

CAB Meeting Minutes – November 7, 2018, 12:00 – 1:50 pm, SSC 122

Present: Jason Nice (Chair), Heather Altfeld, Sarah Anderson, Charlene Armitage, Gary Braun, Pablo Cornejo-Warner, Laird Easton, Ayde Enriquez-Loya, Holly Ferguson, Chiara Ferrari (proxy for Betsy Boyd), Christine Goulding, Nicol Gray, Trevor Guthrie, Julie Holland, Irene Korber, Kate McCarthy, Kelly McGregor, Chris Nichols, Zanja Yudell
Guests: Strategic Planning Team Brooke Banks, Ashley Gebb, Karyn Cornell

1. Announcements
 - a. Strategic Planning Team
 - i. Three big initiatives are happening right now: WASC, Master Plan, Strategic Plan. The team is currently analyzing all data from Future Fest and meeting with specific groups for input: dept chairs, rural partners, etc. Here seeking input from CAB: how can we collaborate to face upcoming challenges? What are the challenges and what are the priorities? Faculty retiring or in older age group means knowledge/areas of expertise being lost. Importance of education for students—not just job training. HSI—not just recruiting students, need to retain them. Overcoming bureaucratic barriers. Feel free to e-mail Strategic Planning team with ideas. Another Online survey will be coming out as well.
 - b. Oral Communication Assessment Update
 - i. Group met, trying to determine how to increase participation. Provost agreed to send communication to faculty encouraging them to participate. How do we feel about faculty assessing their students' presentations (with norming required)? Submissions will be anonymous so faculty won't feel that they are being assessed. Looking to assess in UD courses with Oral Communication SLO.
 - c. 11/1/18 Report to EPPC
 - i. Shared calendar with EPPC members for the rest of the year. Will need to be prepared when CAB brings ideas/changes to EPPC.
2. Approval of Minutes from 10/24/18
 - a. Approved
3. Course Substitutions
 - a. Additional information asked for and received for several courses.
 - b. Approved: ENGL 341 (UD-C for LBST), SCED 343 (UD-B for LBST), ANTH 283 (D1 for Graphic Design), ANSC 101 (renewal), NURS 303 (renewal).
 - c. Other applications: CSCI 217 A3 for CSCI and CINS (renewal). Course has mathematical logic (deductive) but not inductive reasoning. Not probabilistic reasoning as required in EO 1100. But is it OK for substitution, even though doesn't meet A3? How to fix? Could incorporate inductive reasoning in the course. Could reach out to dept for explanation and need for additional course content. Vote: Defeated.

- d. CSCI 301W UD-D Subcommittee: lacks Social Science content/disciplinary perspectives. Vote: Defeated
 - e. AGRI 482 UD-D Subcommittee: lacks Social Science content/disciplinary perspectives. Vote: Defeated
4. Action Item: EM 18-005, Coordinator/College Representation
- a. Add “not” for coordinator roles: “A coordinator may **not** also serve concurrently as an elected college faculty representative”
 - b. Vote: Approved
5. Action Item: EM 18-005, Area D1-D2
- a. Change from “Societal Institutions” to “Social Sciences”
 - b. LD Social Sciences have up to 6 choices
 - c. Planning sheet will have to be updated as well, after senate approves changes
 - d. Minor edits: Spell out numbers under twenty. Hyphenate upper-division/lower-division, other minor editorial fixes will be done
 - e. Vote: Approved
6. Question raised about language in EM: “Students may not use an upper division course for GE credit unless they have completed at least 45 semester units and all GE foundation requirements prior to enrolling in the course.” This came from the EO but is not in the revised version. It’s not being enforced and could be removed with other EM revisions.
7. Introduction Item: EM 18-005, GE Values and SLOs
- a. Subcommittee met, recommends deleting Values as SLOs and redefining them to distinguish from SLO language.
 - b. Add Information Literacy and QR skills as SLOs; revise definitions of SLOs.
 - i. ORAL: after discussion, recommendation to add “oral” before “presentations.” “Demonstrates effective listening and speaking skills necessary to organize information and deliver it effectively to the intended audience. Demonstrates ability to make effective presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.”
 - ii. WRITTEN: after discussion, recommendation to add “well-reasoned” before “ideas.” “Demonstrates the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience. Communicates ideas effectively in a variety of written genres appropriate to purpose, audience, and context.”
 - iii. CRITICAL THINKING: after discussion, recommendation to replace “credibility” with “quality” or “strength,” and “arguments” with “ideas or claims.” “Identifies issues and problems raised. Assesses the relevance and credibility of arguments in written texts, visual media and other forms of

discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.”

- iv. INFORMATION LITERACY: after discussion, recommendation to replace “know” with “recognize.” Add “ethically” in place of “responsibly”? “Demonstrates an ability to know when there is a need for information, and an ability to identify, locate, evaluate, and effectively and responsibly use and share information for the problem at hand.”
 - v. QUANTITATIVE REASONING: No recommended changes to the definition. “Demonstrates knowledge of and applies mathematical or statistical methods to describe, analyze and solve problems in context.”
- c. Revised Values description drafts. All will be updated with consistent tense and language:
- i. Intellectual Curiosity: to replace Active Inquiry. “A spirit of curiosity to ask questions, seek answers, contemplate, and pursue investigations with intellectual rigor, incorporating appropriate information technology, while making connections between cognitive and personal development, both inside and outside traditional instructional settings.”
 - ii. Civic Engagement: to replace Personal and Social Responsibility. After discussion, recommendation to delete “life” and “socially.” “*Personal and Social Responsibility* Civic Engagement - The knowledge to take responsibility for one's own life and actions, and to recognize opportunities and responsibilities to become engaged in A commitment to participate in activities of personal and public concern that are both individually life enriching and socially beneficial to our various local, regional, national, and international communities.”
 - iii. Sustainability: “An understanding of the environmental dynamics associated with human activities and of the value of The development of environmental responsibility informed by scientific understanding and the balancing social justice and human economic demands with the Earth's ability to sustain physical and biological resources and cultural diversity.”
 - iv. Diversity: updated with language from Diversity Action Plan. After discussion, recommendation to alphabetize list. “An understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes. An active and intentional engagement with the richness of differences among people, such as those based on ability, age, culture, disability, race/ethnicity, gender identity and expression, sexuality, regional and national origin, political affiliation, religion, and socio-economic background.”

- v. Creativity: “The generation of new ideas and original expressions in light of past ~~innovations~~, traditions and the history of ideas, accompanied by a willingness to take intellectual risks and ~~consider novel~~ apply innovative approaches to varied domains.”
- vi. Global Engagement: “~~The cultural, linguistic, and analytic skills necessary to understand and engage with diverse cultures, people, and the global marketplace, and to contribute as responsible global citizens.~~ The cultural knowledge and linguistic skills necessary to understand and successfully engage with global cultures both professionally and personally and to contribute as global citizens.”

8. EM 18-005 Discussion: Pathway Minors

- a. Suggestions from Advising, APSS, Grad Advising, Curriculum: Embed USD and GC in appropriate Areas instead of as separate requirement. Too many subs. UD by Area instead of PW, except for specific courses for PW Minor.
- b. Two options for reengineered PW Minors will appear at next meeting as Introduction Item.
- c. More discussion required.

9. Adjourn