Present: Members: Scott Clark, Rahul Gomes, Abby Hemmerich, Mary Hoffman, Marquell Johnson, Carol Koroghlanian, Bill Miller, Jamie Tester Morfoot, Dalete Mota, Kati Schaller, Evan Weiher
Guests: Margaret Cassidy, Deb Jansen, Jean Pratt, Jill Prushiek, Alex Smith

Presiding: Chair Marquell Johnson called the meeting to order at 2:00 p.m.

Meeting Minutes

1. Approval of minutes from March 2, 2021
   - Motion to approve the minutes of March 2, 2021, as distributed. Motion was seconded and approved (9-0-0).

2. Proposal for Teaching English to Speakers of Other Languages Minor-Early Adolescence/Adolescence Elimination [Code 550-408]

3. Proposal for Teaching English to Speakers of Other Languages Minor-Middle Childhood/Early Adolescence Elimination [Code 550-409]

   - Carol Koroghlanian was in attendance to provide information and answer questions. Proposals are due to DPI licensure rules changes.
   - Motion to approve the proposal to eliminate Teaching English to Speakers of Other Languages Minor-Early Adolescence/Adolescence [Code 550-408]. Motion was seconded and approved (10-0-0).
   - Motion to approve the proposal to eliminate Teaching English to Speakers of Other Languages Minor-Middle Childhood/Early Adolescence [Code 550-409]. Motion was seconded and approved (10-0-0).
   - Motion to approve the proposal to rename Teaching of English to Speakers of Other Languages, Minor-Early Childhood/Adolescence [Code 550-410] to Teaching of English to Speakers of Other Languages, Minor-K-12. Motion was seconded and approved (10-0-0).

5. Proposal for New Major Bioinformatics, Liberal Arts (Code XXX-XXX); Bachelor of Science Degree or Bachelor of Arts Degree
   - Alex Smith was in attendance to provide information and answer questions. Interdisciplinary endeavor between Math, Computer Science and Biology.
   - New courses? DS 150 and Applied Bioinformatics I and II. There are faculty to teach them.
   - How many new faculty needed to support the major? Think students will enter program as Biology/Computer Science/Math majors, requiring a redistribution of student load; .7 instructional FTE + research being completed with undergrads (1 FTE of reassignment, unless enrollment goes above what is anticipated--than 1 FTE hire; would be unknown for a couple of years)
   - How will curricular decisions and advising distribution take place? Similar to Neuroscience, collection of faculty from the three departments would serve as an ad-hoc committee to
decide on curriculum; advising and research projects happen by the student’s natural interest (e.g., some students are more computer science-oriented)

- Mentions collaboration with Mayo, required coursework and electives lack health sciences alignment? Health sciences are not heavily represented in required courses, it is a Biology/Computer Science/Statistics major (60 credits)
  - How does big data decisions impact real people, difficult to make the connection with health sciences; would request the ad-hoc committee consider expanding electives that allow students to see the health sciences side
  - This is data science in the biological sector as opposed to the business sector, want to give these computer science/statistician data scientists disciplinary context – it is where biology comes in (genetics)
  - Confusion across campus as to what bioinformatics is; it’s dealing with DNA sequence information in various ways
  - Aligning things with Mayo, doctors and radiologists want to include students in their research, have a lot of biological data sets but need to find out ways to automate the process (e.g., plug-in that detects something immediately during CT scans)
  - A lot of physicians will be making decisions about how the data will be used, but they’ll need people to get them the data in the form they need, unsure of which health sciences courses UWEC has that can meet that goal
  - It’s a bachelor’s degree, can progress onto a complimentary field

- What kind of computer requirements needed? Explored option of higher tuition to use cluster but early courses require a basic computer. Final year research and 400-level courses may require cluster; have everything needed to support students

- It’s an attractive major, do you foresee any negative impact on current enrollment?
  - Most high schoolers unaware of what bioinformatics is, on-campus students will begin in one of the majors and find out about bioinformatics through various outlets, initially majors will come from other majors and as time goes by awareness may increase. No current negative impacts expected.

- Motion to approve the proposal for a new major in Bioinformatics, Liberal Arts (Code XXX-XXX); Bachelor of Science Degree or Bachelor of Arts Degree. Motion was seconded and approved (10-0-0).

6. Service Learning vs. Community Engagement

- Discussion and Thoughts (SL has been a requirement since 1995)
  - How many community partners have received services from students and what is their opinion? Need to survey campus and community partners. There is also a SL Advisory Board composed of service site supervisors.
  - SL associated with courses with distinct outcomes and rubrics and a faculty member overseeing it is beneficial. SL that is independently arranged or signed up for aren’t always substantial/fulfilling, different experience
  - There may be some bad experiences, but doesn’t mean we eliminate all; can’t see it “transforming” campus into something else
  - Are we looking at more courses or assigning SL LE outcome to more courses? Need an eval of how many current courses already have embedded learning experiences within them that could be defined as community engagement
  - If it’s tied to coursework, workload will be an issue; need to have a discussion about pedagogy, distinct type of teaching that needs to occur to be effective for learners;
in addition to faculty and students, need to know what community players want from us and how they feel (mutually beneficial)

- Is this a conflict between disciplines (Social Work incorporates SL into a prereq course which is completed before students obtain 30 credits)? Some have concerns that students shouldn’t be expected to do anything for free – is this part of it? How many students are completing SL because they’re taking a course it’s embedded into? How many students aren’t completing it by their last semester? Could have a community service day/campus-wide event – maybe it needs to look different to “transform” campus?

- Don’t see SL vs. community engagement as mutually inclusive, some sort of marriage of the projects or how it’s delivered? May not be realistic to think every student will gain this through coursework, needs to be another route to obtain it

- Could SL fit into the Strategic Plan, including new ideas of civic engagement may be easier this way
  - Academic plan is heading in this direction, unites much of what the university plan points to
  - Academic Strategic Plan survey sent to campus asks about community engagement/community-based learning; unites EDI, unites sustainability efforts and health and human well-being efforts, gets at HIP – if APC, ULEC, and the Academic Strategic Plan group work together could get it in place in the 5-years

- Consider talking about politics and religion, feel students would love to do their SL along those avenues

Chair Marquell Johnson adjourned the meeting at 2:57 p.m.

Respectfully submitted,

Sarah Forcier
Secretary for the Meeting