

ALL UNIVERSITY COMMITTEE
Thursday, May 11, 2023
2:30-4:30PM
Hammond 314

Minutes

Attendance

Members: Franca Barricelli, Laura Bayless, Rachelle Dermer, Rala Diakite, Steve Fiedler, Laura Garofoli, Patricia Marshall, Elise Takehana, Kisha Tracy, Allison Turner, Amy Wehe, Paul Weizer
Guests: Karina Bautista, Lisa Gim, Jonathan Harvey, Sara Levine, Irene Martyniuk, Amy McGlothlin, Kat McLellan, Sally Moore, Kelly Morgan, Andrea Olmstead, Jessica Robey, Jason Smith

1. Call to Order at 2:34PM

2. Minutes:

- a. Drafts of Minutes from AUC standing committees (informational purposes)
 - o Curriculum: [May 10, 2023](#) (last meeting of semester - acceptance in Fall)
- b. Acceptance of Minutes from AUC standing committee meetings
 - o Curriculum: [May 8, 2023](#)
 - With edit from [May 10](#) minutes: Expressive Arts Therapies “entry level positions require Masters degree and licensure as a therapist or counselor follows Massachusetts law”

Motion: Steve Fiedler; Second: Paul Weizer

Vote: 11/0/0

- c. Approval of Minutes from AUC meeting on May 10, 2023
 - o [Minutes from the May 10, 2023 meeting](#)
 - o Committee decided, due to lack of time to review minutes prior to meeting, that these minutes will be combined with the May 9 and May 11 minutes to be circulated to committee via email upon completion.

3. Proposals to Consider for Recommendation of Approval

- [AUC #68 A Definition for Student Success](#) (Jason Smith - for acceptance, not approval)

Motion: Steve Fiedler; Second: Laura Garofoli

Jason Smith introduced the proposal, reiterating that the committee is voting for acceptance, not approval, as the proposal does not make a change to policy, etc. It is a planning tool for common discussion. This came out of the Student Success Taskforce to develop a shared understanding of what “student success” is on this campus and followed a detailed process to bring together.

Laura Garofoli asked if this is a definition and how it will be used. Smith replied it would be in the web site and provided to students in order to help them understand how to be successful members of the community. They are goals, not necessarily a definition. It was suggested we should take the goals and make an actual definition of student success.

Rala Diakite questioned if faculty will be called upon to uphold or promote what is in this definition. Jason Smith replied that assessment and accountability are not intended as part of this proposal by the proposing body. It is setting a standard for the campus, such as the ILP's. Diakite replied that she would not want this to be upheld as requirements.

Smith explained that a listening tour and focus groups were involved in the process of development. He suggests that this not be a static definition, but should be regularly revisited.

Elise Takehana asked where they will live. Smith replied that they would be on the Student Success web site and that they were working with marketing to determine how else they will be disseminated.

10/0/2

- [AUC #69 New Course FSU 1002 College Prep Seminar](#) (Lyndsey Benharris)
 - Curriculum: friendly amendment
 - Add language removing FSC 1000 from the catalog/Banner

Motion: Steve Fiedler; Second: Laura Garofoli

Kat McLellan represented the proposal, explaining that the Seminar is to replace an old one-credit course for Summer Bridge Program with a two-credit (free elective) course that provides more support students need to matriculate at FSU. It has never appeared in the catalog previously. Jason Smith replied that it would be treated similarly to transfer students with courses that do not meet any requirements.

Paul Weizer asked if it is a remedial course. McLellan answered that it has not been identified as remedial. Laura Garofoli commented that many other institutions give credit for “how to college” courses through FYE’s, which our FYE does not. This seminar is more of a hidden curriculum issue, rather than content. McLellan replied that these are not skills students necessarily should have received in high school; thus, it is about new skills.

Vote: 10/2/0

- [AUC #111 New Course Drawing the Figure in Action \(with FA\)](#) (Sally Moore)
 - Curriculum: friendly amendments
 - In #2 course description, change ART 2000 to ART 2XXX; delete “no prerequisite”; add prerequisite ART 1400 Drawing I or permission by instructor in the course catalog description

- Correct spelling of “poseable”
- Change prerequisite to “ART 1400 or permission of instructor”

Motion: Steve Fiedler; Second: Laura Garofoli

Sally Moore introduced this as a course mostly to support Communication Media/Game Design students. It ran as a topics course and filled very quickly.

