

Academic Affairs Meeting Minutes

Date: 02/17/2020, Monday 3:30-4:30 PM

Location: Max Merrill Room, Library 221

Present (voting members):

John Liccardo (*Transfer Faculty*) – Chair
Michael Hansen (*Faculty at Large*)
Dan Alberghetti (*CTE Faculty*)
Wayne Yeatman (*CTE Faculty*)
Carolyn Schmidt (*Classified Representative*)
Kirsten Hostetler (*Transfer Faculty*)
Amy Harper (*Faculty Forum President*)

Absent (voting members):

Julia Russell (*ASCOCC representative*)
Betsy Julian (*VPI*)

Present (non-voting members):

Steve Broadbent (*IT Representative*)
David Schappe (*CTE Council*)
Jane Morrow (*Chairmoot Representative*)
Tyler Hayes (*Director Admissions & Registrar*)
Tim Peterson (*Shared Governance Committee*)
Vickery Viles (*Director of Curriculum & Assessment*)
Krista Leaders (*Committee Specialist*)

Absent (non-voting members):

Meeting began @ 3:30

(Note: **Approvals and Action items written in red.**)

Unfinished Business

1. Review Academic Affairs Committee minutes from 2/3/20
 - a. **Michael Hansen motioned to approve, Amy Harper 2nd, motion passed unanimously**
2. Review Curriculum Committee minutes from 2/4/20 and 2/11/20
 - a. **Reviewed**

New Business

1. Action Item: New Program Approval Process (Vickery)— Update
 - a. Based on feedback from CTE Council, Chairmoot, Academic Affairs suggested changes and clarifications were made to the document and the process for new program approvals.
 - b. A webpage has been created for the information and the process.
 - c. **AAC vetted, reviewed, improved, and endorsed.**
2. Action Item: Request to amend January 6 AAC meeting Minutes (Owen Murphy)
 - a. **Approved, request passed unanimously. Minutes amended**
3. Action Item: Advanced Placement Exam (AP) Updates According to SB 207 (Tyler Hayes)— Feedback

- a. Recent state law has prompted a change to the catalog to reflect an Advanced Placement score of three or higher be considered satisfactory.
- b. The 2019-2020 COCC catalog was not updated with the AP score information in spring of 2019 due to a timing issue between the passing of the law and the catalog approval process.
- c. A&R and Curriculum worked with area faculty leads to update the approved class equivalencies.
- d. **Kirsten made a motion to approve, Michael 2nd, motion passed unanimously.**

The meeting adjourned at 4:01 pm.

Next Meeting: is March 2, 2020 3:30 – 4:30, Max Merrill room

DRAFT



Form 1: Presentation Checklist

Sustainability Course Taskforce: Recommendations for Learning Outcomes and Criteria

Name: Owen Murphy

Date: 5/8/20

Department: Health and Human Performance

COCC Contact Information: 383-7766, omurphy@cocc.edu

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

PROPOSAL OVERVIEW

On January 6, 2020, Academic Affairs approved the formation of two taskforce groups. The first group was asked to develop a model for how COCC will establish a college-wide sustainability course designation, factoring in considerations like course setup, ease of implementation, what is best for students, etc.. The second group was asked to develop learning outcomes and criteria for sustainability-designated courses, as well as a process to vet and approve such courses. This attached document summarizes recommendations from the second group (e.g., learning outcomes, criteria, and approval process).

TYPE OF AGENDA ITEM

- Information Item (requires approval of AA Chair)
- Action Item
 - Information and committee feedback
 - Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
 - Procedure—new
 - Identify suggested location in *GPM*: _____
 - Policy—revision (Attach current policy with proposed changes illustrated with track changes)
 - Policy—new
 - Identify suggested location in *GPM*: _____
- New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
- Other: Creation of sustainability-designated course list

BUDGET

Budget impact is negligible. The taskforce recommendations involve existing committees and personnel.

INSTRUCTIONAL REQUIREMENTS

There are no instructional requirements. The taskforce recommendations apply only to faculty who voluntarily elect to identify their course as "sustainability-designated".

OPERATIONAL NEEDS, CURRENT AND FUTURE

The taskforce recommendations involve two existing committees. First, we recommend that initial vetting of applications for sustainability-designated courses fall to the Sustainability Committee. This responsibility fits nicely within the existing charge of the Sustainability Committee: "... to facilitate integration of sustainability issues, science, socio/political debate and related elements into the instructional curriculum". Once vetted by the Sustainability Committee, applications for sustainability-designated courses would be passed on to the Curriculum Committee for final approval.

The taskforce recommends that faculty submit an updated syllabus and list of relevant learning assessments every five years or after significant curriculum changes, whichever comes first. If no curriculum changes are made, this periodic review would not involve the Curriculum Committee.

STUDENT IMPACT

The identification of courses as "sustainability-designated" would assist students in finding relevant and interesting courses for their degree or career paths. As it currently stands, there is no way for students to directly search for sustainability-related courses.

ANTICIPATED IMPLEMENTATION TIMELINE

Given the existing framework of the Sustainability Committee and Curriculum Committee, we anticipate that faculty could begin to submit applications for a sustainability course designation starting Fall term, 2020. If approved by the Sustainability Committee, applications would be forwarded to the Curriculum Committee for final action.

