Introductory & Welcome:

1. Announcements – Connect Week will be shortened next year. University day will be changed next year – to free up time and capacity during Connect week.

2. Preliminary fall enrollment update – Kate Peterson (Joy distributed preliminary enrollment numbers.) More detail to come – official from Sal’s group.

3. NWCCU Accreditation

      i. An addendum is requested for this year – refinement of indicators and prepare a self-study for a visit next fall.
      ii. Connect the indicators with mission fulfillment
      iii. Goal today is to look at indicators for core theme 1 – Undergraduate Education

   b. Susie Brubaker-Cole:
      i. 3 tasks to accomplish by Jan.
         1. Finalize objectives, changes to indicators
         2. Establish performance thresholds for indicators – what is good enough to help us show mission fulfillment.
         3. Write rational to attach to objectives and indicators – how it relates to mission fulfillment.
      ii. Review Draft revised Core Theme 1: Undergraduate Education
          Look for our ability to get good data and look for anything missing.

Objective 1.1: Provide broad and continuing access to university degrees for the people of Oregon and beyond.
Discussion:
Institutional Indicators:
- Demographic of students who apply – compare to statewide demographics and to students accepted and matriculated
- Affordability compared to peers – measure of degree to which student financial need is met through non-loan based aid.
- Course access – Look at 3 classes all freshmen take and take a couple of programs or bottleneck courses and see how the educational planner works. Use the early adopters of MyDegrees planner: General Science and Biology are good pilot places.

Discussion will continue in November with Objective 2 on curricular programs.

2 distinct audiences that take e-campus courses – originally designed for adult learners. On-campus students are now also taking e-campus courses.

Are some students less successful in the e-campus platform and are there interventions that we could make to help them?

- Overall it looks like on-site courses do better than e-campus courses. Is it statistically significant?
- Did you look at success in subsequent courses? No.
- Are students taking e-campus courses in their majors or not?

Is the student performance differential due to student behaviors or pedagogical issues? Is there something we can do to orientate on-site students who are taking e-campus courses?
1. Announcements
   - Jennifer – Library Undergraduate research awards – two $1000 scholarships. Details on-line.
   - Sal - Enrollment summary for fall should be ready sometime next week. Expect to be just under 25,000.
   - Becky – ACE tenure/tenure track survey - encourage everyone to go back to units and get folks to fill it out. Sarah will forward Sabah’s message to UEC list.
   - Susie –
     o CTL has opened a national search for director.
     o Hybrid course proposals in review; proposals span 6 colleges.
     o Global Learning Faculty Learning Community led by Larry Becker will begin winter quarter.
     o Experiential learning:
       ▪ Service Learning Faculty Development Coordinator: Michele Interbitzin winter quarter
       ▪ Posted director of undergraduate research, .5 FTE internal search
       ▪ Internships transcript notations work starting with career services. Let Susie know if you are interested in working on committee to develop.
     o First year advising workgroup: developing first-year academic communication plan. Talk to head advisors for updates.

2. Accreditation: continuation of discussion from October meeting with focus on Objectives 2 and 3
   - Draft due by end of December
   - Look at core themes to be aligned with mission. We will focus on UG core theme, begin to establish thresholds for indicators, and write rationale statements for each objective on how it relates to mission fulfillment.
   - Becky and Gita are working to post report on web – Becky will send it out to UEC list.

3. Academic Dishonesty: Carol Brown
   - Some colleges give 0 on assignments; some give F in the class – is it normal to have such a variance of practices?
   - College of Science: Seeks culture of a learning experience for student such that 1st offense case by case situation.
   - College of Engineering: Also looks for student learning component
   - College of Ag Sci: Similar to others, looking to correct the behavior
• College of Pharmacy: Evaluates the incident. Least penalty would be 0 on the assignment; second offense they are out of the program. Older, more mature students.
• Tracy Bently Townlin: advocated a team, educational approach. Recommends making sure there is a policy so that it is not dependent upon the person in the position.
• Some concern about a written policy that is too prescriptive.
• Respect the right of the faculty member to establish their own decisions.

