Agenda, Feb. 19, 1999
CCGB Meeting

1. Approve the minutes from February 12, 1999
2. Completion of discussion of EngrI 127
   a. Was January approval for one semester or permanent?
   b. Expectation for EngrI courses.
3. Applied Math Minor
5. Progress update – Student Survey (B. Kay)
6. What’s the deal with ABET 2000?

CCGB Minutes
February 12, 1999

Members: M. Duncan, F. Gouldin, J. Jenkins, R. Kay, L. Lion, D. Shmoys, M. Thompson, F. Wise

Absent: D. Gries, P. Kintner, J. Hopcroft, M. Walter

Ex-Officio: D. Cox, K. Hover, D. Maloney Hahn, F. Shumway, P. Spencer

Others: S. Dennis-Conlon

Approval of Minutes: The minutes of February 12, 1999 were approved as written.

TA Training Program: K. Hover, Assoc. Dean introduced the Engineering TA Training Development Program--The program has been in existence for 10 years. The college policy is that all TAs must complete either the Engineering of International TA Training Program. There are logistical and procedural issues to be addressed by both the college and the departments, due to the increasing number of TAs not completing training. P. Spencer, Director of the Office of Instructional & Research Support was asked to present an overview of the Engineering TA Development Program, and hand out a survey to be taken back to departments for feedback. (The survey can also be sent to the departments electronically.) Survey due date is March 1. (attached)

    P. Spencer provided an overview of the program, indicating that Engineering has the most extensive training effort at the university, with 12 hours of interactive workshops. On a national level, the Engineering TA Development Training serves as a role model for other universities to adopt. The program serves a diverse population of MS/PhD, MEng, UG and a growing population of international students. The program is looking to further tie the training content with the needs of the fields.

    • College Policy
      - First time or non-certified TAs
      - Complete Eng TA Training or
      - International TA Program
      - Condition of Salary

    The international* students are invited to opening session of the Engineering program and then spin off to participate ITA Training, (if they weren’t exempted from ITA during their screening), which is provided by the
University Office of Instructional Support and directed by Ingrid Arneson. The ITA Training is a semester-long experience with a focus on language enhancement, culture diversity, American classroom dynamics, etc.

- **Process**
  - Departments identify and notify TAs
  - Training is facilitated by TA Fellows
  - OI&RS notifies department about participated/certification
  - Optional transcripts credit for seminar (1 credit)

TA fellows, representing a variety of departments, facilitate the workshops after a summer training experience with members of OI&RS and the University Office of Instructional Support.

- **History**
  - 1987 Inception, complaint driven
  - Optional lecture series by faculty TO
  - Mandatory interactive workshop with TA Fellows
  - Goal of uniting TAs in a teaching community within engineering

- **Program Content**
  - Preparing for the first class
    - Learning and teaching styles
  - Training for specific duties
    - Recitation
    - Lab
    - Office hours & tutoring
    - Grading
  - Time management
  - Diversity awareness
  - Micro teaching
  - Mid-term feedback (now in-house processing)

- **Case Study and Interactive Models**

- **Facts**
  - Serve 150-200 TAs each academic year
  - 60% MS/PHD, 25% MEng, 15% U.G.
  - 80% Certification Rate for Fall 1998
  - All workshops are evaluated and then modified each semester
  - Piloting “Semester-after-Program” evaluation

**Discussion:**
- The departments are the ones who enforce the TA training policy.
- The number of undergraduate TAs are increasing
- Undergraduates are used in a different capacity than the graduate students.
- Undergraduates receive a stipend vs a stipend and tuition that the graduate students receive.
- The undergraduate students are often the ones most excited about the program and have insight about the culture in Engineering and at Cornell.
- In the TA training program, maintaining open communication with the course instructor throughout the semester is encouraged.

*native language other than English and didn’t complete a degree from English-speaking University.*
EngrI Policy & Procedures: K. Hover, Assoc. Dean, the Introduction to Engineering form is what constitutes the procedure the CCGB has been using to approve a new course. The offering department fills out the form and submits it to the CCGB. A discussion of the course usually occurs and a vote is then taken. A timeline, such as the one used for the minors program, has not been developed for the Introduction to Engineering courses. Historically the EngrI courses have passed with little or no discussion.

F. Gouldin, MAE, a new instructor is teaching this course. The course has components of engineering management, design and analysis. Statements from J. Callister and L. Trotter were distributed endorsing this course. The course is combined with EngrI 127 and MAE 461 to constitute an Enterprise Engineering Program. EngrI 127 is a prerequisite to MAE 461. If a student completes both courses they receive a Dean’s certificate. The outline of the course has business, entrepreneurship, and modeling.

Discussion:
• Why is this course considered an EngrI rather than an EngrG course?
• EngrI courses are intended for freshmen.
• If the course is not listed as EngrI than the freshmen do not have room in their schedules for it.
• The course has engineering analysis and economic components in it.
• As EngrI courses are designed to help students determine a focus and excite them in engineering this EngrI course would give students a look at MAE, ORE and CEE fields.
• May increase student enrollment by not calling this course an EngrI course.
• Career Services statistics show that 30% of graduating students are going into non-traditional engineering positions.
• Admissions applications show more students are interested in non-traditional engineering jobs.
• 99% of students going into ORE do not know what the field is about. ORE consists of math, modeling and decision making.

Resolution:
Discussion tabled until next week in order to have as many of the fields represented as possible. In addition, the exact wording of the proposal will be indicated in the CCGB minutes.
Actual wording of the motion is as follows:

“To CCGB members:
Attached and below is a course proposal from MAE for ENGRI 127 (Introduction to Engineering: Entrepreneurs and Engineering Enterprise).
In order to expedite this course prior to the spring semester please indicate a yes or no for approval by Monday January 18th.”

Minors: D. Maloney Hahn, Advising, has there been legislation passed indicating when student are eligible to apply and receive a minor program?

Discussion:
• Should seniors be able to retroactively apply to the program?
• When would the information be conveyed to the students, via Courses of Study catalog, UG handbook and SunDial?
• Once the publication is out seniors could be referred to offering fields.
• No format has been developed for this semester.
• Confirmation of the completion of the minor program is not required to be complete prior to graduation.
• There may be liability issues in regards to allowing eligibility for current seniors as not all students were communicated the information.
• The materials should be published prior to pre-registration.
• A transcript notation will be added to the student completing the program.

Resolution:
Discussion of minor program implementation will be continued next week.

Meeting adjourned at 9:00 am.