Vote: 12/0/0

Fine Arts Expression and Analysis Designation

Vote: 12/0/0

- [AUC #92 New Course Fundamentals of Conducting](#) (Amy McGlothlin)

Motion: Steve Fiedler; Second: Laura Garofoli

Amy McGlothlin introduced the new course as one that will serve for students wishing to take for the major, a minor, or any higher-level conducting training.

Vote: 12/0/0

- [AUC #93 New Course Fundamentals of Expressive Arts Therapies](#) (Amy McGlothlin)

Motion: Steve Fiedler; Second: Laura Garofoli

Amy McGlothlin introduced course as one that will be required for all Expressive Arts Therapies majors. There are no prerequisites.

Laura Garofoli asked about the faculty prepared to teach and stated that she has never seen the AUC approve a course with only an adjunct listed as prepared to teach. McGlothlin states that it is the only course in the program that will have this issue. It allows a program to be created that would be beneficial to the university. It would be stifling the innovation of the university if we cannot staff the one introductory course. Paul Weizer stated an institutional concern with having a program with a gateway course requiring an adjunct, among other resources, when we have difficulty supporting certain programs we already have. He is concerned that it sets up the program for failure. He questions whether any course previously has been approved with no faculty to teach it. Rala Diakite stated that, if the program has gotten this far, then it seems to have administrative support and asked administrators in the room if this is supported. Pat Marshall could not promise a faculty member would be hired.

Marshall stated that building the structure is not the ultimate commitment to the program. McGlothlin stated that we do have faculty who are expressive arts practitioners on campus, but

it is not up to the program to speak to faculty workload across campus. Kelly Morgan spoke that he has taught an Expressive Arts component of other programs, and he could teach the course.

Friendly amendment: Add Kelly Morgan as faculty able to teach the course.

Vote: 12/0/0

- [AUC #94 New Course Instrumental Skills](#) (Amy McGlothlin)

Motion: Steve Fiedler; Second: Laura Garofoli

Amy McGlothlin stated that course would teach students how to teach in an ensemble format. It is required for Expressive Arts Therapies major.

Steve Fiedler asked about students who have taken high school orchestra. McGlothlin replied that they can take a different version of the course with a different instrument.

Vote: 12/0/0

- [AUC #95 FA designation for new Humanities Lecture Courses](#) (Amy McGlothlin)
 - Curriculum: friendly amendment
 - Change “three” to “two” in Brief Synopsis

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #96 New Course Applied Music Lessons \[Instrument\] Level 1](#) (Amy McGlothlin)
 - Curriculum: friendly amendment
 - Add Lvl 1 to Banner Abbreviation
 - Under 12 Hours per Week: Change to 30 minutes w/instructor and 2.5 (instead of 1.5) hours of assignments

Motion: Steve Fiedler; Second: Laura Garofoli

Amy McGlothlin introduced that this and the following similar proposals are fixing the current system. There is currently only one course with one instructor of record even if that is not the instructor actually teaching.

Allison Turner asked about what “outside programs” mean, and McGlothlin explained that they are vendors.

Sara Levine added a benefit that it is part of student day load and can use their financial aid.

Vote: 12/0/0

- [AUC #97 New Course Applied Music Lessons \[Instrument\] Level 2](#) (Amy McGlothlin)
 - Curriculum: friendly amendment
 - Under 12 Hours per Week: Change to 30 minutes w/instructor and 2.5 (instead of 1.5) hours of assignments

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #98 New Course Applied Music Lessons \[Instrument\] Level 3](#) (Amy McGlothlin)
 - Curriculum: friendly amendment
 - Under 12 Hours per Week: Change to 30 minutes w/instructor and 2.5 (instead of 1) hours of assignments

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #99 New Course Applied Music Lessons \[Instrument\] Level 4](#) (Amy McGlothlin)
 - Curriculum: friendly amendment
 - Under 12 Hours per Week: Change to 30 minutes w/instructor and 2.5 (instead of 1.5) hours of assignments

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #100 FA Designation for Applied Music Lessons](#) (Amy McGlothlin)

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #101 New Course IDIS 1XXX Arts in Community \(with FA\)](#) (Jonathan Harvey)
 - Curriculum: recommended for AUC
 - Revised course description from proposer

Friendly amendment: Revised course description from proposer - "This course explores the many ways that the arts are part of the fabric of our communities, focusing on how the arts are embedded in our immediate area of Fitchburg and North Central Massachusetts. Students will engage with creative artists, government officials, and others who are working with the arts in many different capacities."