Expected Absences: Jensen, Lundy, Rivera-Mills, Doolen

Next meeting: December 1, 2011
Minutes
Undergraduate Education Council (UEC)
Oregon State University
February 2, 2012 – 3:00 – 4:30 pm
6th Floor Kerr, PCR

Present:

Absences:
Brown, Doolen, Duncan, Hacker, Hoffman, Peterson, Sanderson, Trempy, Winograd

Guests:
Dennis Bennett, Nicole Kent, Co-chairs of Academic support committee
Bill Bogley, Vicki Tolar Burton, Kerry Kincanon, Bacc Core implementation team

UCSEE academic support subcommittee, Dennis Bennett and Nicole Kent, Co-Chairs
National developmental education expert and keynote speaker Hunter Boylan addressed today’s Holistic Academic Counseling Symposium and reinforced the idea that well planned, trained and assessed programs equal more successful students.

- UCSEE subcommittee, Academic Support Services: membership
  - Dennis Bennett
  - Louie Bottaro
  - Roberto Casarez
  - Moira Dempsey
  - Kate Halischak
  - Nicole Kent
  - Cheryl Middleton
  - Keith Schloeman
  - Philip Watson
  - Jessica White

- Dennis asked the group to identify areas where tutoring is currently offered, formally or informally.
- Suggestions of areas to consider that were not already on Dennis’ list included:
  - ROTC
  - 24/7 tutoring- Ecampus-Lisa T. Net tutoring is available to students in 400 level e-campus courses.
  - Foreign language – informal
  - CAMP/EOP/SSS

- Susie provided context for the work of the committee.
  - The goal is to provide high quality support services that demonstrably affect student success.
  - When we find out what works we can make a better case for increased resources.
  - We will have data about how readily students access these resources.

- Discussion
Kate H-Z asked if there are opportunities that students aren’t taking advantage of.
Jim L. posited that supplementary support is being utilized by B+ students trying to get A as opposed to struggling students.
Jim L. suggested that the subcommittee do a gap analysis to determine what subject specific support is available to students in course with the highest DWF grades.
How broadly and narrowly academic support services should be defined?
Susana R-M- mentoring might be worth including
Forestry suggested that prof development mentoring should not be included
Susie: Excel math sections are credit earning and may be considered
Engineering tutoring- Jennifer Nutefall
Jim L. chemistry course offers optional recitation and recommended correlation between success and participation in the optional recitation; one in physics as well
Kate H-Z – peer tutoring, bridge program for incoming students
Bridge Programs include:
- Best
- September scholars
- Engr LSAMP
- Sci LSAMP

Dennis and Nicole invited the group to continue to share initiatives and they asked the group if they knew of any new or planned initiatives.
Sunil suggested Bob Gilmore as a resource on what the International Programs’ is doing to provide English language support. Bob should serve on the UCSEE subcommittee.
Jim L. suggested a new 199 course for INTO grad pathway students to transfer to engineering
Tracy mentioned a new initiative for veterans transitioning back to school
The group decided that INTO should be included in the subcommittee’s scope of work.
Transfer student support is being focused on by another Subcommittee co-chaired by Kate Peterson and Sandy Jameson.
Is this specifically for campus students? Cascades? Dennis or Nicole will call Jane Reynolds to gauge interest.
A new Veterans Services Coordinator will be serving returning veterans who are older than average.
E-Campus is very much interested in staying in the conversation and working with the subcommittee.
Dennis and Nicole will return with an update at the end of the year or early next year.

Susie: Updates- curriculum development and experimental learning initiatives – see attached
Experiential learning includes:
- Service learning
- Global learning
- Internship
- Research, scholarship and the arts
- Builds on existing OSU strengths

Emphasis on equity in participation. The vision is that every student will have at least 1 opportunity to participate.
What should central experiential learning planning and implementation bodies be thinking about to ensure alignment, relevance, etc to curriculum and college programs?
• How will future employers view this transcript notation? We are not doing this for employers; the goal is to incentivize students to participate and to engage in ways that produce the meaningful learning and results. MECOP two 6 month internships result in greater employment and higher salaries. They make students more marketable.

