CALIFORNIA STATE UNIVERSITY, EAST BAY
COMMITTEE ON INSTRUCTION AND CURRICULUM

Approved Minutes of February 7, 2011

Members present: Kyzyl Fenno-Smith, Bridget Ford, Evelia Jimenez, Jim Mitchell, Jim Murphy (Chair), Jim Murray, Sue Opp, Norman Smothers, Glen Taylor, Claudia Uhde-Stone

Members absent: Jennifer Eagan, vacant student seats

Guests: Jackie Alnor, Jiansheng Guo, Patricia Guthrie, Rosanne Harris, Sally Murphy, Angela Schneider, Jeff Seitz

1. Approval of Agenda
M/S/P Murray/Fenno-Smith 9/0/0

2. Approval of Minutes of 1/10/2011
M/S/P Taylor/Smothers 9/0/0


4. Report of AVP APGS
The program revision for Interdisciplinary Programs establishing a policy for the use of lecturer faculty is now complete, having been posted on Sharepoint for comment for a week.

The flowcharts provided by AVP Opp at our last meeting will come back to us as an information item.

5. Online BA in Women's Studies

Dr. Fenno-Smith inquired about library resources to support the proposed online program, indicating that she had written a separate email to Dr. Lynn Comerford regarding this concern from University Library faculty. Dr. Guthrie responded that in her experience teaching online courses, the library offerings have been fine, and she does not foresee any additional impact for use of library resources. Dr. Fenno-Smith inquired specifically about streaming films, and more sophisticated forms of content delivery, and Dr. Guthrie indicated that she did not believe this would be part of the proposed program’s course delivery methodology. Drs. Guo and Guthrie indicated that with the proposed online program, other courses would no longer be offered or would be “weeded out,” so that any resource impact would be minimal.

Dr. Ford inquired about the relationship between an online program and the service learning fieldwork placement requirements for the Women’s Studies program, as well as the ability of the online program to “build supportive local community environments.” Dr. Guthrie replied that neither goal of the program was hampered by the online course
delivery, and that the department did not anticipate any unusual problems with placing online students in fieldwork situations.

Dr. Taylor asked about the number of students set for the cohort, which is limited at 30 students. Dr. Guthrie explained that they actually anticipate a cohort of 25, with a small rate of attrition down from 30. The numbers are based on the department’s own experience with online course work and program offerings.

Dr. Taylor further inquired about security and online learning, raising the broader concern about whether we know that the students completing online courses and degrees are indeed doing the work. Anecdotal evidence as well as Dr. Taylor’s own visiting of a region of India where entire business districts are devoted to the completion of American online course programs for fees suggests the need for greater diligence and security in minimizing the awarding of fraudulent degrees and course credit. Dr. Guo witnessed much greater attention to such security issues in New Zealand in on-the-ground courses, and indicated he believed this to be a valid concern. Dr. Guthrie suggested that the security issues related to online education are not substantially different from on-the-ground courses.

Dr. Smothers inquired about building online communities, and further asked about support for online faculty. He feels that current online and hybrid course support is stretched thin, and wonders how many programs and classes the unit can support. Dr. Opp described some changes that are in development, including the bringing together of Faculty Development and MATS, to offer additional support to faculty. Dr. Smother’s emphasized that he feels there is inadequate support for faculty and students working in the online format.

It was then clarified that the BA in Women’s Studies was already approved, and we were simply authorizing the delivery of the program in the online context.

M/S/P Fenno-Smith/Taylor 9/0/0

6. GE Course Proposals

Dr. Murphy emphasized that we are not reviewing the courses, but rather evaluating their appropriateness for GE. In response to a question, she indicated that there are no student caps on lower-division GE, hence the discrepancies between classes with limits of 30 students and those with caps of 75 students, yet both can be considered seminars.

M/S/P Fenno-Smith/Taylor 9/0/0

7. Call for New Clusters

Dr. Murphy is sending out a call for new clusters. A call goes out typically every three years (with an extension from last year due to budgetary considerations). This is an information item for us, demonstrating to us the way Dr. Murphy has aligned the call to the university’s mission.
Dr. Murphy expressed a hope that the College of Business and Economics might consider a business cluster, although Dr. Smothers reflected that their courses are mostly junior and senior offerings, and so do not neatly align to the cluster focus on freshmen.


Drs. Opp, Murphy, Murphy, and Guo all attended the “Global Positioning” conference held in San Francisco, sponsored by the Association of American Colleges and Universities.

Dr. Jim Murphy reported on some of the key ideas he learned about in the reconfiguring of American universities towards a more global outlook. He stressed a move towards greater integration of university units, a more intentional curriculum, new uses of technology (especially in creating long-term working portfolios for students), retention of students, and a STEM emphasis in creating a “global” dimension within the university. Dr. Murphy further considered a greater interaction between foreign and domestic students as desirable in creating a kind of global international education.

Dr. Sally Murphy described learning about “high-impact pedagogies,” including service learning projects and learning communities.

Dr. Opp offered that she believes CSU East Bay actually does many of the elements recommended at the conference to create a more global university, but that we often do this in isolation rather than in an intentional, integrated way.

Drs. Opp and Sally Murphy especially liked seeing the student portfolios reflecting dimensions of student learning, and felt that we needed to explore the use of this further, especially since Blackboard is an inconvenient format for creating these portfolios. Both saw meaningful, integrated curriculum expressed in students’ portfolios.

Dr. Jim Murphy described his concern about the impact of the book, *Academically Adrift*, and wondered if some of the practices described at the conference might help us address questions posed by this book about limited student learning at American universities.

Dr. Guo stressed the applied nature of learning emphasized at the conference, and highlighted an integrated approach that went beyond “interdisciplinarity.”

A healthy conversation ensued about knowledge production, pedagogy, and social and moral responsibilities to our communities.

9. From the Floor: No Comments.

10. Adjournment
M/S/P Taylor / Fenno-Smith, 8/0/0

Respectfully submitted,
Bridget Ford