Integrated Core Learning Committee  
Meeting Minutes  
March 16, 2011

Attendees: Gigi Escoe (Chair), Afsaneh Ardehali, Julie Burdick, Cheryl Cates, Daniel Cummins, Michael Sharp, Wayne Hall, Pam Person, Kurt Olausen, Tara Warden, Jennifer Krivickas

Absent: Cody Clark (student representative)  
Excused: Pamela Baker, Cheri Westmoreland, Marianne Lewis, Raj Mehta, Richard Harknett

**eCurriculum Advising Tools (A-1): Tara**  
With the following semester deadlines approaching, earlier deadlines have been set for advisors to draft and organize advising tools. Course outlines and curriculum guides should be updated by March 31st; program directors to provide by April 15th a “transition guide” which is an A-1 component that displays quarter to semester mapping for a program; semester program outlines to be drafted by April 29th; and minor and certificate guides to be submitted by May 1st.

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<th>Semester Deadlines: <a href="http://www.uc.edu/conversion/faculty_staff/curricular_timeline.html">http://www.uc.edu/conversion/faculty_staff/curricular_timeline.html</a></th>
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<td>Due May 31, 2011</td>
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Discussion followed about other semester conversion needs. It is important that attributes be in place for service learning, international, undergraduate research, and Honors before the May 31st deadline as C-1 and P-1 information will be “locked down” and uploaded to UniverSIS. Cheryl Cates will check on the Internship attribute in eCurriculum and determine which courses to designate for this.

Also, it is important to identify courses that are needed for fall 2012, but have not completed the approval process in eCurriculum. Deans (not associate deans) will be notified.
For service courses, an associate dean survey is needed. Is there any peculiar pattern next year for service course needs? Tara will draft survey questions.

**Course Evaluation Update: Wayne**
There is a “working” workshop scheduled for April 26th, 11am-2pm, in the CET&L to develop a framework for online course evaluations. Invitations will be targeted to those familiar with online course evaluation best practices. Various stakeholders will include students, associate deans, members of the Academy of Fellows for Teaching and Learning, and other faculty and staff that are interested. ICL members can contact Wayne with additional names of individuals. There will be an April 13th planning meeting at 11am.

Discussion followed regarding the need for established questions on the evaluation, such as service learning or FYE topics. Wayne stated that it is best to let faculty customize the evaluation to their course. Also, with the varying needs per colleges, it is a challenge to select a standard course evaluation form. Wayne mentioned the discussions about response rates where students appear to prefer the in-class evaluation. This is probably due to the practicality of the student’s time and not the quality of the evaluation. Both face-to-face and online evaluations have similar response rates near 80%.

**Office of Undergraduate Affairs: Gigi**
Gigi gave an overview of a new committee that will be formed, the Undergraduate Academic Affairs Council (UAAC). Their charge is to provide leadership and oversight to the University’s emphasis on excellence in undergraduate education. Other committees (Strategic Enrollment Management and the Student Affairs Council) address undergraduate student topics. The three committees will meet annually to determine specific agendas for the year to avoid duplication of effort. An overview of UAAC will be presented to the Associate Deans meeting on March 17th and to the Council of Deans next month.

Proposed members of the UAAC were discussed. A representative from Pharmacy may be added due to the undergraduate portion of the degree. Jennifer suggested Ted Baldwin from Libraries. The priority topics that have been drafted thus far include (today’s suggestions in red):

- Creating a common diversity experience/module included in FYE or Welcome Week (Discussion here included the need for developing common learning outcomes where colleges can insert the experience/module where appropriate)
- Improving coordination and student experiences in light of near capacity enrollments (coordination of LCs, assuring enough courses for students at appropriate times, monitoring GenEd offerings, and identifying conflicts with PBB)
- Enhancing retention and graduation efforts and assessing impacts of same in collaboration with SEM
- Identifying college and program specific contributors to FYE and faculty development
- Developing living/learning communities
- Increasing the number, quality, and support for undergraduate experiential learning opportunities (co-op, service learning, undergraduate research, internships, innovation, study abroad, ePortfolios, etc.)
Increasing opportunities for academically enriching co-curricular experiences (with CSA)
• Supporting the implementation of changes to admission standards (with SEM)

**Center for Service Learning and Civic Engagement:**  Michael
The newly defined Center is now located within Professional Practice in Swift Hall. The word “civic” has replaced “community” to bring together Mary Stagaman’s former efforts in the Civil Engagement Council.

**Next Meeting Date:**
Wednesday April 20th, 2:00pm, 320 VanWormer

Minutes:  Julie Burdick