographer.html

B. Analysis of major competitors

The only other MPCC (MN Private Colleges) school with a Photography minor is Concordia University, St. Paul. Minneapolis College of Art and Design has the only Photography major. CSS is the only private with a Photography concentration. For students seeking to attend a private college, CSS may have an advantage by offering a photography focus.

In regard to public universities locally, UWS offers a photography minor in its Visual Arts program. and UMD also offers a Photo Minor in its Art dept..

V. Quality indicators

A. Our assessment is qualitative rather than quantitative, offered in the portfolio of student appended to this document, and in student and alumni feedback.

Alumna Letter from Bailey Aro Hutchence, Class of 2010

Wednesday, February 18, 2015

To Whom It May Concern:

My name is Bailey Aro Hutchence, and I am a 2010 graduate of St. Scholastica. I am writing in regard to the recent proposal to discontinue the Photography Minor & Concentration.

During my sophomore year at CSS, I established career plans to launch a successful photography business. Soon after, I began pursuing a self-designed degree in Photography Management, fusing both photography and business courses into one cohesive major. In the process, I completed the equivalent of a Photography Minor.

Thanks to the wide breadth of available photography courses, I built a solid knowledge base for my business. A selection of topics covered were black & white photography, color & slide film techniques, developing film, darkroom printing, alternative photographic methods, the history of photography, lighting techniques, digital photography,
Photoshop, and editing. These courses not only fostered my technique, but also encouraged artistic growth, which are both fundamental to a successful, creative business.

Shortly before graduation, I began shooting professionally, and in early 2011, I established Bailey Aro Photography LLC here in Duluth. Since launching my business four years ago, I have experienced exponential revenue growth each year. Without my foundation of photography courses from St. Scholastica, I would not have been equipped to launch my business. By the same token, I would have lacked the skills necessary to create such strong momentum and growth.

After two short years, I was able to pursue my photography business full-time. Although there are dozens of professional photographers in this region, a select few of us can pursue photography full-time. For this, I owe my gratitude to St. Scholastica’s Photography department, which allowed me to “hit the ground running.”

Additionally, the Photography program was a catalyst for my position with Camp Nebagamon in Lake Nebagamon, Wisconsin, where I spent five summers teaching children ages 8-14 how to shoot, develop, and print their own photos in the darkroom. Due to rapidly-changing technology, many campers had never before seen a strip of film, much less taken a photograph using manual settings. Because of my education at St. Scholastica, I was able to share my knowledge and sustain what has sadly become a dying art in some circles, not to mention igniting photographic interest--another avenue for creative expression--in young children.

As a creative entrepreneur, I frequently meet other burgeoning photographers who are strictly “self-taught,” but there is only so much one can learn from books and internet research. Hands-on instruction, along with both film and digital photography training, are crucial to a solid photography education.

Without the CSS Photography program, I would not be entering my fifth year as a flourishing, full-time photographer. Please, I urge you to consider keeping the Photography Minor & Concentration as part of your curriculum. If you have any further questions, I would be happy to answer them for you.

Thank you so much for your time and consideration.

Sincerely,

Bailey Aro Hutchence

Owner & Lead Photographer
Bailey Aro Photography
Alumna Letter from Jessica McDonald, Class of 1996
Tuesday, February 17, 2015

Dear Ed,

I am disappointed to learn that the minor in photography and the photography emphasis within the art major are both at risk of elimination from the curriculum at the College of St. Scholastica. My current position as a museum curator, university educator, and published scholar in the field of photography can be traced directly to my formative training there as a communication major from 1992 to 1996. I did not become a photographer—just as most who study literature do not ultimately sustain independent careers as poets—yet my studies in the medium were crucial in forming my broad understanding of art, visual culture, and the humanities. As the ubiquity and widespread social significance of photography becomes increasingly relevant to a variety of scholarly disciplines, I feel strongly that discontinuing these programs would put many students at a disadvantage as they pursue careers or graduate studies in the arts.

You surely remember that when I attended St. Scholastica, photography courses were offered through the communication department. It was the required introductory course ‘Photo I’ that ignited my lifelong intellectual curiosity and professional commitment to the medium. Thereafter I enrolled in nearly every photography course that was offered, managed the photography lab, and eventually served as an undergraduate teaching assistant. The environment was experimental, open to intersection with other arts and modes of thought, and collaborative. There is no question that I was ultimately prepared to work as a photographer in a variety of capacities, but instead my engagement with the medium led to the study of its history, cultural significance, and relationship to other means of creative expression.

My career trajectory shows that the study of photography can lead in several very fruitful directions. After studying at St. Scholastica, I earned a master’s degree in Photographic Preservation and Collections Management through Ryerson University’s highly regarded graduate program, offered jointly with George Eastman House International Museum of Photography and Film in Rochester, New York. In that program, I was one of only a few students who had any practical knowledge of historic photographic processes; in my case this was gained as a student in your alternative processes course. This experience was paramount in understanding the material history of photography, and identifying photographic objects in museum collections. Furthermore, I understood the working process of artists throughout the nineteenth and twentieth centuries from my own
experience making photographs; this knowledge became increasingly important as darkrooms were replaced by computer labs. The foundational training I received at St. Scholastica provided me with an advantage that helped me succeed at the graduate level, and continues to inform my work today.

Before completing my graduate work, I was offered an Assistant Curator position at Eastman House, one of the most important photography museums in the world. There I was also invited to teach graduate students and write for museum publications. Soon I entered the PhD program in Visual and Cultural Studies at the University of Rochester, while producing a book about the photographer Nathan Lyons, published in 2012 by the University of Texas Press. I was awarded a curatorial fellowship at the San Francisco Museum of Modern Art in 2009 and a research fellowship at the Center for Creative Photography in 2011. I later took a full-time curatorial post at the San Francisco Museum of Modern Art. I have since received my doctorate, and am now Chief Curator of Photography at the Harry Ransom Center, another internationally renowned institution, at the University of Texas at Austin. I have no doubt that this professional progression began with a firm footing in my chosen field at St. Scholastica.

Just a few months ago, the director of the Blanton Museum of Art—Austin’s major art museum—invited me to organize a photography exhibition there. She explained to me that like other museums founded in the mid-twentieth century, the Blanton had not made photography a collecting priority, but is now working to redress this oversight. Today photography is widely regarded by art historians and curators as contemporary art’s defining medium, and it holds a central position amongst the fine arts in the museum and the academy. To omit photography from the curriculum now would be anachronistic at best, and severely limiting to student learning at worst. It is my sincere hope that the administrators at St. Scholastica will reconsider any such proposition and work to retain—and indeed strengthen—the current course offerings in photography.

Very truly yours,

Jessica McDonald

--
Jessica S. McDonald, PhD
Nancy Inman and Marlene Nathan Meyerson Curator of Photography
Harry Ransom Center
The University of Texas at Austin
P.O. Drawer 7219
Austin, Texas 78713-7219

512-471-6795 office
512-232-2152 fax
Alumna Letter from Stephanie Koehnen, Class of 2014
Wednesday, Feb. 11, 2015

The photography program is the only thing that kept me at St. Scholastica. If I hadn’t been part of the photo program at CSS, I probably would have found another college to go to. I even had a couple of schools that I looked into transferring to. But I started working as a lab tech in the photo lab at the beginning of my sophomore year. Even though the lab was a little shabby—due to the already low budget of the program—I fell in love with it. I spent as much time there as I could. It is a great place to experiment with new ideas and exchange thoughts with other photography students. In the lab I realized that I have a love of teaching in addition to my love of photography. It was there that I realized that I wanted to pursue an MFA in photography, there that I realized I wanted to teach photography. It was also there that I met some other photo students whom I still rely on for critiques of my work. Without the photo program I never would have figured out the direction in which I want my life to go. So personally, the photography program really means a lot to me.

But I don’t just want the photo program to stay at Scholastica for personal reasons. So many students in all disciplines want to experiment with art classes, but a lot feel they aren’t talented enough in drawing or painting, so they turn to photography instead. Photography is an art form that many people feel is more accessible to the less artistically inclined. But it takes time, instruction, and practice to cultivate the skill. Do you really want to deny students the opportunity to connect with an art they might fall in love with as I have? Students come to college to broaden their horizons in addition to learning their specialty. By taking away the photo program—and all the other programs that are on the chopping block—you’re taking away students’ opportunities to better themselves and find things they love. And prospective students will be less likely to choose CSS if programs they’re interested in pursuing are not offered. They’ll just glance over Scholastica and move on without giving it a second thought. If Scholastica hadn’t had the photography program when I was looking at colleges, I would have ended up Carroll University instead.

CSS students already hold the belief that in the college’s eyes if it’s not the sciences, it doesn’t matter. This isn’t a joke. Ask any Tower major how they think the college feels about their program, and I can almost guarantee that they’ll say something along those lines. Taking away these programs will just reinforce that belief, because it will be true.

Stephanie Koehnen
St. Scholastica alumna
Minnesota Reading Corps Tutor
In regards to the discontinuance of the photography program, I began my journey here at The College of St. Scholastica last year as a freshman intending to pursue a career in nursing. Along with my class requirements that followed the nursing schema, I also registered for the photography I course. I had heard references to dark rooms and the age of film, but it was never something I had experienced until this class. I had developed a passion for taking pictures, but had never taken any classes previous to the Photo I course. It opened my eyes to the world of photography and the potential information and skills I could learn by pursuing the art more seriously.

I am now a sophomore, with junior standing, at the college and pursuing a degree in communication with a minor in photography. Although it was not photography alone that moved me to change my major from nursing, it definitely played a role in my decision. I came to the realization that nursing wasn’t the “right fit” for me by the end of my freshman year and I questioned whether or not Scholastica was the “right fit” for me as well. After spending part of my summer leading sea kayaking trips with Outdoor Pursuit for incoming freshman, I had a clearer view of my lifelong goals. I knew I was interested in following a path that would allow me to continue discovering more about myself and to develop creatively, which photography afforded me. I recalled my highschool interest in journalism, and decided to investigate the communication degree at Scholastica with its option to focus in journalism and minor in photography. This meant that throughout the remainder of my years at Scholastica, in addition to photo I and Photojournalism, I would also get to learn even more about the art through a digital photography class, alternative methods class, graphic design course, and an independent study.

Photography has become part of a very unique balance I have managed in my studies. Although I do enjoy my writing classes for the major, I enjoy my classes in photography and the work involved with them even more. I think it is vitally important to be passionate about the major I have chosen to pursue, but think it’s even more important to involve myself in studies where I forget I’m even in school! I love taking photos, seeing my finished work, and learning new things about photography--so much that at times I almost forget I’m doing assignments. The photography program has been a healthy and creative addition to my studies here at St. Scholastica.

Through my experience thus far, I’ve been able to improve my photography skills, learn new techniques, develop my creativity and open myself up to continued development as a photographer. Although I don’t plan on pursuing a career solely in photography, I do see it as an avocation which I will continue to study, and can imagine using it as part of my vocation if the opportunity presents itself.
I can’t imagine an education at St. Scholastica without the photography program.

Sincerely,
Emily Nelson

E-mail from Alex Bouie
Current Student

I am more than happy to answer your questions! Yes, I am working as a Sports Photographer here at CSS and that basically means that I, along with a few other photographers, are scheduled to work certain games and I just walk around the court or rink or field and take action shots of the athletes. No classes at CSS prompted my interest in photography being that I did a lot of photography in high school, but classes at CSS made me more knowledgeable of camera operations, aesthetics, and post-production. The classes at CSS opened my eyes even more to what the photography world has to offer, which is an exciting and interesting experience. To answer your final question, yes I am a declared photography minor and I cannot express my excitement enough!

Thank you,
Alex Bouie

VI. Resources—Indicate the resources that are associated with the program in question, separate from service courses that would be offered whether or not the program in question exists. Include human resources, library needs, equipment and space

The main driving force behind this administrative led discontinuance study has been cost savings. Cutting the Photo Minor or the Photo Thrust in the Art Major would result in minimal cost savings. We assume that whether the programs are discontinued or not, the two basic courses in the discipline would continue to be offered, as they always enjoy strong enrollments (ART/CTA 1107--Photography I, and ART/CTA 2307--Digital Photography). One section of each is offered every year. The advanced photo electives are offered either one every other year or one every two years. Since the same teacher teaches all of these courses, there will in reality be no cost savings, as he would then teach other courses in the broader Communication Dept. But if we assign an “overload teaching” figure to this, it would amount to one overload ($4000) every other year at most (an annual savings of $2K)

Physical/Plant Resources--the photo program currently occupies three relatively small rooms on the 4th floor of Tower Hall--mounting and presentation room, darkroom and digital lab. The rooms are already adequately equipped and require no additional resources, except for replacing equipment as it wears out (enlargers, trays, printer) or is in need of updating (computers, printer). In fact, in 2010, CSS spent a significant amount
of money renovating the photo lab and adding the digital photo lab. The CTA department was appreciative of this budgetary commitment to the photography program. The total cost of the renovation, including construction, computer and furniture costs, was $46,675. These improvements are of great benefit to students studying photography at CSS. To dismantle an investment as significant as this seems counterproductive and wasteful of resources.