• Work is being done to design research notation on transcripts.

• The transcript notation becomes a starting point for conversation.

Bacc Core Implementation Update: Bill Bogley, Kerry Kincanon and Vicki Tolar Burton

• Pursuant to their charge by the Faculty Senate committee the Bacc Core committee concluded that the conception, structure and goals of the Bacc Core are sound. Over time, implementation has drifted. To address that drift, the committee has identified 7 goals:
  o Learning goals
  o 1st year skills, access
  o Experiential learning
  o Shared learning
  o Focus on student learning outcomes assessment
  o Faculty and curriculum development
  o Communication: catalog, web, start, connect, advising, shared governance, resources

• Progress:
  o Introduced concepts at Start and connect programming
  o Confirmed the value of core
  o Website being developed
  o 1st year skills requirements have been implemented: writing, speech, math
  o 2nd year skills: writing 2
  o Accommodations for transfer students
  o MyDegrees will reflect requirements
  o Community colleges are aware of requirements
  o Review of writing in the core is on-going

• Learning Outcomes: developed last year
  o Criteria and rationale and now learning outcomes
  o Implement: make item part of course, require learning outcomes on syllabus
  o Specify category and outcomes

• How will they be assessed?
  o Bill Bogley showed how he incorporated learning outcomes in his math syllabus
  o He explained how each learning outcome relates to the course
  o Critical thinking needs to be defined for each course

• Where are we this year?
  o Rewrote standing rules for Faculty Senate
  o Incorporate evidence in category review – which had been set aside. Now it will become a course and category review.
  o Dovetailed with university assessment as charged by accreditors

• Who is responsible?
  o Bacc Core committee
  o Gita’s office Academic Programs, Assessment &Accreditation, New Assistant Director -Stephanie Dawn
Schools, depts., units that house BC courses

- Framework in place
  - Looking at student learning outcomes is the new element
  - Hopefully the Bacc Core review won’t be just another add on for faculty

- Pilot Spring 2012: Assessment of synthesis category upper division
  - A form has been drafted. One report per course will be required.
  - Workshops are being planned to help unit with the forms, and to provide strategies for doing assessment
  - Submit form electronically to the Bacc Core Assessment team and submit syllabus to Gita, Academic Programs, Assessment, and Accreditation.
  - A letter to colleges has been drafted. The form will be sent out soon. The form will also be available on the assessment website. Completed forms will go to a protected database.
  - A 5 year cycle will be established to collect data, but departments will be encouraged to update their data annually.

Next meeting: March 1, 2012; expected agenda: high failure rate courses, freshman non-compliance with Bacc Core 1st-year skills requirements.
Present:  Tracy Bentley-Townlin, ODOSL; Carol Brown, COB; Susie Brubaker-Cole, AS&E; Bob Duncan, CEOAS; Mark Hoffman, PHHS; Kate Hunter Zaworski, FS/COE; Brett Jeter, CAS; Joy Jorgensen, AS&E; Kerry Kincanon, ASC; Jim Lundy, COE; Jennifer Nutefall, OSU Libraries; Susana Rivera-Mills, CLA; Lisa Templeton, Ecampus; Janine Trempy, COS; Becky Warner, Acad Affairs; 
Guests: Robin Pappas, CTL; Racheal Aragon, ASC; Marjorie Coffey, ASE; Sonja Mae, Facilities Services; Prem Mathew, COB; Brandon Trelstad, Sustainability Coordinator

1. Announcements –  
   • CLA has new PHD program in Public Policy.  
   • Carol Brown is retiring in June.  
   • Jennifer Nutefall is going to Santa Clara University to be their head librarian.  
   • Ecampus Faculty Forum on Thursday, May 3rd at Alumni Center, 8-3. Faculty presenting on-line courses.  
     Cub Kahn will present hybrid course development.

