**First Year Programs & Learning Community (FYP&LC)
Faculty Courses and Curriculum Oversight Board**

**University of Connecticut
November 14, 2019**

**11:00am-Noon, BUS 302**

**Present:** Jaci VanHeest (Chair), James Chrobak, Tom Deans, Mohammed Hussein, Alexia Smith, Steven Zinn, Dave Ouimette, Sarah Renn, Sarah Scheidel, Maria Martinez, Daniel Mercier, Paul Young

**Absent:** Daniel Burkey, Terrence Cheng, Stephen Dyson, Friedemann Weidauer, Kelly Bartlett, Melissa Foreman, Amanda Wilde

1. Welcome to Maria Martinez, Associate Vice Provost for the Institute for Student Success
	1. Maria is retiring in December. We wanted to recognize her service here at UConn and with First Year Programs. There will be a celebration next month.
	2. Maria thanked the Board for helping to evolve the First Year Programs programming and policies.
2. Welcome to new Hartford Campus ex officio member, Paul Young
	1. Paul oversees student activities on the Hartford Campus, as well as supports the Hartford campus UNIV courses
3. September Minutes review
4. Welcome to UICC Guest, Eric Donkor
	1. Overview of UICC Review Guidelines and Schedule
	2. 3,749 freshmen started this year at UConn and 70% are enrolled in First Year Programs and Learning Communities courses.
	3. In 2015, all UNIV courses were reviewed. At that time, the thought was to review these courses every year. After feedback, UICC created a three-year cycle for review. This three-year cycle will start for the 2020-2021 academic year. Lower level courses will be reviewed in the spring, while upper level courses reviewed in the fall.
	4. UNIV courses are bundled into course shells. Courses will be reviewed in either course shells or as individual courses. Course shells either have multiple sections within the shells or are offered both fall and spring. With course shells, UICC requires section title and instructor, as well as three sample syllabi per shell. A statement must be written to show uniformity across all sections within shell course.
	5. There is a template for review. UICC will review whether what was approved is what is currently being taught. If changes are made, there must be an explanation to explain the deviations.
	6. Timeline: UNIv 1800 and 1820 will be up for review in Spring 2021. During the winter break, Cheryl will send out notification memos to departments with courses that will be reviewed. The unit department head will be asked to designate a liaison, who will be responsible for maintaining a coordinated process. The memo will state what the liaison’s responsibilities will be.
	7. UICC is developing a template for use when reporting the findings back to the unit head after the review.
	8. Cheryl is developing information to send to departments.
	9. Zinn – UNIV 1820 classes are topic-based courses. So how will these be reviewed. This is similar to Honors courses.
	10. Donokor - Each course will be considered a unique course and will need to submit a syllabus. No uniformity will need to be shown across the courses. At the time that the sections are being taught, the Board can keep track of the courses to ensure that there is uniformity within the shell course.
	11. FCCOB can designate what section syllabi will be used for three shell course syllabi submitted to UICC for the review.
	12. Deans – they chose sections from experienced instructors who have taught the course frequently. FCCOB may want to set up critieria in advance to determine which sections to use.
	13. Regional campus courses are considered UNIV courses, so they aren’t considered separately from the Storrs campus sections.
	14. UICC looks for good practices. It would be a good practice to in advance designate criteria for which sections/syllabi to choose for the review. If these criteria are established, this information should be included in the report submitted.
5. New Instructor Applications
	1. Anene (UNIV 1820 – Intro to Making, PhD Student and LCIZ Maker Fellow) – *approved*
		1. Intro to Making has been running for a number of semesters under Cody Ryan, using the same syllabus already approved.
		2. Anene would be approved as a new instructor to teach this course.
6. New UNIV 1820 Proposals
	1. Butler (Archives Staff) – Archival Learning Skills - *approved*
		1. Patrick is a new UNIV 1800 instructor, who wants to teach a spring Archives course. We have worked a lot on the syllabus itself, with a lot of experience taken from teaching a UNIV 1800 currently this fall.
		2. The office will work with him on marketing and outreach, including worksmithing the name.
	2. Kane (Faculty) and Murry (Fulbright Visiting Scholar) – History and Culture of Ireland - *approved*
		1. Kane has taught UNIV 1820s for us in the past. We asked him about the overlap between any other courses within the History department. He didn’t see much overlap and could encourage students to take the upper level 3-credit course.
	3. Lafferty (Library Staff)– Tracing Your Family Roots – *approved*
		1. Lafferty is a library researcher and has taught a similar course in the past. She has a master’s degree. She wants to connect research skills to students’ exploring their family routes.
		2. A similar course was offered in the past that was popular with students.
		3. Smith – there may need to be an ethical discussion that involves talking about what the database does with information, as well as what the students may want to do with the information they find. A new colleague, Deborah Bolnick (Anthropology) does ethical research into Native Americans.
7. Regional Campus Updates
	1. No Avery Point or Hartford updates.
8. Other Business