The library has a rather robust selection of photo books and monographs, which has been assembled over the years mainly through orders submitted by the photography instructor. The program does not need any substantial library updates, except to continue collecting photo books and adding online resources as current budget limits allow.

VII. Impact (positive or negative) on the College programs if this program is discontinued

The loss of the photo program would affect both academic departments, student organizations and athletic department functions.

Art program: The Art program currently has three tracks: Photo; studio; and graphic design, which, due to staffing issues is going to be phased out. If photo were taken away as well, the Art program would have only ONE track--studio art, which is not a track with significant job potential. As Jessica McDonald wrote in her letter of support, “Today photography is widely regarded by art historians and curators as contemporary art’s defining medium, and it holds a central position amongst the fine arts in the museum and the academy. To omit photography from the curriculum now would be anachronistic at best, and severely limiting to student learning at worst.” Dr. McDonald’s observation about the centrality of photography to contemporary art is born out in The Freshwater Review whose annual issues are studded with photographs from CSS photography students. As this journal shifts to a national publication, there will certainly be no dearth of photographic submissions, but without the advanced training available through the photography minor, our students’ submissions will likely be less competitive. The journal and the Creative Writing program would probably not be severely impacted; our students’ opportunity to enjoy a national audience for their work would be impacted.

Letter from Ryan Vine, faculty advisor for The Freshwater Review:

I’m saddened to hear we’re considering the photography minor in our discontinuance studies. I’m saddened, too, to write in its defense. As a practicing artist, I’ve grown tired of defending my existence in this increasingly paranoid/outcomes-driven/you-can’t-prove-what-you-can’t-asses world.

When I took the reins as faculty advisor to the Freshwater Review over 10 years ago, it was clear that our student body was full of talented photographers. These photographers, many of them photo minors, regularly publish their photos in the
Freshwater and often earn the top prize for art: the Rose Warner Prize. Take Steph Koehnen—English major, photography minor—for example: she won the 2013 Rose Warner prize for her photograph “Pipes and Shadows.” There are some impressive student artists at CSS. It would be a shame not to nurture them.

It’s not only artists who benefit from the contributions of the photography minor. Aaron Rose won the Rose Warner Art prize last year for his photo of Tahrir Square. Maybe you’re familiar with his story; it was recently featured on CSS’s website. In the article, Aaron describes how his photography class directly influenced his ability to land a position as a photojournalist for the Daily News Egypt. His work has since been featured in The Guardian, The Los Angeles Times, Time Magazine, The New York Times Blog and the Washington Post Blog. (Here is a link to the article on Aaron Rose) http://www.css.edu/undergraduate/outcomes/alumni-success-stories/the-cable-to-cairo.html

I took a photography class in the spring of 1999. I can’t say exactly how my experience here as a student would have been different had I not spent a semester looking at the world through the lens of a 35 millimeter camera, had I not spent long hours laboring over images in the dark room and had I not taken great care with the ways in which I was trying to present what I understood of the world. I can say with certainty, though, that my experience here as a student would have been diminished.

Sarah Brokke Erickson, who currently teaches in the Art Department, also expresses her concern about the impact of discontinuing the Photo Minor and Photo Thrust in the Art Major:

To whom it may concern:

My name is Sarah Brokke Erickson and I have been teaching in the Art Department at the College of St. Scholastica for the past 10 years. I have been asked to write a letter offering my thoughts on the consideration of eliminating the photo concentration, and what kind of effect it may have on our students. While I teach primarily Painting, Drawing, and Art History, I do know that all of my students benefit from having the Photo concentration and/or minor for several reasons. Primarily, the contemporary field of Art is interdisciplinary and multi-media focused, and it is important for our students in preparing themselves for any career path to be versed in the many approaches to photography. Photography can be utilized not only as an end unto itself, but also expansively within every other form of visual expression, and the range of offerings allowed with the track enhances our students’ potential education greatly. Secondly, given the elimination of the Graphic Design concentration, the potential discontinuance would give way to a single focal path in the Art Major. The large reduction in options for students may have the potential to both narrow the appeal of the major and/or narrow prospective graduates’ options post-graduation. Moving forward with the hope the discontinuance will not take place, I envision our growing department becoming more integrated between the focal points as each track can supplement and enhance the
other. Please let me know if you would like further clarification of my opinion, and thank you for taking the time to consider how discontinuance may impact our Art Majors and Minors.

Sincerely, Sarah Brokke Erickson, MFA

Two Art Majors who chose the Photo or Graphic Design emphasis (Nicole Guntzburger and Whitley Mike) are both recent graduates of the Minneapolis College of Art and Design, a prestigious and selective private Art school in the Twin Cities, illustrating Sarah’s point that the minor expands art majors’ postgraduate options.

VIII. Internal and external considerations if program is discontinued
   A. Time frame for phasing out the program--this can be developed if and when that time comes.
   B. Teach-out plan for remaining students--at present, curricular plans should accommodate current minors and allow them to finish the program.
   C. Timeline for personnel reductions--there will be no personnel reductions, as the only faculty member who teaches the photography courses is on a 5 year contract and would be reassigned to teach other department courses.
   D. Internal and external communication plan related to discontinuance--these can both be dealt with if and when the time comes.

IX. Alternatives to discontinuance - advance any alternatives to discontinuance that would either increase enrollment in the program, improve quality, or decrease the cost of offering the program

   Remarkable photography is its own best advertising, but this requires intentionality: strategic positioning and dedicated space. Making more use of skillful student photographs-- on our websites, in designated gallery space, and in well-travelled student spaces-- just makes good sense. All of these applications of student photography would cost nothing, while honoring the student artist, recruiting more interested students, and improving campus aesthetics. All of these venues for student photography have been requested, but without result. While there are college websites which have referenced the photography program, they’ve used text rather than visuals, which is akin to arguing for the value of the photography minor in a verbose document (like this), rather than simply presenting the work of student photographers and letting it speak for itself.

   Furthermore, good photographs could assist in recruiting for the college as a whole, and in recruiting for activities within the college (Outdoor Pursuit, International Programs, Athletic Programs). Many of the photographs currently used in these venues are, at best, cliches: they don’t pull the observer into a place of interest or reflection, significantly diminishing their impact and value as recruiting tools. These displays feature a host of
group shots and smiling/handshakes, but little in the way of artistic or creative photographs.

Students have been able to study photography at CSS for more than 40 years. Before the minor was created in 2005, students could choose a track or concentration in photography within the Communication Major. We could return to this model, which would include fewer courses for the concentration.

Another alternative would be to decrease the number of courses required in the photo minor (even by just one class). This would lower the total credits needed from 22-24 credits to 18-22 credits. One less class might make the minor more appealing to potential new students.

X. Recommendation for or against discontinuance

The committee strongly recommends both the Photo Minor and Photo Concentration in the Art Major be retained.

Student Portfolios

Works Cited


Return to Agenda
Call to order
Annette Simmons, Chair-Faculty Assembly

Invocation
Christine McConnell, Asst. Professor, SHS

Presentation of the Agenda
Annette Simmons, Chair-Faculty Assembly

Approval of Feb. 2016 Minutes
Annette Simmons, Chair-Faculty Assembly

Remarks
- Presidential Search
  Search Committee Faculty Members
- College Financial Status
  Susan Kerry, CFO
- Inclusive Excellence
  Patricia Pratt-Cook

Old Business
- None
New Business
• None

Announcements
• Graduate Council
  o Brandon Olson, Chair-Grad Council

• Faculty Elections
  o Annette Simmons, Chair-Faculty Assembly

Adjournment
Annette Simmons, Chair-Faculty Assembly

**Next Faculty Assembly Meeting: April 14, 2016 at 3:50 p.m. in Mitchell Auditorium**
Look for the Agenda and Supporting Materials at:
https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml
1. **Off-site accessibility**
   - Via Adobe Connect Videoconferencing at: https://saits.adobeconnect.com/mitchell/

2. **Call to Order**
   - Annette Simmons called the meeting to order at 3:51 p.m.

3. **Invocation**
   - Todd Neuharth, Asst. Professor, SHS presented the invocation.

4. **Presentation of the Agenda**
   - Annette Simmons presented the February 2016 Faculty Assembly agenda with the following modifications: Todd Neuharth will provide the invocation. Jennifer Rosato will act as temporary parliamentarian. Elizabeth Simonson from College Advancement will provide information about the current campaign. Annette Simmons will provide information about upcoming elections. The agenda was approved as modified.

5. **Approval of Previous Minutes**
   - Annette Simmons present the December 2015 Faculty Assembly minutes. The minutes were accepted as presented.

6. **Remarks**
   - Presidential Search Update
     - Richard Revoir and Chery Takkunen Lucarelli, faculty members on the presidential search committee, provided an update on the search process. Seven candidates were interviewed at a neutral site, three finalists emerged and will be invited to campus; details will be posted on COR. The importance of faculty engagement during the on-campus interviews was noted and emphasized.

   - Technology Fee
     - Xavier Knight, CIO, the current climate in higher education places tremendous expectations on technology. A technology fee is
being explored that would apply to most students and be targeted at improving student experiences in relation to technology in the classroom and interactions with the college. These fees would not be used to support infrastructure requirement of the college. At this point, possible uses for the fees are being explored.

- Online Curricular Form
  - Bret Amundson, General Education Director, provided a Veritas update, including the timeline and online proposal form.

7. Old Business
   - None

8. New Business
   - Quorum established at 90

- Exercise Physiology/Pre-AT
  - George Killough, UGCC Chair, introduced the B.S. in Exercise Physiology/Pre-AT proposal designed to establish a 3+2 route to replace the current B.S. in Health Science 3+2 route. **Motion:** The UGCC moves to accept this proposal. **Motion approved viva voce.**

- Photography Discontinuance Task Force Report
  - George Killough, UGCC Chair, detailed the Photography Discontinuance Task Force process, including the original report and an updated proposal that was not seen by the UGCC. After review of the original report, the UGCC voted to keep the photo minor. **Motion:** UGCC moves to retain the photo minor.
  - Beth Domholdt, reported that the president’s staff, in May 2015, didn’t feel the Photography Discontinuance Task Force Report provided a detailed plan and asked that they consider revising the report. **The committee revised the proposal and this plan received a favorable review by Dr. Domholdt.** Dr. Domholdt made it clear that curricular revisions detailed in the report would need to go through the regular curricular revision process, including approval by the UGCC
  - Members of the task force detailed the steps taken to create the report and expressed their desire that the photography minor be continued.
  - A paper ballot was requested.
Results: 43 yes, 18 no, and 3 abstentions. A mathematical error was detected and the paper ballots were recounted. The corrected count: 79 yes, 18 no, and 3 abstentions. The motion was approved.

Red text represents changes to the presented minutes, approved by the Faculty Assembly during the March 2016 Meeting.

9. Announcements
   • Faculty Development Committee
     o Kelly Erickson reported on upcoming grant dates and directed people to the FDC web site for further information.

   • College Advancement
     o Elizabeth Simonson detailed the current campaign, reminding individuals of possible opportunities to engage in the process.

   • Upcoming Elections
     o Annette Simmons reported that a number of vacancies will need to be filled for the upcoming academic year including: chair of the Undergraduate Curriculum Committee, vice-chair and secretary of the Faculty Assembly, faculty representative to the Board of Trustees and the faculty representative to the Academic Affairs Committee of the Board of Trustees

10. Adjournment
    • Annette Simmons called for adjournment of the Faculty Assembly at 4:54 p.m.

**Next Faculty Assembly Meeting: March 3, 2016 at 3:50 p.m. in Mitchell Auditorium**

Look for the Agenda and Supporting Materials at:
https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml
3:50 p.m.  Call to order  
Annette Simmons, Chair-Faculty Assembly

Invocation  
Leah Prussia, Asst. Professor, SHS

Presentation of the Agenda  
Annette Simmons, Chair-Faculty Assembly

Approval of March 2016 Minutes  
Annette Simmons, Chair-Faculty Assembly

Remarks  
• Academic Program Review Update  
  Beth Domholdt, VPAA

Old Business  
• None

New Business  
• Approval of May 2016 Graduates  
  o Motion-Annette Simmons: RESOLVED, that the Faculty Assembly authorize the granting of the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Science, Master of Social Work, Doctor of Physical Therapy, and Doctor of Nursing Practice Degrees to May graduates, pending approval by appropriate advisors, department chairs or program directors.