Jonathan Harvey described the purpose of course as a core for two new majors and supporting community relations.

Vote: 12/0/0

Fine Arts Expression and Analysis Designation

Vote: 12/0/0

- [AUC #102 New Course IDIS 4XXX Internship](#) (Jonathan Harvey)

Motion: Steve Fiedler; Second: Laura Garofoli

Jonathan Harvey described the course as designed to follow the style of such courses across campus.

Vote: 12/0/0

- [AUC #103 Expressive Arts Therapies Major](#) (Amy McGlothlin)
 - Curriculum: friendly amendments
 - Change in E. Description in catalog: The professional major in Expressive Arts Therapies is designed for students interested in learning about expressive arts therapies and how modalities of drama, music, and art are utilized in working with children and adults in a variety of settings. This major combines the student's chosen arts modality with pre-professional coursework in Human Services as well as coursework in Psychological Science. This program prepares students for graduate study in expressive therapies. Practicing as an expressive arts therapist requires a master's degree. Massachusetts licensure laws apply to arts therapists and counselors. The EAT degree is awarded as a Bachelor of Arts (B.A.), with students completing courses demonstrating intermediate proficiency in a world language.
List of HMSV/PSY Electives
HMSV 2900 - Group Work
HMSV 3410 – Bldg. Community Supports for Persons w Disabilities
HMSV 3500 - Abuse and Neglect within the Family
PSY 2001, Memory
PSY 2110, Intro to Research Methods
PSY 2010, Child Development
PSY 2030, Biological Psychology
PSY 2220, Adult Development
PSY 2230, Adolescent Development

PSY 2300, Psychology of Personality
PSY 2500, Social Psychology
PSY 3020, Cultural Psychology
PSY 3200, Developmental Psychopathology
PSY 3430, Sensation and Perception
PSY 3500, Psychology of Learning
PSY 3550, Cognition

- Change total credits from 54 hours to “60 credit hours”
- Change in the Visual Art concentration: “Choose one of the following art history courses”
- [Added 4-year plan](#)

Motion: Steve Fiedler; Second: Laura Garofoli

Amy McGlothlin described the major as one with courses in Psychology, Human Behavior, and Arts. It will only be offered as B.A.

Amy Wehe verified that Sign Language would count as world language for B.A.

Paul Weizer stated, as valuable of a program as this is, that it seems difficult to support a new major with such low enrollments projected. McGlothlin reiterated that, with the exception of two new courses, all of the others are already being run and departments have stated they can support the students. It is up to the Board of Trustees to decide if this is feasible. All of the programs involved are very excited about its creation.

Laura Garofoli stated that she is not concerned about the numbers, but that her department of Psychological Science is not quite as excited as indicated and that her biggest concern is counseling is a science and students really need research methods and there is no Methods requirement (only an elective option). Will students understand what is evidence-based practice without that? She stated that it feels like the name with “Therapies” does not match expected outcomes and asked if a “Prep” designation in title was considered. McGlothlin stated that it was, but that, across the country, “Expressive Arts Therapies” is the standard and that it could hurt marketing to change that name.

Concerning adding Research Methods requirement, McGlothlin stated that they are concerned about more credits given there are already 60. She is open to, through advising, students being led towards a Psychological Science minor. Garofoli replied that it will be disadvantageous for students at graduate level not to have this training.

Steve Fiedler asked if there was an analogy to EXSS. If students want to go to graduate school, then they take certain courses, guided through advising.

Sara Levine reiterated that students will not be prepared to be therapists, but then neither are other undergraduates in other fields. They will be able to work in Human Behavior positions, just not as licensed therapists.

Vote: 10//0/2

- [AUC #104 MAJ designations for Expressive Arts Therapies major program](#) (Amy McGlothlin)

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #105 Creative Arts Enterprise Major](#) (Jonathan Harvey)

Motion: Steve Fiedler; Second: Laura Garofoli

Jonathan Harvey described the major as preparing students to be artist practitioners in the contemporary world. They learn their respective art (art, music, theatre), but also prepare for marketing and entrepreneurship. It has been a collaborative process with several departments.

Paul Weizer expressed the same concern with the small number of students projected and the resources at hand.

Laura Garofoli noted these majors are excellent examples of leveraging liberal arts in professional settings.

Franca Barricelli noted that this will bring out something that we already do, but we are expressing to students officially what the particular curriculum is doing.

