

CLAS Council
2 February 2021
Zoom, 2:00 p.m.

Present: Ayala, M., Aragon, R., Craddock, K., Pasko, B., Starr, C., Swift, S., Yan, J., Bond, G., Stokes, R. and C. Erwin

Proposed course title: **HIST 493 Topics in History: Intercultural Immersion: US/Mexico Border**

The program in History is requesting to run an online Special Topics course in Fall 2021 in conjunction with the University of Arizona's grant-funded border immersion program. The course would be developed over the summer in collaboration with instructors from other institutions. The course requires at least intermediate Spanish skills, and students will enroll by instructor's permission in order to ensure this. The ENMU course will be limited to 15 ENMU students, though students from other universities will participate in the collaborative project. Since a syllabus can't be presented to CLAS Council at this time, we have provided a narrative describing the course below.

This project establishes a sustainable academic exchange model between U.S. and Mexican universities. Participating universities will work to co-create a 1-semester online course in which international students will enroll. This course will become part of the rotation of course work required for the students' major. In this way, students from both sides of the border will associate the virtual exchange experience with a specific course and can plan for it accordingly when scheduling their course work for the year. Also, instructors at participating universities will have an understanding that the course always involves a virtual exchange and in-person exchange component. This resolves some of the academic scheduling issues that often impede the continued offering of virtual exchange as a sustainable endeavor (King Ramirez, 2020).

The focus of the course will interdisciplinary in nature bringing together students from humanities and business. In order to serve the interest of all participating students and faculty, the focus of the course will be on the multiple facets of the Mexico-U.S.-Canada trade agreement (known as T-MEC in Mexico). Each professor will work to create an academic unit pertinent to their area of study yet associated with the free trade agreement. For example, the international business professor may create a unit on how products are marketed and traded between countries while the Humanities instructor would teach a unit on intercultural communication in international business and trade.

The course is unique on several fronts:

- 1. Students from both Mexico and the U.S. will be enrolled in the same course for the entire semester making their international experience one of true collaboration and solidarity.*
- 2. This is an interdisciplinary exchange that allow students to make crucial connections between areas of academic study and how those areas intersect in professional and community contexts.*

3. Unlike most international exchanges, Spanish will be the language in which the course is taught. By making Spanish the lingua franca for this exchange, we give access to a larger Mexican student population that has historically excluded from this type international exchange due to the language barrier. Furthermore, U.S.-based students are given the opportunity to hone their Spanish language skills and challenge themselves to view the world from a different linguistic and cultural perspective.

1-week of the course will be dedicated to a site-visit of a free trade zone in Mexico. The free-trade zone visit will alternate with each iteration of the course allowing both U.S. and Mexican students to become familiar with different trade zone areas.

During the visit, students will visit factories, speak with management, workers, and community members of the free trade community. With an international partner, students will interview the aforementioned individuals for their capstone project in the course. The interview questions will be designed by the students with the purpose of representing different aspects of the free-trade zone communities.

Voted electronically on 2.2.2021

Erwin moved to approve

Yan seconded the motion

All approved

1. Grad Catalog proposals (John suggested 2nd 8-week options for late applicants)

The Anthropology and Applied Archaeology Program proposed changes to the 2022-2024 Graduate Catalog

1. **Change:** Add a non-thesis online option for students seeking an MA degree.

Nature: Enhance course content. The online component will enhance graduate program offerings and increase our ability to recruit and retain students using the online MA (nonthesis) option.

Justification: The non-thesis option will be offered as an online alternative for students who are unable to enroll in a traditional MA program on campus either for personal or work-related reasons. The program is based on our existing course curriculum and faculty foci, which means there is no need to create an entirely new program. The ANTH 510 Internship requirement already built into the traditional MA degree plan will be flexible for online students and can be completed either virtually with ENMU faculty, or with the student's present employer, if willing. To ensure student success, online students will work closely with their advisor so that they take the required courses and electives when offered as online options and complete the degree in a timely manner. Not all elective graduate classes will be offered as online options.

2. **Change:** Reduction of total course hours from 34 to 33 for the MA thesis option (the non-thesis option remains at 34).

Nature: Streamline course content. Remove 1 credit course (ANTH 519 Graphics for Research), resulting in 21 hours of required coursework and 12 hours of course electives.

Justification: See below.

3. **Change:** Removal of ANTH 519 (Graphics for Research, 1 credit) from the graduate course curriculum.

Nature: Streamline course content. The course was not developed with enough depth to offer substantive training in graphics.