2. OSU’s sustainability related and sustainability focused courses – Brandon Trelstad, Sonja Mae  
   • Handout – Request for Support from UEC for STARS Course review process  
   • Need help to identify sustainability related and sustainability focused courses; syllabi that explicitly mention sustainability help.  
   • Sustainability double degree program needs a well-vetted list of courses that qualify.  
   • Meeting with curriculum council on April 13. They are hoping that courses in the catalog can be designated sustainability-related and sustainability-focused courses.  
   • There is a lot of interest in designating courses for various categories – service learning, hybrid, etc. Who will be in charge of vetting the various courses for the categories will need to be decided?  
   • Program learning outcomes are used differently than syllabi. Course learning outcomes might be useful. An increasing list of them is available; over time this will improve.  
   • Can Brandon reach out to associate deans to learn about what kind of process each college uses? Send out the call for courses to the associate deans to distribute within their college. Faculty will respond directly to Brandon. Brandon will send UEC the email to distribute to associate deans.  
   • Brandon should include “added value statement” in message to individual instructors.

3. Curriculum Development Initiatives – Susie Brubaker-Cole  
   • Informational handout
In Bacc Core Ad Hoc Review, faculty were enthusiastic about WIC and DPD and requested more initiatives of this type.

Service Learning faculty learning community

Hybrid faculty learning community – 2 courses are being offered spring 2012. 1 course being offered Summer term; rest will be offered next academic year.

Global Learning faculty learning community - Connecting local issues to global component

Center for teaching and learning is meant to be responsive to faculty needs, and Academic Affairs welcomes suggestions for future learning community topics.

4. High-Risk Course Data – Robin Pappas & Rachel Aragon

Course access difficulties frequently dovetail with high failure rate courses.

There may be implications for policy changes or course design changes.

What should be considered at this university as an acceptable threshold for the number and % of DFW courses?

Updated study – originally studied to determine which courses needed supplemental instruction support in 2009, and again in 2011.

Looked at overall rate and the rate for specifically 1st year students. AY08-11.

Filtering by on-campus students in regular courses (not EOP)

There are some differences between 1st year students and overall.

When the study is compared to the last study some improvements can be seen.

Colleges requested that ASC disaggregate the data by year to facilitate assessment of interventions that have been put into place.

There are anomalies in the 1st year data when it appears that freshmen are taking upper division courses.

Prerequisites in math will be enforced in the fall.

A new math placement test is being piloted this year (ALEKs) at off-site STARTs.

Tom Dick and Bill Bogley will pilot a new Math 111 model for fall 2012

To what degree do University policy impact the data presented? (withdrawal/repeat policies) A proposal by the ARC to the faculty senate will tighten up the withdraw policy.

Repeat and grade replacement changes need to be studied.

Would like to see this report without including W.

Susie will bring extracts from report of best practices policies.

Most of these courses are not supported by SI. It would be difficult to gage impact of SI from this report.

Institutional / peer comparison of repeat policies.

5. New GTA Orientation – Robin Pappas

Shared evaluations of GTA orientation by new GTA’s

Program had a capacity of about 350 students (about ½ of university GTAs)

Students indicated improvement in their knowledge base.

There will be another orientation in Sept. 12. Grad students will assist with determining and delivering the content.

Robin shared a tentative schedule for the Sept. orientation. – Please direct questions to Robin.
Expected Absences: Gary Delander, Toni Doolen, Cary Green, Kate Peterson, Joey Spatafora;

Next meeting: May 3, 2012
Center for Teaching and Learning Curriculum Development Programs 2011-2012

WIC: Annual Faculty Seminar (fall quarter)  
Lunch Discussions (spring quarter: http://wic.oregonstate.edu/wic-calendar)

DPD: Annual Summer Seminar (http://oregonstate.edu/dept/dpd/dpd-faculty-seminar)  
Lunch Discussions (http://oregonstate.edu/dept/dpd/events)

