

## Minutes of the Special Meeting of November 4, 2003

Meeting held in Room 310 Nord Hall, 11:30 a.m. - 1 p.m.

President Edward M. Hundert welcomed all to this special meeting of the UUF Faculty to, primarily, consider the SAGES Task Force Phase I Report, and to consider a motion from the *ad hoc* Committee on Course Evaluations. He turned the meeting over to the chair of the UUF Executive Committee, J. Adin Mann.

Professor Mann asked for approval of the minutes of the previous meeting held on September 25, 2003. There being no amendments or corrections offered, the minutes stand approved as distributed.

The first item of Business: Consideration of the Report of the *ad hoc* Committee and a motion that the recommendations be implemented. Professor Marshall Leitman, co-chair of the committee, noted that this report has been twice distributed - last spring and earlier in this fall, and it is now time to call for a vote. Discussion, first, was on whether to immediately discontinue use of the present form or wait until a new one was developed.

An amendment to the report was offered by Professor James Alexander that the current form, having been determined to be seriously flawed, not be used for promotion/tenure cases. The general feeling was that since the university has used the current instruments for all these years, we should keep on using them. This logic carried the vote, and the motion to amend was defeated. It was agreed that students should have the opportunity for feedback, but that another method should be developed for use in promotion/tenure files.

The suggestion was made to add language about discipline-specific evaluations or one evaluation for all. Professor Leitman stated that a new task force would have to address these questions.

The MOTION was called to vote on each of the three recommendations from the *ad hoc* Committee to proceed in developing new evaluations:

Student Questionnaire: all voted in favor

Peer Review of Teaching and Mentoring: all voted in favor

Course Objectives: 13 voted in favor and 11 were opposed

Before the vote on this third item, it was noted that students want expanded course descriptions and syllabi available at the time of registration and that item was approved for implementation at the meeting held in Spring 2003. Chair Mann noted that, in view of the vote results it is an areas needing more work.

The remaining item of Business: Discussion of SAGES Task Force Phase I Report. Task Force chair, Roy Ritzmann, spoke to the subject. The members of the task force believe that, "ultimately, a Case student should, well before graduation, be able to define a problem, critically research background material, and communication an effective argument or response to that problem." He said that no one would argue with these objectives but the question is how to measure success. Can we properly make assessments? There are other committee reports on the writing portfolio component and the capstone project.

Professor Ritzmann outlined the steps to next be undertaken by the task force:

- visit professional schools to enlist participation in SAGES
- determine possible reduction in current courses offerings

- number of new faculty who can be placed

He said that we will not be phasing in this program. An alternate plan under discussion would be the cutting of one of the three University Seminars and replacing it with a Majors Seminar that is writing-intensive.

Vice Provost Chris Munoz shared information on a “quick and dirty” survey of high school students which indicated positive responses from them and their families for the SAGES-type of program. He worries about not being able to offer SAGES; his past experiences support this as a positive change. Students say they expect small seminar type classes.

Lee Thompson asked faculty to check our students’ web sites to see what they are saying, and she noted a student-initiated Student Advisory Board organized to help promote SAGES. It was promised that a web site would be available to post these conversations.

President Hundert said that it would be very problematic to “phase in” (through increasing percentages of the class) a program that we are holding out to the nation as a key part of what makes a Case education so special. He said that SAGES has the dual advantage of improving our currently unsustainable supply and demand curves and being educationally innovative and pedagogically sound.

The meeting adjourned at 12:55 p.m.