Kelly Morgan expressed that he has been in institutions with competition among the arts, and this process has been “magical” in terms of the collaboration. This is a way to think of artists as not just entertainers but citizens of communities.

Rala Diakite expressed excitement about a large group of faculty working together to create something new.

Vote: 10/0/2

- [AUC #106 MAJ designations for Creative Arts Enterprise major program](#) (Jonathan Harvey)

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #108 Course change/removal in the Spanish Medical Certificate](#) (Karina Bautista)

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #109 Change the level/prerequisite of the Medical Spanish course \(SPAN 3010\)](#) (Karina Bautista)
 - Curriculum: friendly amendment
 - Change level from 3000 to 2000

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #110 Change the prerequisite of Hispanic Culture \(SPAN 2600\)](#) (Karina Bautista)

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0

- [AUC #107 New Course Introduction to Latino/a/x Studies \(with DP and LI\)](#) (Karina Bautista)
 - Curriculum: friendly amendments
 - Change prerequisite: add “ENGL 1100 or equivalent”
 - Remove in course title: “Introduction to”
 - Change first offering to Fall 2024
 - Proposal refers to the course being taught in both English and Spanish. This discussion is only about the English course offering.

Change in individual taking notes. Transfer to Laura Bayless from Kisha Tracy. Minutes inserted here by Amy Wehe.

Motion: Steve Fiedler; Second: Laura Garofoli

Presented by Karina Bautista. A course that uses multiple forms of art to teach the Latinx culture. It has been taught as an FYE course, as well as a topics course. Would like DP and LI designations for the course.

Tracy: Has multiple roles in the institution: faculty member, general education lead, AUC co-chair. Recognize this can be challenging in terms of roles and lenses. Tracy wants to be an active part of the discussion, so is recusing herself as the note taker for this discussion. The English

Studies department had a good faith assumption that the development of the Latinx Studies Major would be an interdisciplinary process. When this proposal was submitted, it was a surprise to the English Studies department.

Bautista: I worked hard to engage an English Studies department member, who did not participate. Did not expect to have a challenge for a LI designation for this course. Met with Lisa and Diago from English Studies to discuss. Feels like the conversation involved hidden agendas. Following the meeting, did research in the Fitchburg State archive and discovered syllabi that demonstrate that, historically at FSU, cultural courses can also be LI courses.

Takahana: Question about rationale section. There seems to be a conflict in this section - some classes are "culture" classes and others are "multidisciplinary" courses. Can you give examples to help us understand the differences?

Bautista: Some courses that are language courses use cultural lessons and information as fodder to learn. Other courses with history in Latinx Studies focus more on literature. Spanish 2600 is a very general course about Spanish culture. The Latinx course proposed includes a focus on literature, history, political theory, art.

Garofoli: What is the difference between the Latin American Studies and Latinx Studies courses?

Bautista: Latin American Studies focuses mainly on Latin America's society, history, culture. Latinx Studies focuses on Latinx experience in the US.

Tracy: There may be too much curricular overlap if the English Studies courses focusing on Latin American literature and Latinx Studies courses - so should students be able to get credit for both?

Note that the English professor who teaches Latin American literature is not present because he does not feel comfortable being present.

Weiser: The purpose of shared governance is that the curriculum belongs to the faculty and faculty are the stewards of the faculty. The process is to have these complex discussions. The hope is that assumptions of the dialogues are well meaning. It's our job to ask questions, notice conflicts, make improvements. We owe it to our students.

Diakite: I'm in support of this. We hired Bautista because of her expertise in this area. This IS her field. The idea that since other departments are able to teach similar content should not mean that Bautista cannot teach this course. We are going to be a Hispanic-Serving Institution in a few years. We need to be mindful about the development of the curriculum.

Bautista: No one from English Studies is saying that Bautista cannot teach this.

Gim: It is not appropriate to attribute motives to an absent member of the English Studies faculty or make personal comments about him.

Roby: Shouldn't we be able to talk about his courses because that is what is at stake?

Gim: Yes. The content of the courses. Not the content of his character and motives.

Jessica: Is this akin to teaching English literature vs American literature?

Bautista: Yes

Roby: Seems like there isn't a conflict.

Bautista: We met with Gim and Ubiera. Objections were presented and we took notes. English Studies put forth comments, which were answered in the curriculum committee.

Martyniuk: I spearheaded the development of the role that Ubiera holds. The intention was to ensure that we are teaching not only English language literature, but rather world literature. At the Curriculum Committee, there was heightened language used, calling folks in English Studies as colonizers. "I take great umbrage at this."