Service Learning: Fall 2012 faculty learning community; details forthcoming

Hybrid Course Development Faculty Learning Community: in progress winter and spring 2012
1. Viktor Bovbjerg – H 100
2. Sara Jameson – WR 327
3. Joe Zaworksi – ENGR 213
4. Steve Strauss – BI/FOR/TOX
5. Amy Bourne – BA 211
6. Patti Duncan – WS 325
7. Amy Harwell – Z 341
8. Patti Sakurai – ES 231
9. Andrew Valls – PS 206
11. Dawn Anzinger – FOR 241

Global Learning: spring 2012 faculty learning community; faculty accepted into program:
1. John Bliss, FES
2. Leslie Burns, Nancy Froelich, Mingjeong Kim, Sandy Dawson, Seunghae Lee, DHE
3. Patti Duncan, Women’s Studies
4. Karen Holmberg, English
5. Kate Macavish, School of Soc/Behav Health Sci
6. Ron Reuter, Forest Resources/Nat Resources, Cascades
7. Dana Sanchez, Fisheries and Wildlife
8. Stuart Sarbacker, Philosophy
9. Jimmy Yang, COB
19% or Greater, AY 08 - AY 11
Percent of Students Earning Any Course Grade Lower than C,
The Center for Teaching and Learning (CTL) supports excellence in teaching and learning in the academic curriculum and learning in co-curricular settings. In the fall of 2011, the CTL facilitated its first New Graduate Teaching Assistant (GTA) Orientation on September 15 & 16, 2011. Day 1 on September 15, 2011 was designed for and delivered to new international students in partnership with the Division of International Programs. Day 2 on September 16, 2011 was designed for and delivered to all new GTAs, including international GTAs, in partnership with the Graduate School. This summary was prepared by CTL staff to provide the Oregon State University community a summary of the event’s impact.

1. OSU Graduate Student Enrollment*  
   Fall 2011
   
<table>
<thead>
<tr>
<th>Total Registered</th>
<th>Total Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>786</td>
<td>3776</td>
</tr>
</tbody>
</table>

   *Data collected from the Office of Institutional Research OSU Enrollment Summary 2011

2. Fall 2011 New GTA Orientation Attendance

<table>
<thead>
<tr>
<th>Total Registered</th>
<th>Total Attended</th>
<th>Ag</th>
<th>COAS</th>
<th>Ed</th>
<th>Engr</th>
<th>For</th>
<th>Grad</th>
<th>LA</th>
<th>Pharm</th>
<th>PHHS</th>
<th>Sci</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1: September 15, 2011 (international GTAs)</td>
<td>47</td>
<td>36</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Day 2: September 16, 2011 (all GTAs)</td>
<td>223</td>
<td>167</td>
<td>13</td>
<td>1</td>
<td>10</td>
<td>48</td>
<td>3</td>
<td>2</td>
<td>36</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

3. New GTA Orientation Learning Outcomes and Assessment: Day 1 (for international GTAs) (n=24)

<table>
<thead>
<tr>
<th>As a result of participating in the orientation, international students will have knowledge of:</th>
<th>Pre-orientation score</th>
<th>Post-orientation score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General education requirements in the United States</td>
<td>2.54</td>
<td>3</td>
</tr>
<tr>
<td>2. US student expectations of a university experience</td>
<td>2.71</td>
<td>3</td>
</tr>
<tr>
<td>3. OSU's institutional culture</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>4. Campus resources available to students and teachers</td>
<td>2.54</td>
<td>2.91</td>
</tr>
<tr>
<td>5. Cultural norms regarding an individual's personal space</td>
<td>2.92</td>
<td>3.08</td>
</tr>
<tr>
<td>6. Appropriate GTA and student relationships</td>
<td>2.83</td>
<td>3.17</td>
</tr>
<tr>
<td>7. Nonverbal communication of US students</td>
<td>2.75</td>
<td>3</td>
</tr>
<tr>
<td>8. Appropriate student and GTA classroom behavior</td>
<td>2.88</td>
<td>3.21</td>
</tr>
</tbody>
</table>

