

To: All Faculty  
From: Karen Kaivola, Provost  
Re: Faculty Meeting, Wednesday, October 15, 2014, 3:40 p.m.  
Hoversten Chapel (Coffee served beginning at 3:00 p.m.)

Agenda

1. First Word
2. Approval of Minutes
3. Approval of Agenda
4. Officers Reports
  - Provost's Report
5. Standing Committee Reports
  - Faculty Senate – Bill Green
6. Old Business
7. New Business
8. Other Reports
  - Undergraduate Student Learning Outcomes – Jacqui deVries
9. Announcements
  - Faculty Resources in Balancing Rigorous Academic Expectations in a Caring Community – Ann Garvey

**Announcements due to the Academic Affairs Office  
by Monday, October 13, 2014**

**Faculty Meeting Minutes**  
**Tuesday 16 September 2014, 3:40 p.m.**  
**Hoversten Chapel**

Provost Karen Kaivola called the meeting to order at 3:45 p.m., noting that the new meeting space in Hoversten Chapel encourages “multiple entry points” to discussions. Joe Underhill, associate professor of political science, offered First Words.

New faculty members, a full list of whom may be seen at <http://www.augsburg.edu/academics/office-academic-affairs/accomplishments/>, were introduced by department chairs or their representatives. Provost Kaivola also introduced three recent administrative leadership appointments: Beth Reissenweber, Chief Financial Officer; Eric Canny, Dean of Global Education; and Ron Blankenship, Director of Adult Undergraduate Programs. The Provost also acknowledged the recent retirement of Amin Kader from the Business Department, emphasizing his long service to the College.

**Approval of Minutes**

The Faculty Meeting Minutes from May 1, 2014, were unanimously approved.

**Approval of Agenda**

The agenda was unanimously approved without additions.

**Provost’s Report**

The Provost gave brief reports on areas she had touched on in an e-mail update to the faculty the previous week — a practice she plans to continue before future faculty meetings:

- **Phoenix.** The Committee on Academic Planning (CAP) has identified “key conditions” it believes should be met before bringing some of Augsburg’s Nursing programs to Phoenix, Arizona, but it has not yet made a recommendation on this initiative.
- **Accreditation.** The Higher Learning Commission (HLC)’s written report stemming from last spring’s site visit was received over the summer. Augsburg has satisfactorily met core components for re-accreditation in all areas but one: evidence of systematic review of academic programs. Three departments in the College have begun a pilot program review to address this requirement. The HLC review committee will next meet in September/October. A conversation is also underway concerning the possibility of moving from AQIP (Academic Quality Improvement Program) to a different accreditation approach, the Open Pathway.
- **Leadership and shared governance.** The incoming chair of the Board of Regents, Paul Mueller ’84, has asked that, by the end of this year, the Augsburg community develop a statement describing how it collectively understands shared leadership. Conversations around this issue, and sustaining practices of open communication, are therefore a high priority throughout the year.

### **Standing Committee Report: Faculty Senate**

Bill Green, professor of history and chair of the Faculty Senate, reported on the Senate's accomplishments over the summer, and its first meeting of the year last week. The summer's work included a day-long retreat to which President Paul Pribbenow, along with the Provost and Board Chair, were invited. Prof. Green noted that the time this retreat offered for "reflection and deliberation" was especially welcome. Last spring's report by the Governance Task Force (mentioned in the May 2014 minutes) was also a topic of discussion for the Senate, whose members were impressed by many features of this document on close reading. The hope was expressed that it would foster a "proactive rather than reactive" approach to this year's discussions of shared governance. In last week's meeting, the Senate received an interim CAP report on the status of its Phoenix review, and also approved the program-review structure for the HPC pilot program (both mentioned above in the Provost's Report).

### **Old Business: Elections and Ramifications**

Under the direction of Bill Green, the full faculty ratified the Senate's appointments to the following committees:

- **CAP:** Jeanine Gregoire;
- **Faculty Equity Committee:** Bridget Robinson-Riegler; John Cerrito; Bob Cowgill
- **Personnel Policies Committee:** Michael Lansing
- **Graduate Academic Affairs Committee:** Christopher Smith

In addition, Provost Kaivola asked that individuals who are interested in serving as chair of the **Institutional Review Board** (an appointment she makes as Provost, not ratified by the faculty) contact her.