• Health Values and Health Humanities Program  
  George Killough, Chair-UGCC

• Elections  
  o Faculty Assembly Vice-Chair
• Nominations
  o Faculty Assembly Secretary
    • Nominations
      ▪ Kelly Durick Eder
  o Undergraduate Curriculum Committee Chair
    • Nominations
  o Faculty Representative to the Board of Trustees
    • Nominations
      ▪ Jill Dupont
      ▪ Madonna LeBlanc
      ▪ Christine McConnell
      ▪ Sara McCumber
      ▪ Karen Rosenflanz
  o Faculty Representative to the Academic Affairs Committee of the Board of Trustees
    • Nominations
      ▪ Donna Kirk

Announcements
  • First Generation Students
    Chris Davila

  • Additional Nominations
    Annette Simmons, Chair-Faculty Assembly

Adjournment
  Annette Simmons, Chair-Faculty Assembly

**Next Faculty Assembly Meeting: May 19, 2016 at 1:30 p.m. in Mitchell Auditorium**

Look for the Agenda and Supporting Materials at:
https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml
1. **Off-site accessibility**
   - Via Adobe Connect Videoconferencing at: https://saits.adobeconnect.com/mitchell/

2. **Call to Order**
   - Annette Simmons called the meeting to order at 3:50 p.m.

3. **Invocation**
   - Christine McConnell, Asst. Professor, SHS presented the invocation.

4. **Presentation of the Agenda**
   - Annette Simmons presented the March 2016 Faculty Assembly agenda with the following modifications: Kevin McGrew, Sr. Edith Bogue, Iwalani Else provided information under remarks about information literacy. The agenda was approved as modified.

5. **Approval of Previous Minutes**
   - Annette Simmons present the Feb 2016 Faculty Assembly minutes. The minutes were modified as follows: Minutes amended by George Killough on behalf of Ed Smith. The minutes were approved as amended.

6. **Remarks**
   - **Presidential Search Update**
     - Ryan Sandefer provided an update on the presidential search process, pointing members to the recent email from Joan Holter.

   - **College Financial Status Update**
     - Susan Kerry, CFO, presented an update on the college’s financial situation, including some initial projections for the next fiscal year and into the future.

   - **Inclusive Excellence**
     - Patricia Pratt Cook, VPHR, provided an update on the college’s efforts as they relate to Inclusive Excellence and the future rollout of information and planning. The goal is to have IE strategic plan...
approved at the May BOT meeting. Additional information will be posted on the Faculty Assembly web page tomorrow.

- Information Literacy
  - Kevin McGrew, Sr. Edith Bogue, Iwalani Else presented information on the literacy project and the connection to certain college learning outcomes.

7. Old Business
   - None

8. New Business
   - Quorum was established at 87.
   - None

9. Announcements
   - Graduate Council
     - Brandon Olson updated the Faculty Assembly on the work of the Graduate Council. Jena Ogston was selected to serve as the next chair of Graduate Council (2 year term). Eligibility of graduate students to participate in graduation was discussed and it was determined that the current policy would stand. Possible student awards are being discussed, it is hoped that approval will occur in the next meeting of the Graduate Council. An adjunct faculty survey was distributed and information is being assessed by the Adjunct Development Task Force.

   - Upcoming Elections
     - Annette Simmons reported that a number of vacancies will need to be filled for the upcoming academic year including: chair of the Undergraduate Curriculum Committee, vice-chair and secretary of the Faculty Assembly, faculty representative to the Board of Trustees and the faculty representative to the Academic Affairs Committee of the Board of Trustees. Nominations should be forwarded to Annette Simmons with the elections to occur during the April 2016 meeting.

10. Adjournment
    - Annette Simmons called for adjournment of the Faculty Assembly at 4:55 p.m.
**Next Faculty Assembly Meeting: April 2016 at 3:50 p.m. in Mitchell Auditorium**
Look for the Agenda and Supporting Materials at:
https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml

Return to Agenda
Human Values and Health Humanities:  
A New Program Proposal

April 2016

Introduction

This is a proposal for a Bachelor of Arts (major and minor) in Human Values and Health Humanities (HHH) at the College of St. Scholastica, beginning 2016-2017. The major will require 36 credits and the minor will require 20 credits.

The Human Values and Health Humanities Program will be highly interdisciplinary, housed in the School of Arts and Letters, and closely coordinated with the School of Sciences, School of Nursing, and the School of Health Sciences.

Program Conception and Mission Fit

Most programs of study at The College of St. Scholastica share a common purpose: to serve and care for human beings, to promote human well-being, and to build a more humane world. That common purpose might be defined as a deep commitment to understanding and advancing human values. The program proposed here focuses on human values as a way to more fully integrate the College’s strengths in the liberal arts and in the health and human sciences. It will seek to provide a deeper understanding of the humanity of the diverse people whom our graduates serve: their patients, clients, and students; their colleagues; and themselves. The focus on human values reflects the College’s commitment to excellence in Benedictine healthcare and human well-being.

Health humanities (also known as medical humanities) plays perfectly to the College’s strengths. It is an exciting and rapidly growing field of inquiry—one which we ought to vigorously pursue. As the name suggests, health humanities applies humanistic perspectives and liberal learning to healthcare and medicine. In 2006 Baylor University was the first US university to offer a BA degree in medical humanities. In an inaugural lecture on that occasion Dr. Ronald A. Carson said:

The humanities and arts provide insight into the human condition, suffering, personhood, our responsibility to each other, and offer a historical perspective on medical practice. Attention to literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection—skills that are essential for humane medical care.

The Medical Humanities provide an interdisciplinary and interprofessional approach to investigating and understanding the profound effects of illness and disease on patients, health professionals, and the social worlds in which they live and work. . . .

* Primary authors: Pam Bjorklund, Gary Boelhower, and Randall Poole.
[The] medical humanities may be understood to be refiguring the ancient educational ideal of *humanitas*, a blending of self-knowledge and humane feeling and action brought to bear in caring for the sick, the injured, the troubled, and the dispossessed. In keeping with this ideal, aspirants to the health professions may learn the arts of discernment and discourse, empathy and insight.*

A detailed description of the health humanities field can be found below (pp. 7-8).

The College of St. Scholastica would be unique among its peers in offering a Human Values and Health Humanities Program. Such a program offers real potential both at the undergraduate and graduate levels. As an undergraduate program, Human Values and Health Humanities could attract students interested in a health professions career or students otherwise interested in the content characteristic of medical humanities programs. Entry into professional programs is competitive, and students are looking for the means to gain an edge in competitive admissions processes. For pre-med students, a major or minor in health humanities offers such an edge, especially now that the Medical College Admissions Test (MCAT) includes health/medical humanities content for testing. Other pre-professional health sciences students might be interested in a major (or minor) that expanded their range of undergraduate options.

The St. Scholastica Human Values and Health Humanities Program will be grounded in the Catholic Intellectual Tradition. It will emphasize study of the foundational ideas of human dignity (the intrinsic value of being human), human well-being, diversity, community, creativity, and spirituality. It will be distinctive in its clear and coherent focus on human values and in its close integration of humanistic theory and practice—health humanities being a quintessential field for such integration. The program fits the College’s mission perfectly because its focus on “integral humanism” (as the Catholic philosopher Jacques Maritain called it) has always been the core of the Catholic Intellectual Tradition.

The Human Values and Health Humanities Program will aim to provide graduates with:
- A rigorous, interdisciplinary grounding in human values
- The knowledge to promote such values, especially in the health professions
- The human expertise (emotional and spiritual intelligence, empathy, insight, sensitivity) to better serve their professions and communities.

**Market for the Program / Comparisons to Other Programs**

Current CSS students were surveyed in November 2015. Survey data show strong interest in the program: Among students who responded, 59% indicated that they would be interested in a minor, 37% in a double-major, and 28% in a major. (For details see Appendix A.)

* http://www.baylor.edu/medical_humanities/index.php?id=90750
Appendix B shows U.S. medical schools with medical humanities programs and Appendix C shows undergraduate health humanities programs in the U.S. Enrollments in these programs at various institutions are indicated in Appendix D. Appendix E provides more detail about selected programs.

**Curriculum Design and Delivery**

The program will include the following five core courses:

- HHH*/PHL 3xxx Philosophy and Human Well-Being
- HHH/TRS xxxx The Catholic Intellectual Tradition and Health Humanities
- HHH/GCL 3401 Healthcare Across Cultures [or] HHH/HSC 3101 Health for All: A Global Perspective
- HHH/HIS xxxx Health, Disease, and Medicine in History
- HHH/ENG xxxx Literary Perspectives on Human Suffering, Healing, and Well-Being

Two of these courses (GCL 3401 and HSC 3101) are listed in the College catalog. The others, or viable alternatives, are new and will need to be developed. The core courses will need to cover essential healthcare content, including health disparities, disability, and health policy.

The core courses do not include a formal capstone course. However, any 4000-level course (once they are designated) could include a substantial culminating paper or project.

Similarly, the core does not include an experiential or service learning requirement. For many students, Human Values and Health Humanities will be a minor, with the student’s major likely requiring an internship, fieldwork, or clinical experience. Students taking Human Values and Health Humanities will be advised to pursue a service learning opportunity or internship if it is not already required in their program of studies at St. Scholastica.

Minors in Human Values and Health Humanities will take the five core courses. Majors will take four additional courses (16 credits), selected from the following (as listed in the catalog):

- TRS 3310 Religious Perspectives on Living, Dying, and Grieving
- TRS 3311 Religious Perspectives on Healthcare Ethics
- PHL 4420 Philosophy of Science
- SWK 3350 Understanding Systems of Privilege and Oppression (2 cr.)
- SWK 3360 American Social Welfare Policy
- SWK 3362 Human Behavior in the Social Environment
- SWK 3395 Social Work and Healthcare
- ECN 3335 Contemporary Healthcare Economic Systems
- HSC/GER 2203 U.S. Healthcare System

* Prefix for Human Values and Health Humanities.
- PSY 2208 Lifespan Developmental Psychology
- PSY 3216 Personality (2 cr.)
- PSY 3328 Behavior Management (2 cr.)
- PSY 3363 Health Psychology (2 cr.)
- PSY 3423 Abnormal Psychology
- GER/PSY/SWK 3315 Psychosocial Aspects of Aging
- GER 3316 Health and Functioning in Late Life
- GER/PSY 3424 Mental Health and Aging (2 cr.)

Over time, a major might be supported by new courses, such as a few of the following:
- Health Communications
- Medicine in Film/Cinematic Representations of Disease, Illness, and Medicine
- The Arts and Healing
- Race, Disease, and Medicine
- Gender, Disease, and Medicine
- HIV/AIDS in the US [or in Africa]
- Mortality and the Meaning of Life (Literary Perspectives)
- Mortality and the Meaning of Life (Philosophical Perspectives)
- Biomedical Ethics/Philosophy of Medicine
- History of Science
- History of International Humanitarian Assistance
- Issues in Public Health Policy and Law (possibly available at UMD)

**Fit with Nursing, Health Science, and Pre-Professional Health Programs**

As noted above, the HHH minor will consist of five core courses, two of which will be submitted for approval as Gen Ed courses (Veritas Integration courses). The minor is likely to be the most popular option. It should work with most programs, provided they have built in about three electives.

In most cases, a double major with Nursing or certain undergraduate Health Science programs (EXP, HIM) is not feasible.

A major should work with most of the pre-professional health programs. The most challenging combination is pre-med because of the number of required/recommended science courses (13-15). In general, HHH would be most suitable for pre-med students who have a strong science background; the major should not be seen as a substitute for strong science preparation. Pre-med students will need to be carefully advised about whether they should take HHH over e.g. biology as their major; in most cases the HHH minor will likely be best. However, HHH should work well as a major for the other pre-professional health programs (pre-PA, pre-PT, pre-OT, etc.), since these programs generally require 10 or fewer science courses. Here is the general breakdown: 40 science credits + 50 Gen Ed credits + 36 HHH credits = 126 credits (and there will be a few science and HHH courses that likely will count toward the 50 Gen Ed credits).
The HHH major could be done without a full range of science courses. Such an option might be attractive for students wishing to pursue law school or graduate work in public health policy, or for those wishing to pursue entry-level administrative and support positions in the healthcare industry.

Timeline

It will take not less than three years for all five core courses to be developed and offered for the first time; the remaining courses for the major are already listed in the catalog. The first new core courses could be offered as early as spring 2017. The program would hope to see its first graduates by spring 2019. There will be close collaboration with SAL, SSC, SON, and SHS – so that HHH can be most effectively offered as a minor or (less frequently) a major in combination with the various health science and pre-professional health programs.

Resources, Revenues, Expenses

It is expected that the proposed program can be developed and offered, at least initially, without hiring new full-time faculty members. Optimally, the program should have two co-directors, one from SAL and one from the School of Nursing or School of Health Sciences. Most of the core courses will be taught by SAL professors, who generally should be able to fold program courses, once developed, into their regular teaching rotations (depending on department capacities). Even so, there will be adjunct/overload costs to cover course replacement in the faculty member’s home department.