	1. Thank You Breakfast – Save the Date (December 11 @ 9am, Werth Forum)
		1. Save the Dates will go out soon.
		2. The same afternoon, we will be meeting with our regional campus partners to brainstorm challenges, etc. All FCCOB members are invited to participate and will be sent invitations.
	2. Search for Associate Vice Provost for the Institute for Student Success (ISS)
		1. Applications are being collected until the end of December.
	3. Diversity & Inclusion
		1. Discussions are starting up again on campus due to recent events.
		2. In a recent email from November 13, FYE curriculum was brought up as a potential place for diversity & inclusion, though without discussion with FYE. Ouimette wanted broader discussion within the Board relating to how FYP should be responding to these thoughts. Prior to this, FYE was mentioned as a place for dialouging curriculum, again without discussion with FYE.
		3. FYE frequently comes up as a solution to various campus problems.
		4. Martinez – FYE isn’t the ideal place to tackle many of these issues, given that it’s a once/weekly, 50-minute class with volunteer instructors. For example, the issue with the Women’s Center. People who work in diversity and inclusion know that FYE isn’t the correct placement. She is having her meeting with Jon Volin next week and will find out more about who was at the table when discussing this. She will find out more about how this came up.
		5. Hussein – When the travel ban happened, Moe sat on a committee that provided recommendations to address the situation. There were many other options that were there, besides something involving FYE. Perhaps we should look at past recommendations, rather than trying to create new ones.
		6. Martinez – how would we deliver this message? FYE functions with volunteer instructors. Poorly trained instructors can be more harm than good. There is no guarantee that these instructors could successfully send a positive message relating to inclusion and diversity.
		7. Smith – Anthropology works with inclusion and diversity issues often in their curriculum. The discussions have become hostile with a minority of students, so the emphasis now has moved to civility within discussions.
		8. Ouimette – last week his class had a card game and how changing rules affects the situation. But there has to be a lot of trust within the students and the lesson plan has to finish in 50 minutes, without the expectation that the topic will be continued next week. The university needs to clarify what the take-away from a Diversity and inclusion iniative would be. There seems to be a number of assumptions about students, but in reality, it’s complicated and multi-facited. Putting this in FYE seems like it is too little, even if a large number of freshmen students would be introduced to it.
		9. Deans – if this does occur, it seems like it would be introduced as a VAWPP-like iniaitiave. How has VAWPP worked? In the future, it would be useful to look at VAWPP institutionally, as to whether this is a good place to have this type of presentation.
		10. Oiumette – inherent in FYE is diversity and inclusion, as we look at students individually and encourage them to engage based upon who they are and where they are going. VAWPP is a peer leader-based program. The results aren’t consistant, as the student leaders don’t always have the experience to look at issues and questions in a nuanced way.
		11. Scheidel – the one and done presentation is difficult, not just with VAWPP, but with personality preferences and other topics that aren’t then incorporated thoroughout the other class times.
		12. Hussein – we can’t easily teach diversity and inclusion in the classroom. There has to be out-of-class opportunities to experience diversity and inclusion. For example, there is a Society of Accountants of Color (??) that everyone, irrespective of race, is encouraged to join. These types of experiences are best for students to understand each other. In classes, students say what their instructors want them to say, rather than what they are actually thinking. There are trips and other experiences that are important.
		13. Oiumette – The few diverse students in a class are put on the spot in these types of class discussions and activities.
		14. Van Heest – When Martinez speaks to Jon Volin, promote what is already happening within the campus rather than tyring to create new programs. What is already in place were created in strategic ways, rather than quickly creating a new initiative that may not have been thought through. FYE & LC involved large numbers of freshmen, but in addition, there is important work already going on that will be interrupted if other iniatives are thrown into the curriculum.
		15. Ouimette – our peer leader groups are incredibly diverse and these types of discussions are already taking place, with reflection as an important component.
		16. Martinez – these sorts of changes have traditionally been reactionary, rather than well thought out responses. We need to make sure that the right people are at the table, so will purposefully bring up the issue with Jon Volin next week. The purpose behind FYE is focused on holistic transition, which can be difficult to achieve if other topics continue to be added to the curriculum.
		17. Deans – if the university wants to make changes to the curriculum, FCCOB would need to approve it. This is the same as any academic department.
	4. FCCOB Member Appointment letter
		1. We want to recognize FCCOB members with a Provost’s appointment letter. Please provide the office with feedback if the letter can be worded better.