

**Academic Assembly**  
April 25, 2016  
2:05 – 3:35pm, STCN 130

**MINUTES**

Present: Jeffrey Anderson, Sarah Bee, Rick Block, Patricia Buchsel, Terri Clark, Isiaah Crawford, Bill Ehmann, Charlotte Garden, Mike Huggins, Arun Iyer, Bruce Koch, Katherine Koppelman, Charles Lawrence, Viviane Lopuch, Margit McGuire, David Neel, Michael Ng, Erik Olsen, Katherine Raichle, Rob Rutherford, Frank Shih, Heath Spencer, John Strait, Dan Washburn

**I. Minutes**

- A. Add item II.B.6. – “There was additional discussion of the purpose of administrator evaluation in terms of accountability and in relationship to AcA’s role in evaluating academic qua2.3( in)2cad.2178B) reviewed and approved proposal

gap for freshmen students who are not receiving basic college skills,  
Arts and Sciences and non-engineering programs in Science and  
ired for those whose school/college provides a similar orientation  
(Nursing, engineering programs)  
ic content (reading, writing, critical analysis skills) based on learning  
s, and Ignation pedagogy  
lude four course sections in the fall and then be assessed and, if  
d out more broadly  
eventually be available to transfer students, but not during the pilot  
retention of freshman-to-sophomore students, part of larger retention  
ng elements of the course can be very beneficial  
unities are a structure that already has faculty working with students  
research interests – this course is a way to separate out from housing and  
Committee chose to waive review of the course at a university level,  
gainst the decision  
arding academic credit for the course, especially content starting in  
pposed syllabus  
nes seem too similar to the University Core outcomes  
sed, this experimental pilot of four sections with 24 students each will  
dback on the academic component  
course allows the student to take with either 15 or 10 other credits, and  
e status

8. The syllabus is written to be intentionally broad to accommodate many different teachers and styles, to leave the academic side up to their discretion
  9. The academic piece is intentionally lighter in the middle of the quarter to take into account midterms in other courses
  10. While the Core courses aspire to address the skills proposed in this course, faculty teaching Core courses in fall quarter simply cannot address all incoming freshmen needs
  11. For those who teach seniors, encounter many students who are unable to reflect, this course would address that from the beginning and make more rigorous all other classes
  12. Should not try to fix problems in one area by creating a new solution in another area, if orientation is not working that should be fixed instead of development of a new course
  13. Academic content and skills (laboratory for example) are a continuum and not necessarily a clear cut division
  14. Plan for public assessment process including forums, will report back to AcA in winter quarter, if moving forward, workshops for faculty to further develop, etc.
- C. Motion to approve the proposal with the condition that the assessment of the course should come back to AcA for full approval to move forward in spring quarter 2017, including evaluation by each of the four instructors of the pilot sections
1. Discussion
    - a. ~~2.i.E.7(1)(b)(2)(c)(d)(e)(f)(g)(h)(i)(j)(k)(l)(m)(n)(o)(p)(q)(r)(s)(t)(u)(v)(w)(x)(y)(z)~~ 2.i.E.7(1)(b)(2)(c)(d)(e)(f)(g)(h)(i)(j)(k)(l)(m)(n)(o)(p)(q)(r)(s)(t)(u)(v)(w)(x)(y)(z)

V.