<table>
<thead>
<tr>
<th></th>
<th>FY18</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Revenue with attrition</td>
<td>$15,000 per student x 4 students = $60,000</td>
<td>$15,000 per student x 7 students = $105,000</td>
</tr>
</tbody>
</table>

We would expect that the program would be graduating 10-12 majors and minors annually within five years.
**Impact on Other College Programs**

The program will have the most impact on the SAL departments that will develop and teach the new core courses: ENG, GCL, HIS, PHL, and TRS. It will also impact departments in other schools (including PSY, ECN, GER, and SWK) that will offer other courses for the program. Ultimately these impacts will be beneficial, insofar as the program increases cross-enrollment among schools.

**Strengths and Challenges**

The proposed Human Values and Health Humanities Program will draw on and integrate the College’s traditional strengths in the liberal arts and in the health sciences. It could become a major new signature program at CSS, attracting significant interest and new enrollments. Human Values and Health Humanities could provide a fresh narrative for the essential relevance of the liberal arts. For faculty and students alike, the program could foster rich interdisciplinary interests across schools.

The main challenges involve developing and teaching a series of new courses, administering the program, and advising students.
Health Humanities: State of the Field

Definition and history. “Health humanities,” also known as “medical humanities,” is a rapidly developing interdisciplinary field that explores questions of value and meaning in healthcare practices and, more broadly, in human health and illness, from the perspectives of the arts, literature, philosophy, theology, history, and other humanities disciplines. Enriching medical curricula with such perspectives is at least 50 years old, coinciding with a movement in the healthcare professions toward primary and patient-centered care (Karmel, 2007). Over the past 30 years, more than 90 medical schools have introduced the medical humanities into their curricula, often with a narrative focus that assumed that (a) close reading of literary texts taught providers to see patients holistically and to better read patients’ stories and that (b) critical examination of paintings and other works of art honed the observational skills of providers (Association of American Medical Colleges in Karmel, 2007).

Caring for the soul. How a healthcare discipline conceives and represents, or sees patients—and the human being more broadly—affects the way it treats patients (Durham University, 2009). The health/medical humanities serve to sharpen, deepen, enrich, extend, and more critically examine healthcare providers’ views of their practices and of the human being under their care. Rather than being another humanities discipline, health/medical humanities is a creative, unique, diverse, and truly interdisciplinary field of values inquiry from various humanities perspectives that takes subjective, individual experience seriously as a valid source of knowledge (e.g., patient, family, provider, and student experiences of health, illness, suffering, birth, death, disability, diagnosis, and care) (Durham University, 2009). The health humanities have the potential to improve healthcare practices, impact patient outcomes, and, very importantly, feed the souls of health professionals whose everyday immersion in the routinization of disaster regularly places them at risk for moral distress—a reality that might explain in part the field’s appeal to health care professionals, all of whom have continuing education requirements, and to health sciences students. Over time, it is a matter of survival, or at least longevity, in the profession.

Exciting and growing field of inquiry. Programs in the health/medical humanities, both degree and certificate programs at undergraduate and graduate levels, are most often found in institutions that have vigorous humanities departments and thriving schools of health sciences, for example, the University of Minnesota Medical School’s Center for Medical Humanities and the Arts. Many, perhaps most programs in the medical humanities are housed in large, prestigious schools in the United States, Canada, and the United Kingdom. However, programs in the health/medical humanities are also popular in cities and professional communities that support (and are supported by) large healthcare institutions or systems, for example, the Mayo Clinic, which has a Rochester, MN based Center for Humanities in Medicine. A prestigious Journal of Medical Humanities now disseminates the research and scholarship of these programs with such intriguing titles as “Sacred spaces, healing places: Therapeutic landscapes of spiritual significance” (Perriam, 2014).
Health Humanities and Gerontology. U.S. society is aging. People are living longer into very old age with chronic disability. Medical and technological solutions at end-of-life are limited. Palliative care is essential and expanding. The humanistic, holistic, spiritual, and values focus of Health Humanities programs illuminates paths forward when medical and technological intervention become futile. The Affordable Care Act now provides incentives for the values focus that is essential to address the untenable aspects of a healthcare system that, for example, spends the vast majority of its Medicare dollars in the last 4 weeks of life.

References

Durham University (2009). Medical humanities. Available at: https://www.dur.ac.uk/cmh/medicalhumanities/


Appendix A

Survey Data: CSS Student Interest in Human Values and Health Humanities

Survey was open from November 6-23, 2015

- The response rate was 6.5% of traditional Duluth UG in Fall 2015 (120/1835)
- 59% (69/117) indicated that they would be interested in a minor
- 37% (43/117) in a double-major
- 28% (33/117) in a major

Top majors responding:

- Nursing 30% (36/120)
- Biology 28% (33/120)
- Psychology 16% (19/120)
- Pre-Med 13% (16/120)
- Pre-PT 8% (9/120)
- Pre-OT, Exercise Physiology, Biochemistry 7% each (8/120)
Appendix B

U.S. Medical Schools with Medical Humanities Programs

Baylor University    UC Irvine
Columbia University   UC San Francisco
Dartmouth School of medicine    Duke University
East Caroline School of Medicine    New York University
Michigan State University    University of Virginia
Penn State College of Medicine    Medical College of Wisconsin
University of Colorado at Denver    Yale University School of Medicine
University of Texas Medical Branch
Harvard University School of Medicine and Department of Social Medicine
UNC Chapel Hill Department of Social Medicine

International Programs in Medical Humanities

University of Toronto, Canada    University of Durham, UK
University of Alberta, Canada    King’s College, London, UK
Dalhousie University, Nova Scotia, Canada    University of Nottingham, UK
University of Leeds, UK    University of Hong Kong

The following two medical school programs offer helpful formulations of the field of health/medical humanities:

University of Colorado, Anschutz Medical Campus
The Arts and Humanities in Healthcare Program in the Center for Bioethics and Humanities

Our vision is the cultivation of human values, the celebration of human imagination, and the creation of healthy communities through excellence in humanities education and scholarship and arts production and presentation.

The program aspires to be a laboratory for research on how the arts and humanities enhance critical thinking, observation and communication skills, and self-reflection in health professions education and practice and to serve as a standpoint from which to examine the culture of healthcare.

Sample courses:
- Art in Medicine, Medicine in Art
- The Doctor-Patient Relationship in Literature and the Arts
- Reel Psychiatry: Cinematic Representations of Mental Illness
- Imagining the Other: A Seminar in Creativity
- Film and Healthcare
- Seeing with Pictures: Improving Observational Skills
- Illness, Disability, and the Individual: Integrated and Longitudinal Humanities
• Healing with Stories: An Introduction to Narrative Medicine

Penn State College of Medicine

Penn State College of Medicine has the oldest Humanities Department in a college of medicine in the country.

First-Year Medical Humanities Course:

Medical Humanities explores questions of value and meaning in and around medical thinking and practice. The course addresses the patient’s experience of illness; the social and cultural context of sickness and healing; the development of the medical profession and its relationship to society; the moral dimensions of the physician-patient relationship, and the conduct of biomedical research. In pursuing such topics we also seek to foster certain qualities of mind: critical abilities, flexibility of perspective, non-dogmatism, empathy, and self-knowledge.

Our teaching is intended to help students develop:
• an understanding of an empathy for the patient’s experience of illness;
• an appreciation for the influence of social and cultural contexts on the manifestation of disease, the experience of illness, and the delivery of health care;
• a critical awareness of values and beliefs that shape the physician’s goals, motivations, and behaviors.
## Appendix C

### Undergraduate Health Humanities Programs in the United States

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Program Name</th>
<th>Date Founded</th>
<th>Major</th>
<th>Minor</th>
<th>Certificate</th>
<th>Concentration</th>
<th>Other</th>
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<tbody>
<tr>
<td>Appalachian State Univ. (NC)</td>
<td>Medical Humanities</td>
<td>N/A</td>
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<tr>
<td>Baylor Univ. (TX)</td>
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<td>2004</td>
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<td>Beloit College (WI)</td>
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<td>Benedictine Univ. (IL)</td>
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<td>N/A</td>
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<td>Brown Univ. (RI)</td>
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<td>Columbia Univ. (NY)</td>
<td>Medicine, Literature, and Society</td>
<td>2012</td>
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<td>Davidson College (NC)</td>
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<td>DePaul Univ. (IL)</td>
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<tr>
<td>Drexel Univ. (PA)</td>
<td>Medical Humanities</td>
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<td>Emory Univ. (GA)</td>
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<td>Hiram College (OH)</td>
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<tr>
<td>Indiana Univ. (IN)</td>
<td>Cultures of Science and Medicine</td>
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<tr>
<td>Indiana Univ. Purdue Univ. Indianapolis (IN)</td>
<td>Medical Humanities and Health Studies</td>
<td>2012</td>
<td>X</td>
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<tr>
<td>Lafayette College (PA)</td>
<td>Healthcare and Society</td>
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<tr>
<td>Lawrence Univ. (WI)</td>
<td>Biomedical Ethics</td>
<td>1979</td>
<td>X</td>
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<tr>
<td>Lehigh Univ. (PA)</td>
<td>Health, Medicine and Society</td>
<td>2008</td>
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<td>NOVA Southeastern Univ. (FL)</td>
<td>Medical Humanities</td>
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<tr>
<td>Pennsylvania State Univ. (PA)</td>
<td>Bioethics and Medical Humanities</td>
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<tr>
<td>Schreiner Univ. (TX)</td>
<td>Medical Humanities</td>
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<tr>
<td>St. Louis Univ. (MO)</td>
<td>Medical Humanities</td>
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<tr>
<td>Stanford Univ. (CA)</td>
<td>Helix on &quot;Healing&quot;**</td>
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<tr>
<td>Univ. of California Irvine (CA)</td>
<td>Medical or Health Humanities</td>
<td>Dev.</td>
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<tr>
<td>Univ. of Colorado Denver (CO)</td>
<td>Society, Culture and Medicine</td>
<td>2012</td>
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<tr>
<td>Univ. of Delaware (DE)</td>
<td>Medical Humanities</td>
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<tr>
<td>Univ. of Iowa (IA)</td>
<td>Health and the Human Condition</td>
<td>N/A</td>
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<tr>
<td>Univ. of Missouri, Kansas City (MO)</td>
<td>Healing and Humanities</td>
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<tr>
<td>Univ. of Nebraska, Lincoln (NE)</td>
<td>Humanities in Medicine</td>
<td>2008</td>
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<tr>
<td>Univ. of Pennsylvania (PA)</td>
<td>Health and Societies</td>
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<tr>
<td>Univ. of Pittsburgh (PA)</td>
<td>Conceptual Foundations of Medicine</td>
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<tr>
<td>Univ. of Richmond (VA)</td>
<td>Medical Humanities</td>
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<tr>
<td>Univ. of South Carolina (SC)</td>
<td>Medical Humanities</td>
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<tr>
<td>Univ. of Texas at Dallas (TX)</td>
<td>Medical and Scientific Humanities</td>
<td>N/A</td>
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<tr>
<td>Univ. of Washington (WA)</td>
<td>Bioethics and Humanities</td>
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<tr>
<td>Vanderbilt Univ. (TN)</td>
<td>Medicine, Health, and Society††</td>
<td>N/A</td>
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<tr>
<td>Virginia Tech (VA)</td>
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<td>Western Michigan Univ. (MI)</td>
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</tr>
</tbody>
</table>

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*1 Within Biology Major, Social Context of Health and Disease Theme
2 Within Health Sciences Major
3 Life Sciences Track
** A humanities course is not required, but the program offers a core course in Medical Humanities and multiple, diverse humanities electives
†† A "helix" is a 3-5 course cluster integrated around an interdisciplinary topic or theme
††† Medicine, Humanities, and Arts Concentration available for both major and minor
Appendix D

Enrollment in Health/Medical Humanities Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/ Certificate</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baylor</td>
<td>Undergraduate</td>
<td>Limited to 200/year; 300-400 interested</td>
</tr>
<tr>
<td>U Texas (Houston)</td>
<td>Graduate Certificate</td>
<td>Limited to 30/year (advised to apply early)</td>
</tr>
<tr>
<td>Indiana University – Purdue Univ., Indianapolis</td>
<td>Undergraduate Major/Minor;</td>
<td>50 majors/50-60 minors; 9 graduate students (“our numbers are increasing much more rapidly than we expected”)</td>
</tr>
<tr>
<td></td>
<td>Graduate Certificate</td>
<td></td>
</tr>
<tr>
<td>Drew University</td>
<td>Graduate Degree</td>
<td>21 completions last year</td>
</tr>
<tr>
<td>University of Texas Medical Branch, Galveston</td>
<td>Graduate: M.A. &amp; PhD</td>
<td>21 completions last year</td>
</tr>
<tr>
<td>Wofford College (similar to CSS in size)</td>
<td>Non-degree program in Medical Humanities</td>
<td>10 per year admitted</td>
</tr>
<tr>
<td>University of Colorado at Denver</td>
<td>Undergraduate Minor in Health Humanities</td>
<td>30 in the past 2 years (~ 15 per year)</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>Graduate Degree: M.A. in Bioethics, Humanities, and Society</td>
<td>Unknown</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Graduate Degree</td>
<td>3 MA completions last year in Bioethics</td>
</tr>
<tr>
<td>Drexel University</td>
<td>Graduate Degree</td>
<td>31 MA completions in Multidisciplinary Studies/ Medical Humanities</td>
</tr>
</tbody>
</table>
Appendix E

Profiles of Health/Medical Humanities Programs (drawn from their websites)

Baylor University, B.A. in Medical Humanities

The academic field of medical humanities encompasses a liberal arts education in connection with modern medical practice. With an interdisciplinary approach, it includes courses across a wide range, including literature, religion, philosophy, history, economics, and ethics. Particular emphasis is in the history of Christian spirituality, models of medical knowledge and practice, patient/physician relationships, hospital-based ministry, and the nature of health care in the 21st century. This program provides students insight into the arts and humanities of medicine and provides them with an understanding of the human experience and the value of human life. Students also explore the crucial relationships between physicians and their patients, providing further appreciation of the role of the humanities in medicine. Students have opportunities to learn from practicing physicians through clinical rotations, exposing them to the real world of medicine and decision making that often involves deep ethical and spiritual issues.