Justification: Our goal is to reduce the abundance of courses offered in our MA program so that we achieve higher enrollment in required courses offered each semester, reduce redundancy, and streamline course offerings for our grad program. Moreover, ANTH 519 is a one-credit course that did not offer the depth or breadth of a full 3-credit course; students will focus on graphics in ANTH 503 (GIS Systems for Anthropology). ANTH 519 had a lab fee, so removing the course will also remove the lab fee that students incurred with it, which was for access to the computer lab (Adobe Creative Suite) in the Art Department.

4. **Change:** Removal of ANTH 506 (Applied Data Analysis), ANTH 509 (Research Practices), and ANTH 525 (Taphonomic Analysis) from the graduate course curriculum.

Nature: Streamline course content and reduce redundancy.

Justification: Over the past several years, these courses suffered from low enrollments because they are required elective options that apply to specific research goals that do not meet the needs of every student in our program. We had originally listed these courses as “as announced” but following the suggestions in the CLAS Meeting on January 12, 2021 the CLAS council recommended that the three courses should be removed from the catalog to make better use of courses currently offered with higher enrollments, with fewer course offerings in the anthropology graduate curriculum. If a course within one of these special topics is needed, then faculty will utilize ANTH 593 (Special Topics) during a given semester tailored to the topic students need over a given semester.

5. **Change:** ANTH 503 (GIS systems for Anthropology) is now a required course.

Nature: Enhance topical/applied course offerings; improve student program curriculum.

Justification: ANTH 503 is now a required course given its increased importance in anthropological research. Therefore, we removed the course from the electives, as it is now one of the required courses for thesis and non-thesis options, including our online MA option outlined in change 1 of this memo.

6. **Change:** Addition of a capstone (ANTH 5XX) course for the non-thesis option (both traditional and online non-thesis options) to be offered during Fall and Spring semesters.

Nature: Culminating course for non-thesis students.

Justification: This course serves as the final step for a non-thesis student (both traditional and online) and ensures the student’s completion of the program and presentation/defense of their research project or paper. Projects/papers must be of publishable quality in a reputable academic journal. Since this is a new course, a course number has not yet been assigned, but if possible, we would like to request ANTH 598 as it follows the logical sequence of our current course numbers assigned in the graduate catalog.

7. **Change:** Course description and semester rotation revisions for ANTH 521, 541, 542, 550, and 561.

Nature: Course descriptions have been revised to update or clarify content; semester rotations have changed to reflect the revised schedules for the MA thesis and non-thesis program options. All classes here remain as 3 credits.

Justification: The following courses have been revised to reflect a more accurate and/or current course description, as well as minor catalog changes to semester rotations when they are offered. These changes are being implemented to ensure that courses are up-to-date

and fit the current needs of our MA students for both MA thesis and non-thesis options:

ANTH 521 (Laboratory Analysis in Archaeology) description revised to read as follows: Practical laboratory procedures in archaeology. Emphasis areas include basic ceramic, lithic, faunal, and historic artifact analyses as skill sets for use in the field and laboratory and serves as a foundation for our advanced analysis classes. Students will also learn basic laboratory equipment use and procedures, imaging, and creating and manipulating datasets for data tracking and interpretive display. Course moved from Odd to Even Fall.

ANTH 541 (Historic Preservation) description revised to read as follows:

Students will learn the history of the preservation movement in the United States and how it affects archaeological, cultural, and built environment sites and places, including significant preservation laws and regulations, architectural styles and historic places and districts, and contemporary ethical issues and collaborations to determine what of the past is preserved and interpreted at historic sites and in museums.

ANTH 542 (Cultural Resource Management) description revised to read as follows:

A practical overview of the history of cultural resource management and how it is implemented in the United States, with development of knowledge and skill sets necessary for a career in CRM archaeology.

ANTH 550 (Anthropological Method and Theory) description revised to read as follows:

Advances in anthropological method and theory as used in modern biological, cultural, and archaeological practice and how these varied approaches are implemented to understand the world, past and present.

ANTH 561 (Archaeology of the Southwest). Course moved from Even Fall to Odd Spring.

Consultation. The changes outlined in preceding sections of this memo have been discussed and approved by Dr. Brendon Asher, Dr. John Montgomery, Dr. Susan Kuzminsky, Dr. Erik Stanley and Dr. Robert Stokes, all of whom are current tenure-track or tenured faculty in the Department of Anthropology and Applied Archaeology. There is no impact on other departments, so none were consulted.

Impact of proposed catalog revisions. The proposed changes should aid in student success of the MA thesis and non-thesis program options and meet the skills students need to be competitive in the job market when they complete our MA program. The implementation of a new online non-thesis option will enable us to recruit a new cohort of students who are working or for other reasons may not be able to attend traditional, face-to-face classes in Portales. Overall, the proposed revisions to course descriptions, as well as our list of required courses and elective offerings, enrich our students' overall learning experience and ultimately their success in mastering theoretical and applied anthropological coursework and research. The program will not impact faculty loads, and any issues with the course rotations have been resolved. The course schedule has been provided in the recommended course of study plans for both thesis and non-thesis options.

