

Natural Sciences and Mathematics Council Meeting Minutes
19 March 2019 in SU2579 3:30-5:00 PM

1. Call to Order

- Presiding: Kathy Shan
- Present: John Bellizzi, Terry Bigioni, Maria Diakonova, Kathy Fisher, Sally Harmych, Michael Heben, David Krantz, Tom Megeath, Kristi Mock (secretary), Song Qian, Von Sigler, Qin Shao, and Sibylle Weck-Schwarz
- Absent: Alessandro Arsie (excused), Yashika Bhoge, Brenda Leady (excused), Rebecca Sturges (excused)
- Others: Brian Ashburner

Approval of Minutes

- Feb 19 approved

2. Unfinished Business

a. Approval of NSM Workload Guidelines

- Discussion of the guidelines occurred. The document will be modified and sent to Counsel to distribute to their respective departments for comments. A vote will be taken at the April meeting.
- Mike Heben will make corrections and submit to Kathy.

3. New Business

a. Proposal for Principles Guiding Education – Barbara Schneider

- Ohio Department of Higher Education (ODHE) requested responses to the 6 Guiding Principles
- ODHE created the 6 Guiding Principles because:
 - students take too long to get degrees
 - students don't finish degrees
 - students graduate without what is needed for the workforce
- ODHE believes we:
 - have an opportunity to align student goals to general education goals so that students work harder and integrate the learning goals
 - a consensus will help HS counselors to provide accurate and motivational information
 - will help mobile students with an enhanced platform for institutional cooperation.
 - a public understanding of higher education will be enhanced by a clearer statement of what public education seeks for its students through its general education
 - will help support institutional efforts to create distinctive statements of programmatic or degree level outcomes

- **6 Guiding Principles**

1. Attentive to relevant HLC standards, each Ohio college and university will publish a straightforward, easily understood statement of institutional intent regarding the purposes, emphases, and structure of its general education program.
 - There is a question of visibility, but we are already doing this.
2. Committed to providing their students with knowledge and abilities *that may transcend the content of general education and of traditional disciplines*, Ohio colleges and universities will (a) confirm which knowledge areas their curriculum already addresses, (b) identify any gaps that may be significant in terms of the institution's mission and objectives, and (c) commit to addressing them.
 - We are committed already
3. Aware of documented expectations regarding proficiencies *beyond content knowledge* consistent with student success over the long term, Ohio colleges and universities will (a) confirm which capacities and characteristics their curriculum already addresses, (b) identify any significant gaps, and (c) commit to addressing them.
 - Similar to number 2 above and already committed
4. Focused on what students should learn rather than what should be taught, Ohio colleges and universities should consider pedagogical approaches not currently in use that might lead to significant gains in learning. They should implement those most consistent with their curricular objectives.
 - Of course we will consider new approaches. Many, but not all, of our faculty are using current pedagogical techniques. Also, the university supports new approaches through requirements of WAC courses, service learning, learning communities, and the building of active learning classrooms.
5. Acknowledging that effective advising is critical to student success, Ohio colleges and universities should enable and charge advisors (a) to undertake "intentional conversations" with all students concerning the ends and means of general education, (b) to guide students in "navigating" a curriculum that links general education and the major, and (c) to enable students to understand both the value and the usefulness of the general education learning they are pursuing.
 - Is this asking us to limit students choices based on major (ie. All scientists should take History of Science because it obviously applies to their future) or is Gen Ed to broaden student's horizons based on their interests.
6. Continuity between general education and the major should be made explicit through clear links between specific priorities of general education and specific expectations of major programs. Effective general education programs, offered in collaboration with majors, should prepare students for further study. Effective majors should affirm and build on the preparation general education provides.
 - Is general education responsible to the major; ie. all science majors should take History of Science, or is the major responsible to the student; ie. the major should have the student look back on the student's background of general education and have them relate what they learned.

- In discussion of the questions to be answered by Barb to ODHE:
 - The first four Principles are in effect at UT, maybe even the first five. We might be able to enhance transfer of knowledge by use of shared vocabulary between upper and lower division classes.
 - We don't want statewide curriculum maps.
 - To strengthen General Education the state should consider the inclusion of ethics, global perspective, diversity, and citizenship requirements.
 - Our institution should be able to define the relationship between general education and our majors.
 - We need to see the evidence that OTM has facilitated more rapid graduation. OTM does facilitate transfer, but does not always bring the student to our courses prepared. The ability to shop around for easy classes hurts our students and us.

4. University reports and proposals

a. Faculty Senate (David Krantz)

- They are discussing a statement endorsing freedom of expression pertaining to our university community not people coming onto campus.

b. Grad Council (Brian Ashburner)

- Jim Anderson VP is going to push student centeredness
- exit survey for grad students is going to be piloted this spring, will bring in needed data to the university.
- GSA had their research grants 3 of 5 students selected were from NSM

5. College report and proposals

a. NSM Chairs Meeting (Kathy Shan)

- FYE experience was discussed by Denise Bartell
- Dumpsters on campus week after finals
- Marshalls needed for graduation
- Start reporting sick and vacation time
- If traveling internationally be sure to register with CISB; covered by travel insurance, but must use their forms

6. Council committee reports

a. Curriculum Committee (John Bellizzi)

- No proposals for this month
- Economics course has revised their course for the BS in Data Science.
- Course/program modifications are making their way through faculty Senate, most have been approved (David Krantz)

a. Election Committee (Sibylle Weck-Schwarz)

- Elections closed for CCAP (36) and Grad Counsel (38)
- Von Sigler offered to help finalize ballot. He will help with CCAP. Kristi Mock will help with Grad Council.

5:03 Meeting adjourned.