University Board of Undergraduate Studies
Minutes of Meeting of September 5, 2018
1:00 PM in Zilber Hall 470

Present: John Su, Risa Brooks, Jill Guttormson (Chair), Terry Burant, Behnam Ghasemzadeh, Siddhartha Syan, Heather Hathaway, Scott D’Urso, Gary Krenz, Sarah Feldner, Mark Federle, Natalia Hornik, Paul Nolette (for Allison Abbott this semester) Guest: Erin Napier

Reflection: Jill Guttormson
Recorder: Terry Burant

Call to Order: Meeting called to order 1:05 PM.

1. Reflection by Jill Guttormson

2. Introductions: This semester, Paul Nolette will be serving for Allison Abbott.

3. Description and Charge of the Board of Undergraduate Studies (UBUS): At the request of the University Academic Senate, UBUS examined the Description/Charge of the Board of Undergraduate Studies to determine if updates or revisions are necessary. Several issues were raised in this discussion about the responsibilities of UBUS including the scope of UBUS’ responsibility for item #3 on undergraduate and Marquette Core Curriculum (MCC) assessment reporting, the applicability of item #5 on academic reviews, and concerns about coordination of transfer credits and Study Abroad credits and requirements across colleges. Jill Guttormson agreed to take the suggestions and comments of the group at the meeting and via email in order to send a draft out to UBUS before the next meeting.

4. Online Initiatives: Chief of Digital Learning David Schejbal and Associate Provost for Educational Development Shaun Longstreet provided a report on recent university activities related to distance learning, including information about the focus/philosophy of Marquette’s online initiatives; procedures for faculty interested in developing online courses; information on the market for online degrees, the typical student profile, common pathways for online degrees, and the types of online programs that generally appeal to non-traditional students seeking online degrees. Questions were raised about coordination between and among colleges for development and offering of online courses and programs. With Marquette increasing online offerings, there will be a need for careful coordination as to not duplicate services and to address academic concerns that might require different approaches or policies (e.g. RWAR, CAC).

5. Digital badge proposal for approval: Civic Dialogue Leadership: Kim Jensen-Bohat, Service Learning Program Director, and Angie Harris, Associate Professor, Social and Culture Sciences and Director of the Center for Gender and Sexualities Studies provided background information about their proposal for a digital badge in Civic Dialogue Leadership. Richard Anderson-Martinez, Badging Coordinator in the Center for Teaching
and Learning, accompanied them. Jensen-Bohat and Harris reported that they were awarded funds from the American Association of Colleges and Universities (AAC&U) *Bridging Theory to Practice* grant (BTtoP) to create a pilot program to promote civic dialogues and discussions on campus surrounding difficult topics. In their pilot, Students Civic Dialogue Leaders (CDLs) were paired with faculty to help the student leaders learn dialogue facilitation techniques and support conversations on topics such as race and racism, sex and gender, immigration, religion, sexuality, and issues in the Milwaukee community. This badge is being developed based on the success of the initial BTtoP project.

UBUS members voiced concerns about the proposal and agreed to submit questions to the developers to answer before the next UBUS meeting. Concerns included:

a) faculty workload when faculty are paired with student civic dialogue facilitators, particularly if the badge becomes very popular.

b) Competency 1 of the badge: would it be feasible to require a particular grade in each of the courses required for the badge or has this option been thoroughly explored and deemed not feasible? Would it be possible to have students sign a limited waiver allowing viewing of grades for these specific courses to verify competency for the badge?

c) Competency 3 of the badge: Would it be possible to have assessment of the capstone facilitation project go beyond mere self-assessment (e.g. independent documentation of completion, outline of discussion or talking points, etc.)?

d) A disconnect between the badge title "Civic Dialogue Leadership" and the description, activities, and assessments in the proposal. Although leadership is in the title, it was not mentioned as part of student activities nor present in an assessment measure. Is leadership explicitly assessed; if it is not, should the badge be renamed (e.g. "Civic Dialogue Facilitation")?

Other issues related to badges were discussed including the meaning of a badge: does it signal exposure or competence in a specific set of skills?

6. **Transfer of 800-100 level courses from technical colleges** was not addressed due to lack of time.

Minutes respectfully submitted by: Terry Burant