### **Honors Program Report**

Bob Groven, associate professor of communication studies, reported on the Urban Debate League and several initiatives of the Honors Program:

- **The value of debate.** Participation in the Urban Debate League, a partnership with area schools whose mission is to provide inner-city students with the skills associated with formal academic debate, has been recently shown to boost students' scores on the Minnesota Comprehensive Assessments (MCA) — the only enrichment activity found to have this positive correlation. Prof. Groven asked for volunteers to join Urban Debate's work, and also that faculty members consider offering academic incentives, such as course credit, to students who volunteer.
- **Elective Honors courses.** The "general education" courses offered by the Honors Program in the past are no longer as valuable to students who have largely fulfilled general-education requirements before they come to Augsburg, thanks to programs such as Advanced Placement (AP) and Post Secondary Enrollment Options (PSEO). Prof. Groven invited all faculty to "creatively" plan new elective honors courses, which are hoped to be in place by fall 2015.
- **GPA, not ACT.** A recent study has found that grade-point averages in high school are a better predictor of student success in college than are standardized-test

scores. Accordingly, the Honors Program is making it optional, not required, for students to report such test scores before they are admitted to the program.

- **Scholarship Weekend speaker.** The 2014 Scholarship Weekend happened to coincide with the Peace Prize Forum and its keynote speech by the Dalai Lama. This event brought many more prospective students to campus than usual. The quality of the scholarship pool was enhanced, and so was the subsequent yield (the percentage of admitted students who accepted Augsburg's offer of admission). A similar "bump" is hoped for this year: Scholarship Weekend interviews are to be held February 13, 2015, and Bill Nye, nationally known as "the Science Guy," has been engaged to speak here on Valentine's Day, February 14.

### **October is Veterans' Voices Month**

Cass Dalglish, professor of English, introduced Jay Moad, a graduate student in the MFA program. A combat veteran, he spoke movingly about the "disconnect" between academic life and veterans' experiences. He said that "art bridges the gap" — "art" being the stories that veterans can share, and that non-veterans can be prepared to hear. Minnesota is the first state in the country to designate an entire month, October, to honor veterans, thanks to the "Veterans' Voices" bill that unanimously passed both Minnesota houses and was signed into law by Governor Dayton this past June.

### **Adjournment**

Provost Kaivola adjourned the meeting at 5:03 p.m.

*Respectfully submitted,*

*Rebecca Ganzel*

*Cataloging and Metadata Librarian, Lindell Library*

# Undergraduate Student Learning Outcomes

Draft (10/6/14)

## **Augsburg's Mission statement offers a series of *educational values*:**

Augsburg College educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings.

## **A statement of outcomes offers a more specific set of *assessable goals for student learning*.**

In this statement, we, the faculty, are identifying a set of outcomes for student learning. These areas reflect our shared commitment to offering a vibrant liberal arts education, combined with career preparation and vocational development. We expect students to achieve these outcomes cumulatively, through the completion of General Education courses, majors / minors and electives. In addition to providing a framework for effective assessment, these outcomes may also offer a framework for curriculum revision and development, ensuring that our goals are aligned and our academic program remains strong for years to come.

### **As Critical Thinkers, students will ...<sup>1</sup>**

- demonstrate substantial knowledge of a field and its methods of inquiry (Disciplinary Learning)
- use appropriate methods to gather and analyze evidence, identify underlying assumptions, recognize qualitative and quantitative claims (Critical Thinking / Information Literacy / Quantitative Literacy)

### **As Thoughtful Stewards, students will ...**

- critically engage their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context (Vocation / Pluralism and Worldview)
- identify the broad foundations for personal as well as ecological sustainability and apply them in demonstrable ways (Health and Wellness / Ecological Sustainability)<sup>2</sup>

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<sup>1</sup> In parenthesis are competencies that we might choose to assess. Some correspond to our current graduation skills; others represent curricular goals we set during the 2002-03 Gen Ed overhaul, but never fully tracked. To aid with assessment, the AACU has developed 16 "VALUE" rubrics for the following SLOs: Written Communication, Critical Thinking, Creative Thinking, Civic Engagement, Teamwork, Reading, Quantitative Literacy, Problem Solving, Oral Communication, Foundations and Skills for Lifelong Learning, Intercultural Knowledge and Competence, Integrative Learning, Inquiry and Analysis, Information Literacy, Global Learning, and Ethical Reasoning. The Teagle Foundation has also developed assessment rubrics, including one for "Pluralism and Worldview Engagement." If we as a faculty are not satisfied with these rubrics, we may develop our own.

<sup>2</sup> For outcomes like Health and Wellness and Ecological Sustainability, if we choose to keep them, we will need to develop our own assessment rubric.

### As Responsible Leaders, students will ...

- construct coherent and persuasive arguments, narratives and explications in written, oral and other formats (Writing / Oral Communication)
- demonstrate a sense of agency to create change in the world and apply it in ethical and informed ways (Civic Engagement / Ethical Reasoning)

### As Informed Citizens, students will ...

- explain diverse positions and collaborate effectively across social, cultural and geographic differences (Global and Intercultural Competence)
- formulate and solve problems in analytical, innovative, and integrative ways (Problem Solving / Integrative Learning)