The Medical Humanities Program at Baylor provides students with the unique opportunity to consider the ethical and spiritual issues they will encounter in medicine, to explore the deepest meanings of health and healing, and to embrace the sacred nature of a vocation in medicine.

Core Courses - 15 credit hours (may also be used as electives)

MH 1106 Introduction to Health Professions
MH 2101 Foundation of Medical Research
MH 1303 Freshman Seminar: Medicine, Meaning and the Patient-Physician Relationship
MH 1307 Critical Thinking
MH 1309 Introduction to Medical Ethics
MH 2301 Christian Spirituality and Health Care
MH 3300 Visual Arts and Healing
MH 3341 Survey of Human Development
MH 3345 World Religions
MH 4300 History of Medicine
MH 4312 Behavioral Medicine
MH 4325 Literary and Philosophical Perspectives in Medicine
MH 4350 Economics of Health and Medical Care
MH 4351 Supervised Clinical Medicine
MH 4353 Sociology of Medicine
MH 4363 Philosophy and Medicine
MH 4372 End of Life Care and Bereavement
MH 4395 Bioethics    MH 4v98 Advance Topics
Electives - 15 credit hours (but no more than 6 hours in each category)

*Anthropology*: ANT 4325 Medical Anthropology, ANT 4330 Epidemiology  
*Biology*: BIO 4370 Biological Principles and Clinical Decision-Making  
*Economics*: ECO 4350 Economics of Health and Medical Care  
*English*: ENG 4325 Literary and Philosophical Perspectives on Medicine  
*Health Education*: HED 2330 Introduction to Community Health and Health Promotion, HED 3314 Environmental Health, HED 4321 Human Sexuality, HED 4327 Death and Dying Education, HED 4340 International Health, HED 4341 Cross-Cultural Health Communication, HED 4355 Human Diseases  
*History*: HIS 4300 History of Medicine  
*Philosophy*: PHI 1307 Critical Thinking, PHI 1309 Introduction to Medical Ethics, PHI 3301 Moral Philosophy, PHI 4300 History of Medicine, PHI 4310 Philosophy of Science, PHI 4325 Literary and Philosophical Perspectives on Medicine, PHI 4363 Philosophy and Medicine, PHI 4360 Contemporary Ethical Theory  
*Political Science*: PSC 3322 American Public Policy  
*Psychology/Neuroscience*: PSY 3341 A Survey of Human Development, NSC 4312 Behavioral Medicine, PSY 3321 Abnormal Psychology, PSY 4312 Behavioral Medicine, PSY 4333 Phenomenological/Existential Psychology  
*Religion*: REL 3345 World Religions, REL 3390 Christian Ethics, REL 4395 Bioethics  
*Sociology*: SOC 2310 Introduction to Gender Studies, SOC 3330 Women in American Society, SOC 4310 Death and Dying, SOC 4353 Sociology of Medicine

For a minor in Medical Humanities, students must meet the following requirements:  
A minimum of 18 hours in Medical Humanities courses with 9 hours from core and 9 hours from electives.
**Drexel University, Undergraduate Certificate in Medical Humanities**

The Certificate Program in Medical Humanities is designed for students majoring in any of the biological sciences, health professions including biomedical engineering, nursing and public health, the humanities, and the social sciences, with the aim of promoting dialogue and mutual appreciation for various approaches to health related issues.

The wide range of applicable courses within designated disciplines fosters an interdisciplinary context for investigating the many challenges within medicine and caregiving. This format, in turn, encourages students to explore illness, disability, dying and healing as human experiences and to evaluate some of the limitations of an exclusively scientific perspective on medical practice and research.

A three credit introductory seminar (HUM 315) and a concluding Capstone Seminar (ENGL 470) further provide intellectual cohesiveness and a sense of community among students enrolled in the program. Both co-directors of the program and other student advisors will help students choose courses best suited for their personal and professional interests. Note that most courses applicable to the program also fulfill humanities electives for other majors and that courses may change as departments offer more options.

Those students who successfully complete the program will receive a certificate in medical humanities. This certificate highlights the student’s proficiency in an interdisciplinary approach to health related issues not easily attainable through isolated courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUM 315</td>
<td>Perspectives in Medical Humanities</td>
<td>3.0</td>
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<tr>
<td>ENGL 470</td>
<td>Capstone Seminar in Medical Humanities</td>
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<td>Select one of the following literature courses:</td>
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<td>ENGL 360</td>
<td>Literature and Society (Portrayals of Mental Disorders)</td>
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<tr>
<td>ENGL 370</td>
<td>Topics in Literature and Medicine (Illness and Healing in Literature)</td>
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<tr>
<td>ENGL 370</td>
<td>Topics in Literature and Medicine (The Physician in Literature and Film)</td>
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<tr>
<td>ENGL 370</td>
<td>Topics in Literature and Medicine (Health Matters in Drama)</td>
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Select one of the following philosophy courses: 3.0

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<tr>
<td>PHIL 251</td>
<td>Ethics</td>
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<tr>
<td>PHIL 321</td>
<td>Biomedical Ethics</td>
</tr>
<tr>
<td>PHIL 355</td>
<td>Philosophy of Medicine</td>
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<tr>
<td>PHIL 361</td>
<td>Philosophy of Science</td>
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Select two courses from the following: 6.0

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<tbody>
<tr>
<td>AFAS 395</td>
<td>Special Topics in Africana Studies (Race, Disease, and History)</td>
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<tr>
<td>AFAS 395</td>
<td>Special Topics in Africana Studies (HIV/Aids in Africa)</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>ANTH 210</td>
<td>Worldview: Science, Religion and Magic</td>
</tr>
<tr>
<td>ANTH 220</td>
<td>Aging In Cross-Cultural Perspective</td>
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<tr>
<td>ARTH 320</td>
<td>Art in the Age of Technology</td>
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<tr>
<td>ARTH 465</td>
<td>Special Topics in Art History</td>
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<td>BIO 212</td>
<td>Biotechnology</td>
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<tr>
<td>BMES 338</td>
<td>Biomedical Ethics and Law</td>
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<tr>
<td>ENVS 321</td>
<td>Environmental Health</td>
</tr>
<tr>
<td>HIST 280</td>
<td>History of Science: Ancient to Medieval</td>
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<tr>
<td>HIST 285</td>
<td>Technology in Historical Perspective</td>
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<tr>
<td>PSY 242</td>
<td>Psychology of Disability</td>
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<td>PSY 244</td>
<td>Culture and Personality</td>
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<td>PSY 252</td>
<td>Death and Dying</td>
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<td>PSY 356</td>
<td>Women's Health Psychology</td>
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<td>SOC 120</td>
<td>Sociology of the Family</td>
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<td>SOC 125</td>
<td>Sociology of Aging</td>
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<td>SOC 225</td>
<td>Sociology of Technology &amp; Aging</td>
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<tr>
<td>SOC 235</td>
<td>Sociology of Health</td>
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Total Credits: 18.0
Indiana University – Purdue University Indianapolis (IUPUI)
Medical Humanities and Health Studies Program (MHHS)

Bachelor of Arts in Medical Humanities and Health Studies

Goals, Objectives, and Mission
Our mission is to fill a much needed demand for interdisciplinary preparation of undergraduates to understand the qualitative humanistic and socio-cultural context of health care in contrast to the clinical/objective approach traditionally taken in biomedicine, and to develop informed graduates with analytical skills, cultural awareness, and ethnic sensitivity.

The BA in MHHS is unique, being among the first comprehensive MHHS degrees offered to undergraduates nationwide. The major entails successful completion of a minimum of 120 credit hours: 90 credit hours will satisfy the School of Liberal Arts general education requirements, and 30 credit hours will satisfy the major concentration.

Academic & Career Preparation
An academic foundation in MHHS can be valuable to students pursuing virtually any career path, including but not limited to social/economic research, medicine, allied health professions, dentistry, health law, medical social work, nursing, public health, and public policy studies.

Major in Medical Humanities and Health Studies (30 credits, 10 courses)

Three tracks are possible: Medical Humanities, Health Social Science, or Individualized Health Topics

Core Courses (6 courses/18 credit hours):

Common Core Courses (6 credit hours):
MHHS-M 301 Perspectives on Health, Disease, and Healing
MHHS-M 495 Independent Project/Seminar in MHHS

Two Medical Humanities Core Courses (6 credit hours), from the following:
COMM-C 392 Health Communication
HIST-H 364 History of Medicine & Public Health
PHIL-P 393 Biomedical Ethics

Two Health Social Science Core Courses (6 credit hours), from the following:
ECON-E 307 Current Economic Issues: Health Economics [or]
PBHL-H 354 Health Economics
SOC-R 381 Social Factors in Health and Illness
Medical Humanities Track – Core plus four courses (12 credit hours) of Humanities:

COMM-C 392 Health Communication  
HIST-H 364 History of Medicine & Public Health  
MHHS-M 492 Topics Med Humanities/Health Studies: Health & Human Values  
PHIL-P 393 Biomedical Ethics  
REL-R 383 Religions, Ethics, U.S. Society

Health Social Science Track – Core plus one Methods Course and three (9 credit hours) of Social Science Electives:

Methods Courses (one of the following):
COMM-C 310 Intro to Communication Research  
ECON-E 270 Intro to Stat Theory Econ & Business  
GEOG-G 338 Geographic Information Science  
HIST-H 217 The Nature of History  
SOC-R 359 Intro to Sociological Stats

Social Science Electives (three of the following):
ANTH-A 460 Topics in Anthropology (Forensic Anthropology)  
ANTH-E 411 Wealth Exchange & Power in Anthropological Perspective  
ECON-E 307 Current Economic Issues (Health Economics)  
SOC-R 320 Sexuality and Society  
SOC-R 327 Sociology of Death & Dying  
SOC-R 381 Social Factors in Health & Illness  
SOC-R 385 Aids and Society  
SOC-R 410 Alcohol, Drugs and Society

Minor in Medical Humanities and Health Studies (15 credits, 5 courses)

The interdisciplinary minor in medical humanities and health studies seeks to promote an increased awareness of the humanistic, social, and cultural dimensions of health care and health care systems. It provides an exciting opportunity for students to work in close conjunction with faculty who have strong teaching and research interests in the area of health care. A survey of the relevant issues to be addressed during the course of study in the minor includes human values and ethics in decision making; the idea of preventive and holistic health and health care; patient care as an art form and scientific endeavor; the relation among ecology, economy, and health care; the relation between cultural and social systems and health and health care; the connection between health care systems and good health; the role of the provider-client relationship, especially in the areas of communications skills and the humanistic dimensions of patient care; and the role of the consumer in the health care system.

Required Core Courses (2 courses/6 credits)
MHHS M301 Perspectives on Health, Disease and Healing  
MHHS M495 Independent Project/ Seminar in MHHS (Capstone)
Electives (3 courses/9 credits)

Choose one course from the list of Humanistic perspectives courses, and one from Social Science perspectives courses. The third elective may be selected from the either list or from other electives. Choose no more than one course from any one department or discipline.

