**Academic Affairs Committee**

Minutes Meeting #5

**Date: November 8, 2017**

**Location: 3rd Floor East Lounge, Bone Student Center
6:00 pm**

1. **CALL TO ORDER:**
2. **ROLL:** Committee members: Lucey, Haugo, Lonbom, Nichols, Grzanich, Pancrazio, Stripeik, Chirayath, Porter, Smith, ***Jawahar***, UCC Liaison *Geoffrey Duce* (Note: quorum is 6 voting members; bold and underline=absent; italic=ex-officio) Guest: Bruce Stoffel, Provost’s Office.
3. **Guest Presentation: Bruce Stoffel “Effectiveness & Efficiency Report” to IBHE. Academic Planning Committee**
* This report is a requirement of Illinois general assembly. The Provost’s office must examine the enrollment, expense per degree, and degrees conferred of programs at Illinois State to see if they fall below the thresholds indicated by the General Assembly. This is the third such report. In mid-April of 2015 IBHE said report must be submitted by June 30th , which was too rushed, and more time will be provided in the next year. The process of creating the report is the following: first, the Provost’s Office calculates enrollment and degrees conferred to determine which programs fall below the General Assembly’s thresholds. Then, Dr. Jawahar collects data and meets with program members and reviews the criteria. A draft of the report is sent to the program for feedback, and then sent to the Academic Planning Committee and Academic Affairs Committee. In this report 5 programs were reviewed: 3 undergraduate and 2 graduate programs; 3 of the programs will be reviewed as a part of the regular program review process, 2 of them will be left just as they are. Any additional comments from the AAC are needed by Monday the 13th
1. **APPROVAL OF MINUTES: #4, October 25, 2017. Approved.**
2. **CONSENT AGENDA:**
	1. **The Annual Report Council for Teacher Education, follow up on Dispositions and edDispositions**
3. **STANDARD ORDER OF BUSINESS**
	1. **Changes to the structure of General Education and Changes to the Graduation Requirements**
* Associate Provost Rosenthal, UCC Chair Jean Standard, and Provost Murphy provided additional feedback to the policy review: Changes to the structure of a General Education course and Changes to Graduation Requirement. The AAC previously approved a slight change, calling for a general announcement from the Provost to the university community indicating that these processes have begun.
	1. **Annual Report from Textbook Affordability Committee**
* The textbook committee drafted a survey and sent it out to faculty. Grzanich, who also serves on the TAC, added that the SGA also created its own survey and administered it to students. there is also a second survey that has been sent to students. At the time of the report, the TAC was not ready to share the results with the AAC. Pancrazio added that a recent survey conducted by *Inside Higher Education* indicated that 85% of students delay or avoid purchasing textbooks. 91% of those state that the delay is related to cost, and half report that their grades suffer because of this. There is in fact an issue with textbooks and the affordability of them. The AA Committee decided to table this until it could obtain more information from the TAC.
	1. **UCC AMALI Recommendation**
* Pancrazio gave background to the discussion regarding changes to the graduation requirement and the university’s desire to internationalize. This dates back to the International Strategic Plan and the General Education Task force. At the time, the university catalog described the requirement as “Global Studies,” but the catalog definition really meant a study of countries outside of the Anglo-American and Western European traditions. The acronym AMALI refers to Asia, the Middle East, Africa, Latin America and Indigenous Populations of the World. After the process of deliberation had begun, the UCC discovered that it had renamed the AMALI requirement without Senate approval. As a result, the name was changed back to AMALI. Nonetheless, there was plenty of confusion. The requirement remains that students are required to take one AMALI course as a minimum to graduate. Many students complete this through general education courses.
* Discussion:

Haugo: Opposed to a luke-warm global studies approach. We should encourage students to study abroad in places other than Europe. Had many questions about approval processes of study abroad programs; who approved the courses. Do they have the appropriate level of expertise? Does not believe that studying abroad in places such as Italy and England should be considered as options for the requirement. They hyphenated approach to tagging global studies on to the end of AMALI looks like a quarterback sneak to neutralize AMALI.

Grzanich: Look at the integrity of what the student are about to take on. The goal should be more to get the student out of the country. Being exposed to outside cultures is the essence of AMALI. Study abroad would be better than a four-week online course in AMALI. “While a study abroad experience in Europe would not be the ideal AMALI option, it would still be a more enlightening experience that some of the other options available for AMALI (i.e. a four week summer course).”

Nichols: Do they want students to not think like an American? Are they looking for something beyond the American experience? If so, some of the places are westernized societies? There is no perfect cut and dry solution because there is always something that looks on paper like it will fit the requirement but may not be fitting due to the experience.

Lonbom-It should be about the student’s individual needs and what fits their situation.

Stripek: Has been to both urbanized and less developed places through courses. Studying abroad is not thinking like an American for a minute when you study abroad but when you are in a course you learn more about the culture than just being in it for a frame of time. “Is the point of global studies and AMALI to experience something new and not think like an American for a short time; or to intellectually understand the culture, societies, economics, and differences between western and non-western culture?”

Lucey: Need indigenous perspective but also need the western point of view, look at the intent versus the impact. Good intentions by the AMALI program.

Pancrazio: it should be added that AMALI, except for some sampling conducted in a Sociology course, has not been assessed like other aspects of General Education.

Chirayath: Does not think that the AMALI program should be a requirement, and global studies should be the requirement.

Pancrazio: commented that the question raised by Stripek is important. We should be asking what the point of the graduation requirement is. At the forums that were held several years ago elicited responses from faculty about a proposed change to the graduation requirement, and the results, which Pancrazio still has, indicate that there were three general positions: one stated that AMALI has been working very well to inform students about the lesser taught areas of the world; another expressed curiosity about the specific outcomes of the proposed changes; and, another expressed the opinion that the geographical constraints of AMALI excluded places like Russia and wanted flexibility. Because of the forums, AMALI faculty, through the Ethnic studies list, was tasked with articulating its outcomes. Pancrazio collected syllabi and interviewed 30+ colleagues and presented the report to the UCC. While it was helpful in presenting a more cohesive view of what AMALI was, those that were arguing in favor of a study abroad option did not articulate a set of outcomes to support the proposal. It was only with the university-wide survey that the Office of International Studies was tasked with a position paper to defend the study abroad option. At the same time, the White Paper, as it became known, was at times critical of the limited approach taken by the UCC. It noted that the UCC’s options excluded foreign languages and internships as options.

Haugo: expressed some concerns about the quality of information collected by the UCC’s survey because it went, not to specialists in AMALI, but to the entire university community.

Pancrazio held the same reservations, but added that the use of the survey was consistent with university policy. Pancrazio added that the UCC’s proposal held, in effect, two recommendations, and moved to “divide the question” and look at each recommendation separately.

Grzanich expressed the caveat that such a move could exclude information.

Pancrazio withdrew motion.

Duce: the liaison from the UCC stated that it was his understanding that the proposal that the recommendation in the first pages of the UCC’s memo superseded the initial recommendation that the UCC had made.

Time ran out.

1. **Good of the Order:**
2. **OLD BUSINESS**
	1. **Course on Religion for incoming freshmen, visit from Jon Rosenthal, Associate Provost, postponed until December 6th meeting.**
	2. **Content for Annual Reports: narrative that discusses routine activities, and detailed narrative that covers issues that are new; discussion of the processes of shared governance and Open Meetings compliance.**
3. **ANNOUCEMENTS:**
4. **PROGRAM:**
5. **ADJOURN**

**Addendum**

**Zipped file includes markup copies, annual reports, and unapproved minutes.**