

Faculty to Faculty Notes
Social and Behavioral Science Groups 1, 2, 3
4/15/16

Facilitator

- David Gilkey, David.Gilkey@ColoState.EDU (morning session with SS 1, 2, and 3)

Note taken by

- Chris Marston, Christine.Marston@unco.edu (afternoon SS 1 discussion)
- Julie Sexton, Julie.sexton@unco.edu (morning SS 1, 2, 3 discussion; afternoon SS 2 and 3 discussion)

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SS1, SS2, SS3 Large Group Morning Discussion

Writing communication discussion

- a. The facilitator, David Gilkey, asked the group: "Do you have concerns about integrating written communication into the SS group learning outcomes?"
- b. Some faculty expressed an interest to include written communication into SS learning outcomes.
- c. One person reviewed the learning outcomes in the written competency area and thought that maybe the learning outcomes in the competency may be different from the type of writing she embeds in her social science class
- d. Someone thought that the current writing competency learning outcomes may be difficult to implement in social science discipline areas
- e. Someone read the written communication competency learning outcomes and we reviewed the rubrics. There was a discussion among faculty that nobody was teaching written communication in the way described by the written communication competency learning outcomes. Also faculty said that they mostly didn't feel comfortable assessing student learning according to the written communication rubric because they didn't teach written communication the way it is described in the learning outcomes
- f. A faculty member said that her current learning outcomes for social science classes don't include written communication, so adding written communication to the social science GT Pathway classes would require that she change her course curricula
- g. The facilitator asked if we could do a straw vote of how many faculty were in favor and how many weren't in favor of adding written communication into the SS group learning outcomes: There was one person in favor of adding it. The remaining approximately 15 faculty were not in favor of adding it.
- h. There was a discussion about the requirements in the content document for social sciences. The content document says that SS courses need to show evidence of high impact practices and that can include writing intensive work. There was a general sense that the content document allowed for institutional flexibility as it allowed for an institution to embed writing intensive work into their SS courses and it allowed for other institutions to embed other high impact educational practices into their courses.
- i. The final decision was to not add written communication as a competency for SS classes.

SS1 (Economics and Political Science) Action Items and Discussion Notes

This section includes notes and action items for SS 1 (Economics and Political Science) morning and afternoon discussions.

SS1 Action Items for Ian to follow-up on

1. Civic Engagement: Faculty only want SLO 2, the Civic Knowledge SLO.
2. Civic Engagement: Reword the Civic Knowledge SLO
 - a. Old wording "Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government"
 - b. New wording version 2: "Connect disciplinary knowledge to civic engagement"
3. Civic Engagement: Remove the SS 1 selection of SLOs 1 and 4.
4. Civic Engagement: revise the Criteria paragraph for Civic Engagement. The entire current paragraph should be replaced with the following:
 - a. "Competency in civic engagement refers to students demonstrating disciplinary knowledge related to the economic and/or the political life of the community."
5. Critical Thinking: eliminate a SLOs that they had selected in October. Remove SS 1 selection of "Take a specific position"

Discussion Notes

Civic Engagement SLO discussion and corrections

1. Faculty discussed an error in the document provided by the state related to which Civic Engagement SLOs SS 1 selected in October. In October SS 1 faculty only selected the SLO 2 "Civic Knowledge": Bullet 1: Connect disciplinary knowledge to" SS 1 didn't select any other SLOs. Faculty asked for the notes to state that SS 1 only selected and still only want SLO 2 "Civic Knowledge": Bullet 1: Connect disciplinary knowledge to"
2. SS 1 wants to modify the wording to the one Civic Engagement SLO they selected.
 - a. Old wording "Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government"
 - b. New wording version 1 "Connect economic or political science disciplinary knowledge to civic engagement"
 - c. New wording version 2: "Connect disciplinary knowledge to civic engagement"
 - d. Initially SS 1 faculty modified the SLO to have the version 1 wording. The faculty want to include this SLO; however, at introductory class levels they are generally unable to include a requirement for students to be involved in civic life, politics, or government. However, they feel that they can include instruction and assessment of students understanding of how disciplinary knowledge connects with civic engagement. In order for SS 1 to select a Civic Engagement SLO, it needs to be modified and the modified version reflects an SLO that SS 1 faculty can include in their classes.
 - e. Chris Marston and Julie Sexton realized as they were finalizing the notes for submission to the state that the SLOs are supposed to use generic wording so that they can be applicable to other disciplines, not just SS 1 disciplines of economics and political science. Therefore, a revised version (version 2) is proposed as it is more generic and

would allow other disciplines to adopt the Civic Engagement SLOs in the future. A check in with the other SS 1 faculty is needed to inform them of the change.

3. SS 1 faculty revised the Criteria for Civic Engagement. Below is the old and new wording
 - a. Old wording " Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)"
 - b. New wording: "Competency in civic engagement refers to students demonstrating disciplinary knowledge related to the economic and/or the political life of the community."

Critical Thinking discussion

1. SS 1 faculty decided to eliminate a SLOs that they had selected in October. They no longer will include "Take a specific position"
3. Formulate an Argument
 - Ask a question relevant to the discipline.
 - Synthesize perspectives that answer it.
 - ~~Take a specific position.~~ (SS1 doesn't want this to be included anymore)

SS2 and SS3 Action Items and Discussion Notes

SS2 and SS3 Action Items for Ian to follow-up on

1. Critical Thinking: Add "Ask a question relevant to the discipline" under the "Explain an issue" category. Keep "Ask a question relevant to the discipline" under its current category "Formulate an argument." This change will have "Ask a question relevant to the discipline" listed in two categories. Only if "Ask a question relevant to the discipline" is added to the "Explain an issue" category then SS2 and SS3 faculty will add this SLO to their required set.
2. Modify the Criteria Paragraph for Diversity & Global Learning. The new wording is below:

Discussion Notes

Critical thinking

1. Faculty reviewed the critical thinking learning outcomes for SS2 and SS3.
2. The faculty want to add a SLO under the modify the "Explain an issue" category. The new SLO that they want to add the following SLO: "Ask a question relevant to the discipline."
 - a. This SLO currently also exists under the "Formulate an argument" category.
 - b. The SS 2 and SS 3 faculty don't want to select the "Ask a question..." SLO when it is listed under "Formulate an argument" because their disciplines generally don't have students formulate an argument. However, they do have students explain an issue and want students to be able to articulate a question about a topic when they explain an issue.
 - c. Because other groups/areas have selected the "Ask a question..." as it is currently structured under "Formulate an argument", the SS2 and SS3 faculty don't propose moving the SLO. Instead, the SS 2 and SS 3 ask to have the "Ask a question..." listed in two places: Under the "Explain an issue" category and "Formulate an argument"

Diversity and Global learning

1. The faculty revised the Criteria Paragraph for Diversity & Global Learning.
 - a. Revised version: Competency in Diversity & Global Learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to concepts on various scales (such as spatial, temporal, contextual, or personal) toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students may also 1) become informed, open-minded people who are attentive to diversity across the spectrum of differences and 2) seek to understand how their actions affect both local and global communities.
 - b. Initially, the SS2 and SS3 faculty only included the first 2 sentences. However, there was discussion that the paragraph needs to describe all of the learning outcomes in Diversity and Global Learning and the first two sentences don't do that. The last sentence was added (it's a modified version of a sentence included in the original) to ensure that paragraph describes all of the learning outcomes.