**Humanistic Perspectives**
- C392 Health Communication
- C400 Health Provider-Consumer Communication
- L431 Topics: Illness Narrative
- H364 History of Medicine & Public Health
- H374 History of Science & Technology II
- H418 History of International Humanitarian Assistance
- H421 Topics: History of Chinese Medicine
- P393 Biomedical Ethics
- R368 Religion and Healing
- R384 Religion, Ethics and Health
- R327 Sociology of Death and Dying

**Social Science Perspectives**
- B370 Human Variation
- B480 Human Growth & Development
- E421 Anthropology of Aging
- E445 Medical Anthropology
- A460 Topics: African Health
- A460 Topics: Bio-archaeology
- A460 Topics: Forensic Anthropology
- E307 Current Econ Issues: Health Econ Issues
- E387 Health Economics
- G410 Medical Geography
- M492 Topics in Medical Humanities Health Studies: African Health
- R321 Women & Health
- R381 Social Factors Health/Illness
- R382 Social Org of Health Care
- R385 AIDS and Society
- R410 Alcohol, Drugs, & Society
- R415 Sociology of Disability
- R485 Sociology of Mental Illness

**Other Electives**
- M420 Culture of Mental Illness
- M492 Topics in Med Hum/Health Studies
- M498 Readings in Med Hum/Health Studies
- S474 Applied Health-Care Ethics
A316 Environmental Science & Health
H320 Health Systems
H322 Principles of Epidemiology
H354 Health Economics
H420 Health Policy

**Graduate Certificate in Medical Humanities** (15 credits, 5 courses)

The Graduate Certificate in Medical Humanities offers an interdisciplinary course of study drawn from the social science and humanities disciplines of Liberal Arts, as well as courses and participation of faculty from other schools. The field of Medical Humanities provides students with qualitative humanistic and socio-cultural perspectives on health care, in contrast to the clinical/objective approach traditionally taken in biomedicine.

Core Courses (6 cr. hrs)
- MHHS M501 The Human Condition
- MHHS M595 Clinical Practicum in Medical Humanities

Elective Courses in Medical Humanities Graduate Certificate (9 cr. hrs.):
- MHHS-M 504 Intro to Research Ethics
- MHHS-M 592 Grad Topics Medical Humanities: Health and Human Values
- ANTH-A 560 Topics in Anthropology: Forensic Anthropology
- COMM-C 510 Health Provider-Consumer Communications (online)
- COMM-C 592 Advanced Health Communication
- ECON-E 643 Health Economics
- HIST-H 546 History of Science, Medicine, Technology
- PHIL-P 547 Foundation of Bioethics
- PHIL-P 555 Ethical and Policy Issues International Research
- SOC-S 526 Sociology of Human Sexuality
- SOC-S 560 Topics in Sociology: Disability

[Return to Agenda]
1:30 p.m.  Call to order  
Annette Simmons, Chair-Faculty Assembly

Invocation  
Carin Mizera, Asst. Professor, SHS

Presentation of the Agenda  
Annette Simmons, Chair-Faculty Assembly

Approval of April 2016 Minutes  
Annette Simmons, Chair-Faculty Assembly

Remarks  
- Presidential Transition Committee Update  
  o John Labosky, Chair, PTC

- Board of Trustees Meeting Update  
  o Denise Starkey, Faculty Representative

- Council for Continuous Improvement of Academic Programs  
  o Beth Domholdt, VPAA

Action Items and Committee Reports  
- Elections  
  o Undergraduate Curriculum Committee Chair  
    ▪ Dan Westholm

  o Athletic Advisory Committee Faculty-At-Large  
    ▪ Janelle Wapola  
    ▪ Paula Byrne
• Faculty Handbook-Section C Item 5 (Workload)  
  o Sandy Marden-Lokken, Chair-FWC

• Faculty Handbook-E1 Holiday Expectations  
  o Sandy Marden-Lokken, Chair-FWC

• Faculty Handbook-Common Language for Standing Committee sharing of minutes  
  o Annette Simmons, Chair-Faculty Assembly

• UGCC proposal regarding the RN-to-BSN General Education Requirements  
  o George Killough, Chair-UGCC

• Graduate Council Report  
  o Brandon Olson, Chair-Graduate Council

Announcements

• Annette Simmons, Chair-Faculty Assembly  
  o Call for a Faculty Assembly Parliamentarian

Passing of the Gavel and Adjournment

**Next Faculty Assembly Meeting: September 1, 2016 at 9.00 a.m. in Mitchell Auditorium**

Look for the Agenda and Supporting Materials at: https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml
1. Off-site accessibility
   - Via Adobe Connect Videoconferencing at: https://saints.adobeconnect.com/mitchell/

2. Call to order
   - Annette Simmons called the meeting to order at 3:50 p.m.

3. Invocation
   - Leah Prussia, Asst. Professor, SHS presented the invocation

4. Presentation of the Agenda
   - Annette Simmons presented the April 2016 Faculty Assembly agenda with the following modifications: Jen Rosato acted as parliamentarian. Beth Domholdt provided additional information about the PA program announcement. Todd Neuharth was a nominee for vice-chair of the Faculty Assembly. Donna Kirk and Sara McCumber withdrew their candidacies. Madonna LeBlanc was identified as a nominee for the Academic Affairs Committee of the Board of Trustees. The agenda was approved as modified.

5. Approval of the March 2016 Minutes
   - Annette Simmons presented the March 2016 Faculty Assembly minutes. The minutes were accepted as presented.

6. Remarks
   - Academic Program Review Update & PA Update
     o Beth Domholdt, VPAA gave an overview of the findings of the Academic Program Review Council which looked at the process and will present a new process that will be more streamlined and evaluative in nature. The new draft process will be distributed at school meetings for feedback and information. The physician’s assistant program will be delayed by one year, this will result in a stronger program. This will allow for a larger entry cohort. During the FY 2017 about $1M of revenue will not be realized. Trimming
expenses in PA program, looking for other areas within the college to increase revenue and perhaps not funding some initiatives may all be methods utilized to address the revenue shortfall.

7. Old Business
   • None

8. New Business
   • Quorum established at 92

   • Approval of the May 2016 Graduates
     o **Motion-**Annette Simmons: RESOLVED, that the Faculty Assembly authorize the granting of the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Science, Master of Social Work, Doctor of Physical Therapy, and Doctor of Nursing Practice Degrees to May graduates, pending approval by appropriate advisors, department chairs or program directors. **Motion approved viva voce.**

   • Human Values and Health Humanities Program (HVHH)
     o George Killough, UGCC Chair provided an overview of the program proposal. **Motion:** The UGCC moves to approve this proposal. Randell Poole and Pam Bjorklund provided a history/overview of the proposal, answering questions from the floor. **Motion approved viva voce.**

   • Elections
     o Faculty Assembly Vice-Chair
       ▪ Nominations
         • Todd Neuharth
       ▪ The chair asked for additional nominees from the floor, of which there were none. The chair repeated the call for additional nominees two more times without additional nominations. The chair asked for an affirmation of the Todd Neuharth for Faculty Assembly Vice-Chair, which was accepted viva voce.

     o Faculty Assembly Secretary
       ▪ Nominations
         • Kelly Durick Eder
       ▪ The chair asked for additional nominees from the floor, of which there were none. The chair repeated the call for
additional nominees two more times without additional nominations. The chair asked for an affirmation of the Kelly Durick Eder for Faculty Assembly Secretary, which was accepted viva voce.

- **Undergraduate Curriculum Committee Chair**
  - **Nominations**
  - The chair asked for additional nominees from the floor, of which there were none. The chair repeated the call for additional nominees two more times without additional nominations. As no nominations were forthcoming the election will occur at the next meeting.

- **Faculty Representative to the Board of Trustees**
  - **Nominations**
  - Jill Dupont
  - Christine McConnell
  - Karen Rosenflanz
  - The chair asked for additional nominees from the floor, of which there were none. Paper ballots were distributed. Karen Rosenflanz will serve as the Faculty Representative to the Board of Trustees.

- **Faculty Representative to the Academic Affairs Committee of the Board of Trustees**
  - **Nominations**
  - Madonna LeBlanc
  - The chair asked for additional nominees from the floor, of which there were none. The chair repeated the call for additional nominees two more times without additional nominations. The chair asked for an affirmation of the Madonna LeBlanc for Faculty Representative to the Academic Affairs Committee of the Board of Trustees, which was accepted viva voce.

### 9. Announcements
- **First Generation Students**
  - Chris Davila provided a brief overview of some issues facing first generation students at CSS
• Additional Nominations  
  o Annette Simmons  
    ▪ UGCC Chair  
    ▪ AAC Member-at-Large

10. Adjournment  
• Annette Simmons called for adjournment of the Faculty Assembly at 4:50 p.m.

**Next Faculty Assembly Meeting: May 19, 2016 at 1:30 p.m. in**  
• Mitchell Auditorium**  
• Look for the Agenda and Supporting Materials at:  
  https://www2.css.edu/intranet/facstaff/facultyassembly/minutes.shtml

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COUNCIL FOR CONTINUOUS IMPROVEMENT OF ACADEMIC PROGRAMS (CCIAP)

The College of St. Scholastica

CONTENTS

Operating Code
Procedures
Self-Study Guidelines


Abbreviations:
CCIAP (Council for Continuous Improvement of Academic Programs)
PRS (Program Review Subcommittee)
DIRA (Director of Institutional Research and Assessment)
VPAA (Vice President for Academic Affairs).

Location of document: The most recent version of this document and all review documents (i.e., program Self-Study Reports, consultant reports, PRS/CCIAP final reports, and VPAA action/response reports) will be maintained by the CCIAP chair on the College’s Blackboard site. All faculty have “read” access.

Current revision: 4/19/2016 editorial changes by VPAA based on 4/8/2016 revision of CCIAP process subcommittee
Shared for discussion with Schools and Faculty Assembly in May 2016.
OPERATING CODE of the COUNCIL FOR CONTINUOUS IMPROVEMENT OF ACADEMIC PROGRAMS (CCIAP)

The general purpose of program review through the CCIAP is to promote continuous improvement of the academic programs at The College of St. Scholastica. The program review process advances the mission of the college by providing an accurate assessment of the quality, effectiveness, and future direction of academic programs. The information generated by the review documents and the program's use of resources, serves to inform budgetary and planning decisions at all levels. The review process facilitates in-depth reflection on, and critical analysis of, the various dimensions of a program by its faculty and staff, and administration. Finally, the process assists the College in monitoring and refining its programmatic rigor, directions and priorities.

Assessing and enhancing program quality is the underlying rationale for promoting excellence in academic programs through systematic and periodic program reviews. Four constituencies have a stake in effective program review:

- First, the College has an obligation to its students to provide quality education.
- Second, engaging in a systematic, comprehensive review of academic programs provides the greater society and specifically our constituents with accountability and documentation of the quality of our programs.
- Third, the College’s accreditation body, the Higher Learning Commission, requires that institutions maintain a practice of regular program reviews: Criterion 4A1: the institution maintains a practice of regular program reviews.
- Finally, the Board of Trustees of The College of St. Scholastica expects the schools and departments and programs to show rigorous and continuous program improvement.

The program review process is:

- A shared responsibility of faculty and administration.
- An objective process that engages internal stakeholders, provides sufficient data to assist decision-making to improve student learning, and allows external reviewers an opportunity to draw thoughtful conclusions.
- Transparent, with Program Self-Study Reports, external consultant reports, CCIAP reports, and the VPAA action/response reports posted on the CCIAP Blackboard site.
- Forward looking, by asking departments/programs to set long-range goals that contribution to the College mission, outcomes, and strategic plan.
- Instrumental in providing direction to improve the program.
- Connected to other institutional processes like budgetary planning and program discontinuance.

The function of the CCIAP is to carry out program review process. It does not have administrative decision-making powers. The CCIAP’s comments and recommendations are submitted to the VPAA, who discusses the findings with the reviewed department/program and its school Dean. The CCIAP accomplishes much of its work
through Program Review Subcommittees (PRS), formed of two to three CCIAP members who conduct specific program reviews.

The CCIAP consists of:

- Faculty members selected by the VPAA with appropriate consultation. The VPAA appoints one of the members to serve as CCIAP chair. Appointed faculty should be representative of all academic schools, undergraduate and graduate levels, program delivery methods and campus sites.
- The VPAA is an ex officio member who does not vote or serve on PRS.
- The Director of Institutional Research and Assessment (DIRA) is an ex officio member who does not vote or serve on PRS.

Appointed members serve three-year staggered terms. In order to avoid too many appointments terminating in the same year, new members might be appointed for one- or two-year terms. Reappointment is possible.

One more than a majority of the appointed CCIAP faculty is considered a quorum for conducting CCIAP voting. Voting on PRS reports may be via email or other electronic means. Changes to the procedures, self-study list, evaluation criteria, etc., require approval of three-fourths of the appointed members of the CCIAP. Minutes of full CCIAP meetings will be recorded by an administrative professional.

When appointed faculty are also members of departments/programs under review, they must recuse themselves from council discussions and voting for their department/program.

The CCIAP will review this operating code every three years and make changes as necessary to achieve the purposes of program review. Because the CCIAP is not a faculty standing committee, the Faculty Assembly does not vote on revisions. Nevertheless, major revisions will be brought to the Schools and the Faculty Assembly for discussion.

**PROCEDURES**

**General Guidelines**

The following guidelines are offered to answer frequently asked questions and provide direction to those engaged in program review.