Bautista: Colonialism is at the very heart of Latinx Studies. The courses cannot be taught without pointing out the system, including at Fitchburg State, that participates in colonialism.

Takehana: We need to focus on the *course*. Not the other issues.

Weiss: I want to get to the main thing, which appears to be a perceived lack of consultation. Who can speak to that?

Bautista: We don't have any LI courses in the Latinx Studies perspective. We didn't think it should be an issue.

Tracy: The English Studies department felt like it should be a partnership/collaboration because of the LI designation. The second issue is that English Studies thought it was part of a larger collaboration, and do not feel like we have been partners.

Diakite: It felt like "it was just one course." Not necessarily a big impact. Asked the question what can we do to propose this as an LI course? Perception that the answer was no to collaboration.

Garofoli: It seems like the conversation is about whether the course

Vote on approval of course:

Yes: 8

No: 0

Abstain: 4

Discussion of DP and LI designations:

Weiss: Can we do DP first?

Vote for DP:

Yes: 11

No: 0

Abstain: 1

Discussion on adding friendly amendment of AIA designation:

Tracy: This is an excellent example of integrative learning, especially the second course outcome.

Vote on adding AIA:

Yes: 11

No: 0

Abstain: 1

Discussion on LI designation:

Takehana: For an LI class, I would expect to see a sizeable amount of literature on the syllabus. There are not a lot of literature resources on the syllabus, and the major assignment is not literature-focused.

Bautista: AUC has to figure out how to interpret non-traditional courses that meet the requirements for designations. I am teaching this in English and Spanish. The structure of how this course is going to be for the English speakers will be different than for those taking the Spanish-language course. Shared some examples of assignments/questions using (what appeared to the note taker to be) a memoir. Similar questions are used for essays, and poetry. Poetry is particularly important in Latinx Studies because form becomes a limitation for Latinx, and is used as a device to bring in culture, etc.

Takehana: I have no doubt that happens when you teach it. I don't doubt your credentials. I can only go with what I can read in the submission. You have mentioned other disciplines. Why are you not seeking HI, for example?

Bautista: You have a very formalist approach to literature. We have to think broader about what literature is.

Takehana: My question is, is there enough literature in this course to justify an LI designation?

Bautista: Your view is too narrow about what literary analysis is. Literature outside of English language approaches literary analysis differently.

Tracy: The definition of “literary inquiry and analysis” is not clearly detailed in the learning outcomes of the class. And there are no examples of assessments that show how students are asked to demonstrate their growing skills in literary analysis. Echo Takahana’s point that, if this is the one literary analysis course that students take, would we be comfortable?

Diakite:: AUC proposal is the place where you demonstrate how one meets the outcomes. So it may not be as reflected in the syllabus. So it’s lightly in the syllabus, and firmly entrenched in the AUC proposal.

Tracy: perhaps that’s true. But we have a precedent where the syllabus is critical in making the determination.

Weiss: There are larger issues at stake in this discussion and decision. We have valued interdisciplinary work, but it has been less clear that those outside of the “direct” department can teach them (EHPS having most HI designations is direct.)

Marshall: Note that the designations are not about where the course is located, but rather the content of the course in terms of LIs.

Diakite:: “AUC 60 sets forth an outcomes based approach to General Education. If a course demonstrates the outcomes, it can receive the designation.” It is the duty of this body to uphold this intentional decision by the university. The only place a specific department is referenced is English I and II, and Math.

Tracy: You are absolutely correct and I agree with you on what was said. (AUC 60 also has a lot of challenges. But that’s another story.) We also have a history of looking closely at syllabi and making intentional decisions about each one based on their alignment with criteria. My point is that this particular course does not meet the LI criteria.

Fiedler: called the question

Yes: 11

No: 1

Abstain: 0

Vote on LI designation:

Yes: 5

No: 3

Abstain: 4

- [AUC #117 LI, DP, and AIA Designations for Cross-Listed Courses](#) (Kisha Tracy)
 - Curriculum: friendly amendment
 - Remove AAST 2660 and AAST 2670 from the course proposal

Tracy: cleaning it up because the catalog is not in alignment with Banner.

Vote with friendly amendments:

Yes: 11

No: 0

Abstain: 1

4. Motion to Adjourn at 4:44PM

Motion: Steve Fiedler; Second: Laura Garofoli

Vote: 12/0/0