Department Meeting Minutes—2/22/16
Written by Kirby Lund

1. Approve minutes from 11/30/15
2. Approve minutes from 2/8/16
3. Guest—Dr. Miller
   a. Request for tutoring in Learning Commons
      i. Primarily from athletes
      ii. Averaged between 20-30 students on those evenings (80% athletes)
      iii. This is a request, but we’re looking for volunteers. Dr. Miller will ask if anyone would volunteer time in the coming fall.
      iv. We will be formalizing those tutoring sessions for next year, and we will try to staff these times with normally-houred tutors.
         1. Stout—will someone tell the dorm students to take advantage of this?
            a. Miller—yes, while we revise hours for the operations, we’ll notify students. A big part of this will be athletes, but more non-athletes will drift in if they know of the opportunity.
         2. Raymond—
            a. 18-19 office hours per week, but I’m already available during the day. I’m always grading at night. For me, there seems to be a mixed message.
               i. Dr. Miller reiterates that this is voluntary.
            b. I was told I wasn’t qualified to teach Psych (which was corrected), but how am I going to tutor students in it?
               i. It’s subject specific tutoring, so a psych professor wouldn’t be asked to tutor math.
               ii. Dr. Miller would like to pre-public when each subject/professor will be available.
            c. Students need to learn time management instead of study hall or tutoring in the real world.
            d. Student should make time to make an appointment instead of professors being available even longer than they already are.
            e. I know students need help, but I feel like we’re [liable] for students’ grade, since I’m not always qualified to tutor them during night tutoring sessions.
         3. Stenberg—
            a. Can we stay in our offices during this time? From 6:30 to 8:30?
               i. Yes, that’s perfectly fine.
            b. We will not be re-teaching the classes they missed, correct?
               i. Dr. Miller—correct.
            c. Who would we contact if we plan to be available?
               i. Contact Dr. Miller who will then contact Dan Artamenko. This is driven by athletics at the moment, but it’s available for all students.
         4. Stout—
            a. Can we act as facilitators instead of the answer-man? “Does anybody know how to solve this?” Helping students learn from each other.
i. Yes. That is acceptable.

5. Kim—
   a. Kim stayed there last night, but they didn’t ask any questions, really.

6. Stout—
   a. Finally, the LC is open.

7. Miller—WSC has changed from a commuter school to 50/50.
   a. Expansion of scholarship will show more full time students.
   b. Totally atypical for a CC to have more full time than part time students, but with more people living on campus, we must provide more services.

8. Stenberg—
   a. Are people excited about the five county scholarship?
      i. Miller—initial reaction is that there are 850 seniors in those high schools, and we’ll probably get 150. That will be the difference. They won’t all come here. Some may go straight into the workforce, and some may be “legacy” students at other schools like NDSU or UND.

v. With these new people, where are we institutionally for measuring their writing level? Compass?

1. Dr. Miller—
   a. Compass—expires the furthest away at December 2016.
      i. I’m comfortable that we’ll be okay placing and intervening with people in math scores. There are a number of schools moving to the NROC product.

2. Stout—doesn’t the state still require ACT?
   a. They do, yes, we take ACT, SAT, Accuplacer, Compass
      i. Compass is the only one to give a snapshot of where a student is.
   b. Do we have students taking the Compass and not the ACT?
      i. WHS students have taken both and received low marks to not place them into the college algebra.

3. ELL students—we can require a TOEFL placement for student visas.
   a. We don’t have a great overlay for ESL stuff right now. There’s a give and take in that.
      i. If there are a bunch of teachers serving ESL, there are fewer teachers in the traditional side. We’re working for pre-services to differentiating ESL students from traditional students.
      ii. Talking to the other provosts and colleagues with extended studies, everybody’s going through the same thing with no magic bullet yet.
      iii. The other thing is that when we get intervention materials, many times, we can’t find the resources to help some of these students. We can tell ESL students to see Laurel or Kirby, but they often
refuse. If you’re not of the same ethnic background, they tend not
to work together very well. There’s also a culture component, too,
since ESL students sometimes don’t respect female professors.

b. It’s not an ignored population—it’s not underserved—but it is
   underfunded.
   i. Dr. Miller—I think we’re small enough that we can come up with
      some intervention strategy that can help here.
   ii. We do have some things in planning for that. Laurel has some
       money to fund this, and we plan to have something for our in-
service meetings.

   1. It would be nice to have breakout sessions to show these
      professionals what we show our students.
   2. We’re a CC, we’re more inclusive, and it brings a whole set
      of problems with it.
   3. Our retention is toward 80%. In most universities, you
don’t have the best and brightest to teach Comp 110, but
we do have the best and brightest right here in front of our
students.

4. Professional development money
   a. Grunenwald notes the possibility for English professors to do something in regards to College
      Writing Prep.
   b. We need to look for more resources and come back to this idea.

5. Theater classes
   a. Stout moves to enact THEA classes; Raymond seconds. Aye.
   b. Could we find someone with an MFA?
   c. If there was a drama club started and the club operated doing that.
   d. No IVN, because they don’t have enough time to devote to IVN with their own theater stuff
   going on.

6. FREN 201
   a. Nicole Franklin from Sidney, MT.
   b. Stout moves approval of FREN 201; Norris seconds. Aye.
   c. What about a night class?
      i. She is already teaching this class, but students aren’t getting credit for it.
      ii. Kim will ask to see if Nicole would be willing to teach an IVN night class.

7. FREN 101/102 COGs
   a. She also updated the COGs for these courses.
   b. Grunenwald moves to approve cogs; Sorenson seconds. Aye.

8. August short session
   a. Only two strategies sections: one for volleyball players, one one-day section.
   b. What about a half credit 299 classes? They’ll only count for electives.
   c. There will be sections only for athletes, volleyball, hockey, etc.
      i. 16 sections total.
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ii. We can be program specific now?
   1. Grunenwald is concerned that there are special things for certain groups, such as athletes.
   2. Stenberg is concerned that this instructor would not be drawn from athletics.

9. English person for dual credit
   a. Approved by Jim, Kirby, and Steve.

10. Summer Schedule proof
   a. Political Science—he is okay for summer, but after that, he will not be able to teach.
   b. If anybody wants to do music lessons, they will be available.
   c. No history classes during summer.
   d. In the past, if you offer two or three classes, then none of them fill; if you offer fewer sections, they sometimes fill better when classes aren’t competing.
   e. Catalogue changes—Need to know when classes are being offered.
      i. Professional writing—isn’t a required class anymore for Business students, so it should be okay offered every spring.
      ii. ENGL 225—every spring.
      iii. HUMS 251, HUMS 252, HUMS 253, GEOG 263

   1. Stout moves to deactivate these classes; Grunenwald seconds. Aye.

11. Committee Updates
   a. None.