- The VPAA and the CCIAP chair, in consultation with the school Deans, sets the review schedule. For programs with external accreditation, reviews will coincide with their accreditation timelines. Programs will be reviewed, at minimum, every 8 years. More frequent reviews may be justified by changes in the discipline, changes in the department or program, or results of previous reviews.
- The review covers all programs administered by an academic department or program, including undergraduate and graduate, traditional and extended studies,
unless circumstances warrant separate reviews (for example, programs that are conceptually different). All academic offerings above the level of a single course will be subject to program review – minors, majors, certificates, degrees. When a department/program administers an interdisciplinary program, advice from all participating departments or programs should be sought during the course of the review.

- Participating in this process demonstrates department/program commitment and College service. Released time or overload compensation, if any, is managed within each department/program or school.
- The DIRA manages the CCIAP budget for program review.
- The categories of the Annual Report required of each program will align with the categories reflected in the program review process, thereby providing relevant and accessible data over time.
- The PRS chair will facilitate an orientation meeting with the Self-Study Director, and department/program faculty. The orientation meeting will cover the Self-Study Guidelines and procedures; the external consultant selection, visit and report; and how to plan and prepare the Self-Study. Some departments and programs have found that a retreat has worked well for facilitating these types of discussions.
- The CCIAP is authorized to request revisions of Self-Study Reports and other program review documents.
- Programs subject to external accreditation can expect that:
  - The program review process will be scheduled to coincide with the external accreditation process.
  - The self-study prepared for the external accreditation process will generally suffice to respond to the information requested by the program review process (a key should be provided to identify portions of the accreditation report that address specific points of the Program Review). Nevertheless, additional information usually a part of internal reviews may be requested if not part of the external report. The external accreditation site visitors will serve as the consultant required by the program review process.
- This is a process in which the entire department or program participates and contributes. Consultation with school deans is expected.

**Steps for Program Review**

1. **SCHEDULE COMMUNICATED.** The CCIAP chair will remind programs scheduled for review approximately one year in advance by notifying their school dean, the department chair and/or program chair, Director of the Library and Collections Librarian, and the DIRA.

2. **PRS APPOINTED.** The CCIAP chair will appoint a department/program review subcommittee (PRS), which usually will consist of two faculty members of the Council. One of these members will serve as PRS chair and liaison to the department/program under review and to the external consultant. When reviewing joint undergraduate/graduate programs, at least one member of the PRS will have a responsibilities within a graduate program.
3. **ORIENTATION MEETING.** The CCIAP chair will meet with the PRS and representatives from the department/program under review for orientation to the review process, including a review of *The Self-Study Guidelines*.

4. **APPOINT SELF-STUDY DIRECTOR.** The dean and department/program chair select a Self-Study Director from the department/program under review to compile the Self-Study Report in the semester prior to the scheduled review, and who ensures full department/program participation and contribution. The report should be a concise narrative following the format outlined in the *Self-Study Guidelines*. The Self-Study Report is submitted in electronic format to the CCIAP chair, the PRS Chair, the department chair/program director, the department’s/program’s school dean, DIRA, and the VPAA two months in advance of the consultant visit. For programs with external accreditation, their submission to their accreditor will provide the basis of the Self-Study Report. It is the responsibility of the program to add information necessary to meet all components of the CCIAP *Self-Study Guidelines*. Department Chairs and Deans have access to most of the required data. The DIRA and the Registrar are available for more specific data needs, and the Director of the Library or Collections Librarian will provide summary of resources pertinent to the program.

5. **SELECT CONSULTANT.** The PRS Chair will ask the department/program, their Dean and the VPAA for suggestions for an external consultant. The PRS Chair will select and contact the consultant. Once confirmed, the PRS Chair will notify the DIRA of the consultant selected.

6. **HIRE CONSULTANT AND SCHEDULE VISIT.** The DIRA arranges the consultant’s contract and sends the consultant the document titled *Consultant’s Report: Format and Coverage* and an electronic copy of the CCIAP’s *Operating Code/Procedures Manual/Self-Study Guidelines*. After receipt of the signed contract, the PRS chair becomes the contact person throughout and serves as the host for the site visit. The site visit is scheduled as soon as possible after selecting the consultant. The PRS Chair works with the consultant to select visit dates, usually 1 to 1½ days. Visits are typically scheduled in September and October for fall reviews and January and February for spring reviews. When the dates are set, the DIRA works with the consultant to make travel arrangements. Payment is made directly to vendors when possible. The consultant will keep receipts for all travel and meal expenses. The DIRA budget pays for the consultant fee and travel expenses.

7. **SELF-STUDY REPORT DUE.** Self-Study report is due at the end of the spring semester (or into the summer if the self-study director is on contract during the summer) for reviews in the following fall or at the end of fall semester for reviews in the spring.

8. **CONSULTANT VISIT OCCURS.** The PRS Chair creates the visit schedule shared with consultant for feedback (see sample visit schedule). Typically, the first meeting is with the VPAA, if possible (usually breakfast at the hotel). The second meeting is usually with the school dean, followed by a meeting with the

5
PRS (may include the CCIAP chair, as needed). The third meeting is with the department/program Chair. These meetings will set the stage for subsequent meetings with the remaining stakeholders, which can occur in any order (see list below). The consultant’s penultimate meeting should be with the department/program chair. The consultant’s final formal meeting should be with the PRS. The consultant conducts on-campus interviews with the following stakeholders in groups or individually at his/her discretion:

- The VPAA, usually preceding other consultant meetings
- School Dean, usually preceding the remaining stakeholders
- Department Chair/Program Director.
- Department/program faculty: tenured/five-year rolling contract, probationary, annual contract, part-time, and adjunct
- Department/program students
- Representative from Extended Studies/Online, as appropriate
- Others as deemed appropriate

The PRS may also conduct interviews, as appropriate, of the stakeholders listed above, but does not sit in on the interviews conducted by the external consultant.

9. **CONSULTANT REPORT DUE.** The consultant submits electronically his/her report to the PRS Chair no later than two weeks after his/her visit to campus. When it is received, the PRS Chair forwards a copy of the consultant’s report to the CCIAP chair, DIRA, school dean, department chair or program director, the VPAA, and the self-study director. Once the PRS approves, the DIRA pays the external consultant.

10. **PRS DRAFTS AND SHARES PRS REPORT.** Using the Self-Study Report, the external consultant’s report, and, when appropriate, reports of previous reviews, the PRS assembles the PRS Report which is usually one or two pages in length, provides a summary of what has been learned in the review, and takes into consideration both the vigor and quality of the program (strengths and challenges, and contribution to the College’s mission). The PRS Chair electronically sends the draft PRS Report and the external consultant’s report to self-study director, department chair/program director, dean, and VPAA (collectively, the “stakeholders”) for correction of errors of fact.

11. **STAKEHOLDERS RESPOND TO DRAFT PRS REPORT.** Stakeholders will have two weeks to respond to the PRS Chair.

12. **PRS REPORT FINALIZED AND SHARED.** The PRS modifies the report as needed and the PRS Chair electronically sends the PRS report (as modified) and the external consultant’s report to the CCIAP, VPAA, and DIRA, for review for the final semester meeting. The review period is two weeks (see sample timeline below).

13. **CCIAP MEETS, PRS REPORT FINALIZED AND SHARED.** The CCIAP meets to review and vote on all department/program reports during the semester (2-3 reviews). Any modifications are made within 2 weeks by appropriate PRS chairs and sent to the VPAA. The VPAA sends the final Self-Study report and External
Review to the school Dean, and the Department Chair or Program Director and sets up a meeting to discuss.

14. **VPAA MEETING WITH DEAN, CHAIR, DIRECTOR.** The VPAA will meet with the school dean, and the department chair/program director to discuss the CCIAP’s Program Review Conclusions and next steps. The VPAA produces a written summary of this meeting. The department chair/program director communicates the results to department/program faculty.

15. **DOCUMENTS POSTED.** All program review documents, including Self-Study Reports, external consultant reports, CCIAP PRS reports, and VPAA action/response reports, will be posted by the CCIAP Chair for general faculty access on Blackboard.

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### Sample review timeline

<table>
<thead>
<tr>
<th>Step #</th>
<th>Activity</th>
<th>Fall CCIAP Reviews</th>
<th>Spring CCIAP Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Schedule communicated</td>
<td>Previous Sept 1</td>
<td>Previous Jan 15</td>
</tr>
<tr>
<td>2</td>
<td>PRS appointed</td>
<td>Previous Nov 1</td>
<td>Previous April 1</td>
</tr>
<tr>
<td>3</td>
<td>Orientation meeting</td>
<td>Previous Dec 1</td>
<td>Previous May 1</td>
</tr>
<tr>
<td>4</td>
<td>Appoint self-study director</td>
<td>Jan 15</td>
<td>Sept 1</td>
</tr>
<tr>
<td>5</td>
<td>Select consultant</td>
<td>Feb 1</td>
<td>Sept 15</td>
</tr>
<tr>
<td>6</td>
<td>Hire consultant and schedule visit</td>
<td>Feb 15</td>
<td>Oct 1</td>
</tr>
<tr>
<td>7</td>
<td>Self-Study Report due</td>
<td>May 30</td>
<td>Dec 15</td>
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<tr>
<td>8</td>
<td>Consultant visit occurs</td>
<td>September October</td>
<td>January February</td>
</tr>
<tr>
<td>9</td>
<td>Consultant report due</td>
<td>2 weeks after visit</td>
<td>2 weeks after visit</td>
</tr>
<tr>
<td>10</td>
<td>PRS drafts and shares PRS Report and External Review for review and correction of fact by stakeholders.</td>
<td>Nov. 1</td>
<td>April 1</td>
</tr>
<tr>
<td>11</td>
<td>Stakeholders respond to draft PRS Report and External Review</td>
<td>Nov 15</td>
<td>April 15</td>
</tr>
<tr>
<td>12</td>
<td>PRS report finalized and shared</td>
<td>Nov 20</td>
<td>April 20</td>
</tr>
<tr>
<td>13</td>
<td>CCIAP meet to reviews and vote on all department/program reports during the semester (2-3 reviews). Any edits are made within two weeks and sent to the VPAA.</td>
<td>Dec. 1</td>
<td>May 1</td>
</tr>
<tr>
<td>14</td>
<td>VPAA meets with the Dean and Department Chair/Program Director to discuss Program Review Conclusions and next steps. It is expected that progress on “next steps” will addressed in the program’s annual report.</td>
<td>Dec. 15</td>
<td>May 15</td>
</tr>
<tr>
<td>15</td>
<td>Documents posted to Blackboard site.</td>
<td>Jan 1</td>
<td>June 1</td>
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</table>
ACADEMIC PROGRAM REVIEW
SELF-STUDY GUIDELINES

Executive Summary:
Maximum of 500 words, summarizing major conclusions from each section of the self-study.

Section 1:
Orientation to the Department/Program: Provide a descriptive, student-centered, program overview that will enable reviewers to understand the essence of the program. Recommended length: 500-750 words.

- Mission and Strategy: What is the mission of the program and how does it connect to the mission of the College? How does this program support the College’s strategy?
- Curriculum: Provide an overview of program philosophy, design, and pedagogy in light of the program mission and goals.
- Students: Provide an overview of the students you serve and how well they are prepared for the next steps in their academic, professional, or personal lives.

Section 2:
Resources: Describe the resources available to the program and assess the adequacy of these resources.

2a. Faculty (make an argument about the adequacy of faculty resources to offer the program; bulleted items provide ideas for structuring and supporting your argument)
- Data needed to analyze the adequacy of resources:
  - Number of full-time, part-time and adjunct faculty (individuals as well as FTEs)
  - UDell information to assess student:faculty ratio compared to disciplinary benchmarks
- Summarize the evidence related to teaching effectiveness within the program, including Course Instruction Survey data and any other information related to teaching effectiveness
- Identify faculty strengths that support the programs--for example, teaching effectiveness, scholarly work that engages students or contributes to richness within the curriculum
- What is the ideal number and characteristics of faculty to implement your program?
- How does the particular mix of faculty support the execution of the curriculum?
• Identify faculty gaps—for example, educational credentials needed for accreditation, specializations needed to offer curriculum, skills for new pedagogies
• Discuss how faculty advises and mentors students
• Discuss how the faculty contribute to inclusive excellence at the College, considering compositional diversity, cultural fluency, preparation for teaching diverse students, and incorporation of inclusive excellence within the curriculum

2b. Staff (make an argument about the adequacy of staff resources to offer the program; bulleted items provide ideas for structuring and supporting your argument)
• Number of full-time and part-time staff (Individuals as well as FTEs. This may include administrative staff, advisors, recruiters, marketing planners, etc.)
• Identify staff strengths that support the program
• Identify staff gaps
• Discuss how the staff contribute to inclusive excellence at the College, considering compositional diversity and cultural fluency of staff members

2c. Academic Support Resources (make an argument about the adequacy of the following resources to offer the program)
• Library resources to include on-campus resources, digital resources and services.
• Information technology resources to include on-campus labs, classrooms, learning management system (Blackboard), web conferencing (Adobe Connect), discipline-specific technology and equipment, and services such as training and support.
• Space provided to the program to include instructional classrooms, labs, practice rooms as well as research and office space
• Off-campus facilities to include internship sites, clinical sites, and other discipline-specific needs.