However, the full implementation timeline largely depends on how the college decides to identify and publicize sustainability-designated courses. If it involves a single, stand-alone webpage, then implementation could happen immediately. If it involves a more complex course designation process, then implementation would be delayed. Please refer to recommendations from other taskforce group.

Taskforce on Sustainability Course Criteria and Learning Outcomes

Background

In light of recent global environmental and social developments (e.g., climate change, pollution, health and wealth disparities, etc.), sustainability has become an increasingly prioritized topic in higher education. According to the Association for the Advancement of Sustainability in Higher Education, there are nearly 1000 institutions across the U.S. (including 146 two-year colleges) working to make their operations and curricula more environmentally and socially sustainable. Although COCC has made a number of investments in “green” infrastructure over the years (e.g., solar panel installations and electric vehicle charging stations), we have not yet collectively addressed sustainability curricula. As of 2019, six of seven public Oregon universities offer sustainability-focused courses, awards, or degrees, as do several community colleges.

Timeline

This taskforce was formed in January 2020. Recommendations will be reported to Academic Affairs by the end of May 2020.

Membership

1. Ron Boldenow, Faculty, Natural and Industrial Resources
2. Owen Murphy, Faculty, Health and Human Performance
3. Matthew Novak, Faculty, Social Science
4. Hal Wershow, Faculty, Science
5. Annemarie Hamlin, Instructional Dean
6. Jared Forell, Student Services

Charge

This taskforce has the primary responsibility to make a recommendation to Academic Affairs about specific criteria and learning outcomes for sustainability-designated courses. Following are the taskforce’s individual charges (**in bold print**) and our responses.

1. **Interdisciplinary definition and context of sustainability**

Based on the 1987 United Nations’ [Brundtland Report](#), sustainability is defined as “*meeting the needs of the present without compromising the ability of future generations to meet their own needs*”. At Central Oregon Community College, we recognize and value the three interconnected dimensions of sustainability. *Environmental sustainability* refers to the conservation and preservation of Earth’s ecosphere (e.g., clean air and water; diversity of plants, animals, insects, etc.). *Social sustainability* refers to the health and wellbeing of people (e.g., social equity and access to housing, healthcare, education, nutrition, etc.). *Economic sustainability* refers to practices that support long-term economic growth and stability without compromising environmental or social wellbeing. Sustainability education at COCC is designed to increase awareness of how human behaviors affect the interconnected nature of environmental, social, and economic systems in hopes of achieving a more sustainable future.

2. **Types of courses that are eligible for the sustainability designation.**

If courses meet sustainability-based learning outcomes (see below), then the type of course (e.g., 1 credit or 4 credits, lecture or lab), does not matter. We will pursue this issue further if needed to align with statewide standards down the road.

3. **Minimum course content depth or duration that will qualify for the sustainability designation.**
No minimum necessary as long as chosen sustainability learning outcome(s) are met. We will pursue this issue further if needed to align with statewide standards down the road.

4. **Learning outcomes that are relevant to environmental and social sustainability, and appropriate across disciplines.**

Courses must incorporate at least one of the following outcomes to qualify as a sustainability-focused course.

1. Explain the interconnectedness of environmental, social, and economic systems in the context of _____ (insert particular discipline).
2. Analyze the major environmental, social, and economic challenges and potential solutions of our time using a systems thinking approach.
3. Apply principles of sustainability to the development of personal values and professional goals.

5. **Assessment of learning outcomes (e.g., syllabus inclusion, learning activities, and ongoing assessment).**

We suggest that sustainability-designated courses follow the existing Curriculum/Courseleaf requirements:

1. Inclusion of one or more of the above sustainability learning outcomes in the course syllabus.
2. Submission to Courseleaf of the course outline, content areas, and a grading methods statement; assessment activities associated with the grading methods statement could include class discussions, homework assignments, exam questions, student projects, student presentations, etc.

6. **Instructor training related to sustainability principles and practices.**

For those faculty who are interested in learning more about sustainability concepts and/or incorporating them into their coursework, we suggest utilizing the following instructor training resources already in place at COCC. All continuing education opportunities are optional.

1. Teaching Academy (suggested topics by volunteer presenters)
 1. Introduction to Sustainability Concepts and How to Build Them Into Your Course
 2. Using Reflective Readings to Engage Students in Sustainability Discussions
 3. Experiential Learning Opportunities for Sustainability Courses
2. Mentoring between sustainability faculty and those who want to incorporate sustainability content into their courses.
3. COCC visiting scholar program

In addition, we encourage off-campus speakers or workshops (e.g., the Center for Ecoliteracy, the Association for the Advancement of Sustainability in Higher Education, the Washington Oregon Higher Education Sustainability Conference, etc.).

