

Development of an Undergraduate Major Committee (DUMC)

August 31, 2018

MEETING NOTES

Handouts: Agenda, Mission and single SLOs and survey questions, latest version of curriculum,

Electronic files: SLO-course matrix

1. Undergraduate major name survey (30 min).
 - a. Information to include in survey
 - Mission statement (revised with committee)
Selected #3 on list:
To integrate and translate knowledge of the biology, ecology, and management of plants, insects, and microbes in natural and managed systems
 - Single SLOs (not detailed SLOs)
Decided to remove the words “in natural and managed ecosystems” from the Leadership and Communication SLOs.
 - b. Survey questions
 - Send survey to entire college.
 - Questions include respondent identifiers and a question requesting choice between four possible names (Sustainable Plant health, Agricultural Biology, Plant and Ecosystem Health, Agroecology)
 - Will include a second question requesting additional suggestions.
 - c. We will have conversations with our colleagues about the major and their support for it while the survey is being conducted. Questions to ask:
 - What role do you see yourself playing if we proceed with developing a major?
 - What are your ongoing concerns about the major?

Assignments

Boris & Whitney - Frank & Paul
Cris – Franck & Jane
Lou – Franck & Jane
Kirk – Vamsi & Cini
Matt – Vamsi & Cini
Ruth – Franck & Jane
Courtney – Vamsi & Cini
Leach – Todd & Vamsi
McKay – Todd & Vamsi
Punya – Jane & Paul
Nissen – Todd & Franck
Norton – Jane & Vamsi
Opler – Cini & Franck
Trivedi – Paul & Frank
Westra – Todd & Franck & Frank

- Communicate your findings via email to the rest of the committee before the 9/14 faculty

Issues (already listed in Parking Lot): Equitable teaching loads; Tenure expectations (possible to reach tenure either through excellence in teaching & competence in teaching, or excellence in teaching and competence in teaching?); pay and promotion discrepancies.

Amy will bring this up with faculty and exec committee. Salary equity, retention, raises are all issues.

2. Discuss SLOs - courses matrix
 - a. Reviewed most of the classifications, but only made it as far as BZ 223 when working through the spreadsheet from left to right and did not get to identifying gaps and how to fill them.
3. Touched on High Impact Practices, but decided that we will come back to this later.
4. Reviewed draft curriculum. Made a few changes, which are included in revised curriculum.
5. **Task assignments**
 - a. Review SLO and course matrix
Start w/ Chem 245 and continue with junior and senior years. Evaluate classification and note differences in opinion. Add comments to spreadsheet, add your initials to the file name when you save it, and send it to Vamsi, who will compile our suggestions. We will discuss conflicts.
 - b. Read high impact practice paper