2d. Financial Resources (discuss the adequacy of support for the program from a financial perspective. Discuss the program’s success in meeting the budget. How is the budget related to the success of the students in meeting the outcomes? How does the budget promote or limit the ability of the program to succeed?)
• For GEO programs, provide a 5-year lookback at program revenues vs. total expenses. For traditional undergraduate programs indicate any sources of revenue beyond student tuition (grants, etc)
• For all programs, indicate the operating budget (70000 lines) available to the program, summarize how it is spent (major categories, not line by line), assess adequacy (a five-year look back period is recommended to look at spending patterns across time)
● Additional data to support adequacy of financial resources, program efficiency, and stewardship, for example.
  ○ University of Delaware data and benchmarks
  ○ Disciplinary benchmarks (in addition to University of Delaware data)
  ○ Class size data

Section 3
Students, Learning Outcomes, and Satisfaction: Who are the students you serve, what student learning outcomes you expect, what is your success in helping students to meet those outcomes, and how satisfied are students with their experience?

3a. Students

● Number of students served annually (divide for different majors, minors, programs, location, and general education as appropriate to your unit)
● Number of graduates annually for each major, minor, or program etc (five-year lookback)
● Evaluate how the requirements for admission to the program affect student performance with respect to meeting the outcomes.
● Evaluate how class size affects implementation of the program
● Evaluate student achievement in areas such as special experiences/projects, honors, publications, presentations, internships, service learning, study abroad, experiential learning, etc.
● Evaluate inclusive excellence as it relates to your students.
● Evaluate any student satisfaction data that is collected for the program.

3b. Curriculum

● What principles of pedagogy influence program design?
● How is the program designed with respect to credits and curricular structure for majors
  and/or minors?
● How does the program compare to others at similar institutions?
● Summarize how is the program delivered, in classrooms, lecture, labs, online, hybrid?
● Describe any recent or planned curricular revisions and the rationale for the changes
● For undergraduate programs, how is the program integrated with Veritas requirements? What are the strengths and weaknesses of Veritas components?
● How are the course objectives related to the program outcomes and the college outcomes?
3c. Learning Outcomes
- What are your specific program student learning outcomes?
- How successful are your students in meeting those outcomes?
- How do faculty help students to meet those learning outcomes?
- How does the program contribute to Undergraduate College Learning Outcomes (undergraduate programs only)
- Describe the program’s assessment plan and findings (narrative summary here, include Weave reports that in an appendix)
- What actions related to assessment findings are being implemented and how?

Section 4
Program Review Conclusions:
- Synthesize the information in this review to provide a thoughtful set of conclusions about the robustness of this program, balancing program mission and student needs with the resources of institution.
- Analyze strengths, weaknesses, opportunities, and threats for this program
- Make specific recommendations for department/program improvement
- Recommend which of these four general actions is justified by the results of this review:
  - Maintain program with current level of resources
  - Invest in program to build capacity or quality
  - Re-envision program, seek efficiencies to increase viability
  - Consider discontinuance
- Recommend approximate date for next CCIAP review (usually from 3 to 8 years)
- Progress toward action plans (next steps) will be addressed in program annual report.
Responsibilities of CCIAP membership by person
(place list here when completed)

Appendix
Sample of external reviewer request letter
Sample of external reviewer visit schedule
Consultant Selection Criteria
Consultant’s Report Guidelines
Section C: Expectations of Faculty

C-1 Individual Responsibilities

Overall, the principal responsibility of each faculty member is to provide quality instruction. This is accomplished by the implementation of the following specific responsibilities:

1. Student-related:
   a. Recognizing and accepting students’ rights and dignity as individuals.
   b. Planning, preparing, and teaching scheduled classes; informing students of course objectives and requirements and exercising integrity in grading.
   c. Recognizing that the faculty member serves as a model of personal integrity, academic excellence and professional ethics.

2. Profession-related:
   a. Continuing to develop teaching effectiveness.
   b. Assisting in the continued development of the educational process consistent with the philosophy of the College, for example by doing the following things: Assessing curriculum and/or supporting curriculum development. Participating in faculty meetings, in-service programs and Faculty/Staff Institute. Participating in school and departmental meetings. Serving on standing, ad hoc, and institutional committees, depending on total load. Serving as an effective student advisor. Cooperating in the recruitment of College personnel to fill vacancies or new openings. Assisting in recruitment and retention of students.
   c. Continuing professional growth through attention to scholarly literature and/or participation in professional societies and meetings.
   d. Contributing to the advancement of knowledge in one's own discipline.

3. Institution-related:
   a. Fulfilling all contractual agreements for the agreed period of time.
   b. Using funds and/or resources of the institution responsibly.
   c. Acting in accord with the professional code of ethics of the College.

4. Teaching/advising-related:
   a. Faculty members should have current syllabi on file in the Vice President for Academic Affairs' office for all courses currently taught.
   b. Coverage of classes for any planned absence should be provided and the department chairperson should be notified of this.
c. The department chair should be notified of any faculty absence. In case of extended
absence, the school dean and the Vice President for Academic Affairs should also be
notified in writing.
d. Faculty members are expected to provide and post office hours in order to be available
for student consultation.
e. When a student is doing below-standard work, the faculty member is asked to notify
the academic advising office by mid-semester; this office will notify the appropriate
academic advisor.
f. Faculty are expected to submit grade reports by the time requested by the Registrar.
g. Faculty members not using examination days at the end of each semester for
examinations are expected to use the scheduled time for a class learning experience.
h. All full-time faculty are expected to participate in the evaluation procedures adopted
by the faculty.
i. No internal extracurricular activities are to be scheduled 24 hours prior to, or during
final exams.

5. Workload-related:
a. The normal teaching load for a full time 9-month ranked faculty member (instructor,
assistant professor, associate professor, and professor) is 24 credit hours, but can go one
credit in either direction. This teaching load allows for takes into account the scholarship,
service, and College wide governance responsibilities that are a significant portion of the
total workload for faculty in these ranks. Circumstances which could alter this load in any
semester might include the assumption of administrative duties such as school dean or
department chair/coordinator, extensive committee work, research, unusual advisement
load, or the teaching of graduate and/or laboratory courses.

- In negotiation with the faculty member, the department chair or program director
  and dean will consider whether, for a particular activity, there are factors that
can support more load credit than course credits, considering both the time
demands of the activity and the revenue base to support additional load credit.

- In negotiation with the faculty member, the department chair or program director
  and dean will consider whether, for a particular activity, there are factors that
suggest that it should be assigned fewer load credits than course credits,
considering both the time demands of the activity and the revenue base for the
load assignment. The assignment of fewer load credits than course credits should
be rare. A single course with low enrollment should not ordinarily result in a call
for fewer load credits than course credits.

- Circumstances which could alter this load in any semester lead to assignment of
load for non-teaching activities might include the assumption of administrative
duties such as school dean or department chair/coordinator; or extensive
committee work, research scholarship, or unusual advisement load, or the teaching of graduate and/or laboratory courses.

b. The normal teaching load for a full time 9-month lecturer is 32 credit hours. This teaching load recognizes that scholarship, service, and College-wide governance responsibilities are not a normal part of the workload of lecturers. Although course assignments will vary by department and year, lecturers will typically teach multiple sections of some courses. Note: Lecturer positions are limited to 12. In general, the lecturer lines are intended to remain in the schools in which they originated. Further the administration is committed to equalizing the pay of Lecturers and year-to-year Instructors in the near future.

c. If a faculty member believes they have been treated unfairly in the assignment of loads, they should first discuss the matter, in order, with their program director or department chair, their dean, and the Vice President for Academic Affairs. If they remain dissatisfied with their load assignment after taking it through the academic hierarchy, they should consult the Faculty Handbook for possible relief through consultation with the Faculty Welfare Committee or through the grievance process.

Shared Governance Principle: Faculty and administration share responsibility for revisions to this policy.

Revised: May 14, 2015 by Faculty Assembly Action based upon recommendation from the Academic Council and Dr. Beth Domholdt, C-1, 5 b.
Section E Time Off and Leaves

E-1 Holidays

- All faculty members are entitled to all legal holidays, namely: New Year's Eve (1/2 day), New Year's Day, Martin Luther King Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, day following Thanksgiving, Christmas Eve Day and Christmas Day.

- Faculty are also entitled to College holidays, to semester breaks after grades have been submitted to the Registrar, and to the scheduled Christmas and Easter vacations.

- Faculty members on nine-month contracts are typically expected to be working and available from the beginning of the academic year through the end of May. Some nine-month faculty members spread their load across a longer time period; for these faculty, their availability will be as negotiated with their supervisor, with total availability that is approximately equivalent to what is expected of a traditionally scheduled nine-month faculty member.

- Faculty members on 10- and 11-month contracts are expected to work the equivalent of an additional one or two months, respectively, during June, July, and August, based on the needs of their programs and as negotiated with their supervisors. They do not necessarily get one or two full months off at a time, but may work part-time across the summer. Although 12-month contracts are not typically offered, the College may do so when required to meet program needs; expectations regarding the extent and timing of the work of 12-month faculty will be based on the needs of their programs as negotiated with their supervisors.

- Faculty may occasionally be requested to perform special functions during academic breaks. They are not under obligation to do so.

  Faculty who accept an administrative appointment (for example, program director, department chair, dean) are responsible for the essential and time-sensitive needs of the program during academic breaks.

- When school is officially in session, but for other than scheduled classes (e.g. community days and exam days), the faculty are expected to be working and available. Shared Governance Principle: Faculty have an advisory role in revisions to this policy. Revised: April 23, 2015 by Faculty Assembly Action based upon recommendation from Dr. Beth Domholdt, Vice President for Academic Affairs.
UGCC Motion to Approve a Request from the RN-to-BS Program

The Undergraduate Curriculum Committee (UGCC) moves that the Faculty Assembly approve the proposal to allow applicants to the RN-to-BS Nursing Program who have earned a previous BS degree to have any additional general education credits waived, except religious studies and an integrations course (as required by Veritas). This motion is meant to apply only to the RN-to-BS program and not to any others, and the waiver is only for applicants entering with a BS degree, not all bachelor’s degrees.

The General Education Committee and the UGCC have both considered the proposal, and both committees support the motion.

See below the Nursing Department’s memo that presents the proposal.

*****************************************************************************************

TO:   Undergraduate College Curriculum Committee

FROM:   Julie Anderson – Dean, School of Nursing
         Arlene Johnson - Chair, Department of Non-Traditional Nursing

RE:  Acceptance of BS Degrees for RN to BS Nursing Students

DATE:  4/20/16

The Department of Non Traditional Nursing was recently advised by the Virtual Campus Director, Craig Bridges, (also a member of the Undergraduate College Curriculum Committee) that at a December 2015 meeting, the Committee voted to keep a policy in place stating that BS degrees did not automatically fulfill the College’s general education requirements for incoming RN to BS nursing students who have already earned a BS degree. Under this policy, each potential student’s transcript would need to be evaluated for meeting general education requirements. This is a change from the current procedure, which has been to accept the general education credits of a BS degree for students entering the RN to BS nursing program with such a degree.

Students admitted to the RN to BS nursing program that have a baccalaureate degree must have graduated from an accredited institution. The general education credits earned within the BS degree have been vetted by the institution to meet the requirements of the accreditation body. All RN to BS nursing students are required to meet the religious studies and Veritas requirement at The College of St. Scholastica.

The policy of not waiving general education credits will impact a number of RN to BS applicants who have previously earned a BS degree. The table below details the number of RN to BS students that enter the program with a BS degree, which is approximately 5%.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>STUDENTS WITH BS/TOTAL ADMITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>6/133</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>1/64</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>2/24</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>8/101</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>7/89</td>
</tr>
</tbody>
</table>
All MNSCU institutions and UW accept the BS degree to satisfy general education credits for RN to BS Nursing students. All of our competing private colleges (Concordia-St. Paul, St. Mary’s, and Augsburg) accept the BS degree general education credits. If our transcript review decision is that the potential student needs even one general education course, students are likely to choose another program that accepts their BS degree, because of the increased length of the program and cost. Quality of education and the reasonable pricing of the RN to BS nursing program are the main reasons that applicants choose The College of St. Scholastica to complete their bachelor’s degree in nursing.

In summary, the School of Nursing respectfully requests that applicants to the RN to BS Nursing program who have earned a previous BS degree have any additional general education credits waived, except religious studies and an integrations course (as required by Veritas).