4. New GTA Orientation Learning Outcomes and Assessment by College: Day 1 (for international GTAs) (n=24)

<table>
<thead>
<tr>
<th>College:</th>
<th>Agriculture (2)</th>
<th>Education (1)</th>
<th>Engineering (8)</th>
<th>Forestry (1)</th>
<th>Grad School (2)</th>
<th>Pharmacy (2)</th>
<th>PHHS (1)</th>
<th>Science (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question:</td>
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<td>Pre Post</td>
<td>Pre Post</td>
<td>Pre Post</td>
<td>Pre Post</td>
<td>Pre Post</td>
<td>Pre Post</td>
</tr>
</tbody>
</table>

*Refer to questions in Section 3

Scale: 1=None, 2=Limited, 3=Some, 4=Much
5. New GTA Orientation Learning Outcomes and Assessment: Day 2 (for all GTAs) (n=88)

As a result of participating in the orientation, graduate students will have knowledge of:

<table>
<thead>
<tr>
<th></th>
<th>Pre-orientation score</th>
<th>Post-orientation score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OSU instructional policies and procedures</td>
<td>2.24</td>
<td>3.44</td>
</tr>
<tr>
<td>2. Demographics and dynamics of OSU’s student population</td>
<td>2.4</td>
<td>3.43</td>
</tr>
<tr>
<td>3. Coalition of Graduate Employees</td>
<td>2.19</td>
<td>2.92</td>
</tr>
<tr>
<td>4. Syllabus requirements and creation techniques</td>
<td>2.31</td>
<td>3.17</td>
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<td>5. Effective presentation skills</td>
<td>3.22</td>
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<tr>
<td>6. Ways to engage students in the classroom</td>
<td>2.98</td>
<td>3.31</td>
</tr>
<tr>
<td>7. Campus resources available to students and teachers</td>
<td>2.42</td>
<td>3.35</td>
</tr>
</tbody>
</table>