7. **Process for approving initial and ongoing sustainability-designated curriculum.**

We suggest that initial vetting of sustainability-designated courses is performed by a subgroup of faculty members on the COCC Sustainability Committee. This responsibility fits within the existing [charge and membership](#) of the committee (e.g., *The Committee has a balanced responsibility... to facilitate integration of sustainability issues, science, socio/political debate and related elements into the instructional curriculum*). Once approved by the Sustainability Committee, the course proposals would then pass on to the Curriculum Committee for final

approval. In order to ensure longterm adherence to the sustainability learning outcomes and assessments outlined in points #4 and #5 above, the Sustainability Committee will require faculty to submit an updated syllabus and list of relevant learning assessments every five years or after significant curriculum changes, whichever comes first; if no curriculum changes are made, these reviews will not involve the Curriculum Committee.



Sustainability course identification method

Name: _____

Date: _____

Department: _____

COCC Contact Information: _____

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

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- Other: _____

BUDGET

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE

Sustainability Course Set-up Options (Dec. 31, 2019)

Prepared for Academic Affairs Committee by staff in Curriculum & Assessment, A&R, Stud. Module Mgr.

BACKGROUND

There is an interest in creating a standard associated with sustainability course content, identifying courses from a variety of disciplines that meet this standard, and presenting these options to students. Several other Oregon community colleges are heading in a similar direction but with varying methods.

Considering various options requires that we imagine future interest of similar applications of the option. If we do this for SUS, we want the option to work in other applications as well. We are also trying to imagine growth of SUS beyond course identification.

OPTIONS

1. List of Sustainability Courses (Identified in the course outline)

- Courses that meet the sustainability standard are marked with a sustainability attribute code in Banner.
 - Sustainability would be identified in approved course outline (specific location tbd but could be description, SLO, or topics)
 - One course, SUS 101, would exist as an SUS course (displayed in schedule).
- The list is displayed in the catalog "[Special Curriculum](#)" page and the public web sustainability page.
- Example:
 - A list includes **FOR 208, SUS 101**, etc. and is located [in the catalog](#).

PROS	CONS
Very flexible approach that can support change over time.	Though the SUS prefix would show in the schedule, the full list does not.
Most student-friendly option in transfer.	This convention is new but not significantly different in process and presentation; would take some training and explanation.
Requires no changes to COCC program requirements.	
Most efficient to implement.	

Considerations:

1. Schedule brainstorm: Can we present these courses in the schedule? If we present these courses, would other categories also want to show in the schedule? Can the schedule sort by attribute code in the future?

2. Identify Sustainability courses with an identical SUS-suffix course

- Courses that meet standard are marked with a sustainability attribute code.
 - One course, SUS 101, would exist only as an SUS course.
 - Courses from various disciplines would use a suffix to denote sustainability (current equivalent to non-SUS course).
- Courses would be offered in either the standard format or sustainability format with suffix.
- Example:
 - **FOR 208 Soils: Sustainable Ecosystems** and **FOR 208S Soils: Sustainable Ecosystems SUS**

Pros	Cons
Makes SUS transparent in all course titles, which show in the schedule and GT	Need to identify internal set up guidelines to maintain two version of a course, section
Maintenance: easier to maintain if course relationship ends (inactivate SUS course)	This convention is new but not significantly different in process and presentation; would take some training and explanation.
Clean transfer setting; no complexity to students	Need to maintain multiple versions of the course.

Considerations:

1. Would each course have a companion SUS suffix course, like MIC and WIC or would only one version of the course be used?
2. Technical set-up, Cross-listing vs current equivalent? Should we use cross-listing in to support this? If yes, we need to change CourseLeaf specs. If no, we would need to know to maintain both courses as identical.
3. Is there any impact to instructor qualifications for courses with SUS suffix?

3. Identify Sustainability courses with a cross-listed SUS prefix course

- Courses that meet standard are marked with a sustainability attribute code.
 - One course, SUS 101, would exist only as an SUS course and belongs in the public health discipline.
 - Courses from various disciplines would use cross listing to offer the course under two prefixes; one for the discipline subject, and one for SUS. The courses would be identical and students would choose which prefix to register under.
 - Courses would be cross listed and co-scheduled.
 - Courses would be edited together and remain identical.
- Example:
 - Every time **FOR 208 Soils: Sustainable Ecosystems** is offered, a section of **SUS 2xx Soils: Sustainable Ecosystems** is co-scheduled with it and students can register for either section.

PROS	CONS
Presents interdisciplinary courses under SUS in schedule, so most visible in the schedule.	Transfer issues: institutions would not know of cross listing, and SUS course will transfer differently than discipline course.
	This convention is new and significantly different in process and presentation; would take some training and explanation.
	COCC program issues: Some COCC programs would have to revise requirements to allow the equivalent SUS course to count.
	Maintenance: may need to change course numbers if course no longer meets SUS criteria.
	Instructors would be responsible for communicating transfer issues to allow students to decide on which prefix to register for.
	Overhead to students if they need to change their registration (especially after deadlines).

Considerations

1. Issues with revising our own programs to allow cross-listed version of the course. How does this count in AAOT discipline studies as a separate prefix (for example in SS: if a student took PSY 201, PSY 202, and PSY 215 would SUS cross-listed PSY course count?)
2. Is this option needed in other areas which could lead to more complexity?
3. How do instructor qualifications work?