

Present: Kristina Allende, Stacy Bacigalupi, Glenda Bro, Teresa DeLaby, Mike Dowdle, Marlene Gallarde, Solene Halabi, Hal Hoffman, Jim Jenkins, Carolyn Kuykendall, Elizabeth Lobb, Bob Stuard, Jeanne Marie Velickovic, John Vitullo

Item	Comments/Discussion/Outcome
Minutes	Minutes for December were approved as submitted
Announcements	<p>Jim provided the chairs with copies of the H.10: DEPT. CHAIR evaluation form and Section 18F of the Faculty Contract (Department Chair Performance Expectancies) for use in formulating their self-evaluations. He also asked that they each come up with two goals for their department. Chairs are to contact Kim to schedule a 90-minute appointment (will include planning) within the first two weeks of April. Co-chairs can schedule separate appointments, but generally they are scheduled at the same time. Department chair peer evaluations, as well as information on chair responsibilities and chair elections, will be sent out to division faculty today.</p> <p>We are in the process of adding selected classes to the summer schedule (240 FTES within the division out of 600 college-wide). We are looking at adding 1,400 FTES college-wide for the year, with about 460 (including the 240 for summer) going to Humanities and Social Sciences. Chairs are to copy Jim on their added summer sections. We will have additional FTES targets for fall within the next week or two, and departments without summer additions will have some in fall and spring.</p> <p>This year, specialized programs such as Honors, Bridge, Pathways, etc. will have their own allotment of FTES over and above the department allotments designated by Jim.</p> <p>Dr. Malmgren is looking at success rates for distance learning classes. While we are not in danger of eliminating distance learning, we are not to expand distance learning offerings as we grow.</p> <p>Professional Development Director and EEO Director positions have been filled. Jennifer Galbraith is the new permanent associate dean in the Business Division. The next hires will be the permanent dean and associate dean of Natural Sciences. The associate dean of Counseling position is also being flown. We will be hiring three new full-time faculty members (two Communication, one English).</p> <p>Honors had 118 students qualify for transfer to UCI and 107 TAP certifications were sent for UCLA. They also have 25 students presenting at Honors Transfer Council this year (3 poster, 22 oral). The Honors task force will be reconvened to develop a rubric for rigor, which Jim wants to use as a basis for discussion within the division on critical thinking.</p> <p>Sabbatical leaves were approved for two division faculty members: Liesel Reinhart (1 semester) and Joshua Knapp (1 year).</p> <p>All of the laptops in the American Language writing classroom (6-222) will finally be replaced. The Psychology Lab is next on our list. There is some money for replacement of non-working faculty</p>

	computers. Faculty member should email Jim, and he will have Robert Jackson make an assessment as to whether it can be repaired or needs to be replaced.
Updates	<p>PIE: Jim and Jeanne Marie will add division themes from last year's PIE to the unit template, and provide to the chairs for their use. Department PIE documents are due by the end of June, and we need to provide our division PIE to Dr. Malmgren by August.</p> <p>Outcomes: We need to keep the outcomes cycles moving along. Those who have in TracDat's 5<sup>th</sup> column that they are reviewing the data, need to transition to a revised or new outcome. Last year's Accreditation review found that students did not know about outcomes, and the Academic Senate's syllabus task force recommended having SLOs on the syllabus or on a link. The Mt. SAC outcomes website (outcomes.mtsac.edu) has a student tab where students can access SLOs. There is also a form available on the website to request funding for adjunct SLO training (2 hour maximum).</p> <p>Curriculum: Jeanne Marie thanked the chairs for their hard work on curriculum, and currently only a handful of division courses are up for review. Chairs were reminded to look at/update supplemental forms, to do content review, and note on the cover sheet if the course is now part of a program (for example an AA-T). The new AA-T in Journalism is currently up for review. Sociology, Philosophy, and Spanish are working on developing AA-Ts, as well.</p> <p>Growth: Total class offerings and number of students enrolled are on the rise. The overall fill rate for the college is 97.1% for Spring 2014. One reason for the high fill rate is early targeted cancellation of classes that were not filling. The schedule we now have for spring is pretty solid and a good jumping off point for next year.</p> <p>Title V: Lisa is in the process of planning to convene the steering committee; once in place, it will start vetting proposals. Chairs were reminded to look at the grant and to consider developing proposals.</p>
Planning	Information from the division's winter planning retreat was used to develop a draft of criteria for identifying priority enrollment courses. Criteria are broken into three levels based on campus-wide demand (fill rates, percentage of students enrolled) and program level GE requirements (core, supplemental, diversity, fill rates, course options).

Respectfully Submitted,

Teresa DeLaby  
Administrative Secretary

## Notes from Humanities and Social Science Task Force on Rigor in Honors Classes

Members: Andrea Diem, Gary Enke, Misty Kolchakian, Charis Louie, Carolyn Kuykendall

1. Definition of rigor
  - a. The task force agreed that rigor, enrichment, and harder are independent terms with different meanings
    - i. Harder is not necessarily rigor—it might be represented by a longer paper assignment
    - ii. Rigor reflects such ideas as using primary texts, providing assignments that involve critical thinking and analysis
  - b. Stacked classes can be enriching for both honors and non-honors students, however the preference is for pure honors courses. Honors students generally read the homework assigned, talk in class. This is not always the case in a general classroom.
  - c. The course outline of record should reflect the rigor of an honors course. It might also be a good idea to check on the pre-req for honors courses.
2. What constitutes rigor?
  - a. Primary research, conducted by students if applicable
  - b. Use of primary texts, sources, again if applicable to the discipline
  - c. Use of Bloom's taxonomy verbs—higher levels
    - i. Exams should require more synthesizing, evaluation, compare/contrast, explanation
    - ii. Define/give an example are not appropriate for an honors assignment
      1. Caveat: instructors do need to include scaffolding, to explain and define concepts, but have students build on those concepts
  - d. Presentation of research—student's own and/or that of others
  - e. In the classroom—give students more responsibility
    - i. Ask for student examples of concepts
    - ii. Have small group discussion that promote critical thinking
    - iii. Use a more Socratic method rather than pure lecture: explain, analyze, apply
  - f. If applicable, use theme based courses
  - g. Can grade for participation (suggested 10-15% of course grade)
  - h. Students should not just receive, regurgitate information; they should create something
    - i. Students should be active versus passive consumers of information
    - ii. They should be cultivating curiosity and creativity
    - iii. They should be given choices of how to create—film, debates, etc.
3. Interdisciplinary coursework/stand alone, linked classes/online courses
  - a. Offer a first year honors seminar
    - i. Course content is basis for writing and discussion

- ii. Each discipline might be focus for one week
- iii. Might look at a model of a learning community class, located in Area E, Life Long learning
- iv. Look into a library course for honors
- v. Follow the Humanities model

- 1. Two teachers teach a course for 2 semester, each gets paid for one semester, each might grade a specific cohort all the way through the semester; one might lecture, the other might lead discussion (1.5 LHE each semester for the shared class)

- b. Note: Team teaching linked classes “kills schedules” and students don’t seem to like this model—they get tired.

4. Concerns:

- a. Filling classes—but stacked classes are not a bad experience. Often students who are not in honors feel that they can be honors students.
- b. Longer paper assignments do not constitute an honors experience unless there is sufficient reason for the added length
- c. How do we create interdisciplinary courses in our current curriculum environment