6. New GTA Orientation Learning Outcomes and Assessment by College: Day 2 (for all GTAs) (n=88)

<table>
<thead>
<tr>
<th>College:</th>
<th>Agriculture (10)</th>
<th>COAS (1)</th>
<th>Education (8)</th>
<th>Engineering (21)</th>
<th>Forestry (3)</th>
<th>Liberal Arts (15)</th>
<th>Pharmacy (1)</th>
<th>PHHS (5)</th>
<th>Science (25)</th>
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<td>Pre Post Pre Post Pre Post Pre Post Pre Post Pre Post Pre Post Pre Post Pre Post</td>
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<td>1.</td>
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<td>2.67</td>
<td>3.67</td>
<td>2.26</td>
<td>3.53</td>
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<td>3.</td>
<td>2.2 3.4 1 3</td>
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<td>2.2</td>
<td>2.71</td>
<td>2.67</td>
<td>2.67</td>
<td>1.8</td>
<td>2.93</td>
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<td>4.</td>
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<td>2.35</td>
<td>2.62</td>
<td>3.19</td>
<td>2.67</td>
<td>2.3</td>
<td>3.2</td>
<td>2</td>
<td>2.25 2.5</td>
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<td>5.</td>
<td>3 3.5 3 3</td>
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<tr>
<td>8:00 a.m.</td>
<td>Registration and Continental Breakfast @ Memorial Union Ballroom</td>
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<tr>
<td>8:30 a.m.</td>
<td>Welcome Address&lt;br&gt;&lt;i&gt;Director, Center for Teaching and Learning&lt;/i&gt; OSU faculty and staff will welcome you to the university and the CTL&lt;br&gt;New GTA Orientation, provide an overview of the day’s events, and discuss the importance of teaching and GTAs at the institution</td>
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<td>9:00 a.m.</td>
<td>OSU Instructional Policies and Procedures&lt;br&gt;&lt;i&gt;GTA Fellows&lt;/i&gt;&lt;br&gt;Instructors at OSU develop and deliver their courses in accordance with university policy and procedure. This session will provide you with essential information on disability accommodations, academic dishonesty, crisis response, FERPA, and sexual harassment.</td>
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<td>10:45 a.m.</td>
<td>Diverse (OSU) Student Populations&lt;br&gt;&lt;i&gt;OSU Faculty Representatives&lt;/i&gt;&lt;br&gt;Student populations of Oregon State University are representative of students from diverse backgrounds. This session will answer the question, “Who are OSU students?” through the lens of age, disabilities, class, veteran status, race, mental illness, and more.</td>
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<td>12:00 p.m.</td>
<td>Lunch and Conversation with the &lt;i&gt;Coalition of Graduate Employees&lt;/i&gt;</td>
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<td>1:00 p.m.</td>
<td>Preparing Your First Class Sessions&lt;br&gt;&lt;i&gt;GTA Fellows&lt;/i&gt;&lt;br&gt;The first day of class sets the stage for the remainder of the term. This session will help you prepare for your first day with instruction on syllabus requirements, setting classroom expectations and communicating with your students, available resources, and generating remaining questions for your supervisor regarding your role as a GTA.</td>
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<td>2:15–3:30 p.m.</td>
<td>Putting For Your Learning Into Practice&lt;br&gt;&lt;i&gt;GTA Fellows&lt;/i&gt;&lt;br&gt;This interactive session will allow you to apply your new learning to case study analyses and role play experiences.</td>
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<td>OSU faculty and staff will welcome you to the university and the CTL New GTA Orientation,</td>
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<td>provide an overview of the day’s events, and discuss the importance of international GTAs</td>
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<td>Introduction to US Higher Education and OSU Culture</td>
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<td>Institutions of higher education in the United States each have its own educational</td>
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<td>standards and campus culture. This session will introduce you to OSU’s general education</td>
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<td>requirements and the features of campus culture that make OSU unique. This session will</td>
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<td>for their college experience, and the range of GTA responsibilities on campus.</td>
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<td>Communication Skills for the United States Classroom</td>
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<td>Appropriate and effective communication skills are vital to developing a positive teaching</td>
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<td>and learning environment. This session will discuss communication topics such as personal</td>
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<td>space, addressing students and colleagues, and appropriate instructional relationships in</td>
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<td>This interactive session will allow you to apply your new learning to case study analyses</td>
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<td>During this time, you will have the opportunity to discuss the day’s events and remaining</td>
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<td>questions with veteran GTAs at OSU. This session serves as an opportunity for you to</td>
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<td>connect with others new to the university who might serve as support during your first year.</td>
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Request for Support from Undergraduate Education Council for STARS Course Review Process

Who:

Brandon Trelstad, Sustainability Coordinator and Sonja Mae, Sustainability Program Specialist

Purpose:

To request support in improving our data collection process for the curriculum section of STARS. STARS is the Sustainability Tracking, Assessment and Rating System for AASHE. Learn more about STARS at https://stars.aashe.org/pages/about/. You can review the OSU STARS report at https://stars.aashe.org/institutions/oregon-state-university-or/report/2011-01-31/

Context:

Currently we are working on improving our course review methodology for the curriculum section of STARS. STARS requires us to determine the number of sustainability related and focused courses offered at OSU relative to the total number of courses. In order to fulfill this requirement we are required to 1) use the course catalogue to create a complete list of all courses offered 2) eliminate redundancies in the course list 3) review course titles and descriptions to determine relevance and 4) acquire syllabi for courses that need further investigation to determine their relevance. Our current challenges with this process include:

- The amount of time required to create a course list from the catalogue
- Extrapolating the level of sustainability relevance from course descriptions and syllabi
- Some syllabi are stored on the OSU website under ‘General Catalog and Schedule of Classes’ but are not always current. STARS requires syllabi to be updated within 3 years to be relevant

Our Goals Include:

- Be able to accurately and efficiently complete STARS and track progress over time
- Accurately and efficiently determine sustainability relevance in course descriptions and syllabi

The Benefit:

- A more accurate STARS report with the ability to track real progress over time
- The outcomes of our goals will also benefit the Sustainability Double-Degree as Matt Shinderman and his committee continue to develop areas of emphasis for their students
- Future degree programs will be able to create their list of required and recommended courses with ease
- Students will have a complete and updated resource of all courses offered at OSU