Funding. No additional funds will be necessary to implement the changes.

Implementation. These changes will be implemented in the 2022-2024 Graduate Catalog.

Erwin moved to approve

Cradock seconded the motion

All approved

2. Core Staff – Not much has happened in legislative session – so far it looks like there will probably not be any budget cuts, but also no new funding; we have to be mindful of the impact of minimum wage increases; they are discussing options for spring commencement (especially the speaker choice); goal for fall is to be open (FTF) as usual – they are looking for ways to make fall more special than usual to engage students who have been swirling in and out or have been disconnected; unless we have unanticipated complications related to COVID, expectations for being on campus will go back to normal also, with extenuating circumstances considered for WFH requests using FMLA – they need to talk through details to make sure this is consistent. Super Greyhound Weekend will be virtual this spring and will probably only focus on getting students registered; Dr. Laurenz is advocating for trying to bump minimum salary by rank again, if feasible
3. Building Access protocols – still seeking clarification. Use the items in the email Dr. Ayala sent out. Students are only activated for one semester at a time. After the deadline set for each building, the door key will no longer work.
4. For those who have been vaccinated, it is likely that the booster shot will cause some symptoms. For the daily self-assessment, fill out the form honestly and HR will follow up. At that time, clarify that you have recently had the vax, and they will probably tell you to stay home that day and monitor symptoms but it will not automatically trigger a self-quarantine if it is a response to the booster shot. That being said, you can still get COVID after vax or between shots, although symptoms may be much milder. You could still be contagious.
5. Budget – flat, see previous email and get budget sheets back to this office by Monday.
6. ER&R requests – prioritized. There is a chance we may be able to submit requests this year.
7. Recruitment funds: people have been notified about approval for proposed expenditures. Please make sure to spend approved funds from fall and spring. Go ahead and spend and keep track of responses, impact, and other data. Let us know if you need funding for upcoming initiatives.
8. Deans and chairs (and directors, as appropriate) will have administrative access to Canvas to pull analytics, etc. DL will have a meeting in spring to discuss what this entails. This is not an access change.
9. Remember, as of summer we will be all Canvas, no Bb. They will begin migrations of last spring and summer courses then do this fall's courses next spring. Please go ahead and save any content from Bb now. **Please encourage your folks to engage with the Canvas training workshops, the earlier the better.**
10. Recruitment efforts are an **investment** in the one funding source we can impact – tuition dollars. As the state reduces our budget, tuition dollars make up a bigger part of our funding and effective recruitment is the only way to improve that income without significantly raising tuition costs to students. We may shift focus to a message emphasizing starting or completing with us online, cost-effectiveness of our tuition rates for distance students, option to stay home in fall and keep moving forward with education (if they can't get a visa or if they are an in-state students whose parents are worried about sending them to a crowded campus).
11. For **Retention**, it is especially important to reach out to current students – but most especially new majors -- and engage them in the major and discipline-related student orgs through virtual strategies. Be creative! You could have faculty lecture series or reading, virtual games and events.

12. Early Alerts – please remind faculty to continue submitting early alert forms on any students who are not showing up in courses or who are otherwise having problems. Also, send any concerns to the Academic Affairs email address so they can reach out to students, especially if they are having online access problems.
13. Resource faculty evals: remember that we need to do them after their first semester teaching for us, and then yearly after that. **For all faculty and staff evals, the policy book says you cannot discuss them with the employee without first discussing with second-level supervisor (prior to this it said Area Executive Administrator)**
14. Please emphasize the importance of checking and responding to emails in a timely manner, acting on student concerns promptly, and keeping folks in the loop up and down the chain (transparent communication for non-confidential matters). Due process is dependent on timely action. All communications to VP should go through chair and dean (director, if appropriate). Concerns should be resolved at the lowest level possible before going up the line. If you have policy questions, ask.
15. **Please provide search updates: for positions left unfilled or announced retirements.** Make sure that you are moving forward as quickly as feasible on searches. Ask faculty considering retirement to notify you ASAP so that the department can prioritize justification/approval process.
16. Please communicate to your faculty that if they represent CLAS on any committee, they need to report back to CLAS — preferably through their department chair to CLAS Council.
17. **Exit interviews and graduate tracking** – look ahead to coming year. **This may be key in the flagging study, too.** Also, for program review and assessment, template for tracking faculty accomplishments by program/department.
18. As may arise