

**General Education Steering Committee
Meeting 11—February 12, 2020**

10:30 – 11:30AM – Pitman Center 40A

Attending: Abbott, Arthur, Aston, Beyerlein, Carter, Habib, Heinse, Hickman, Nicotra, Panttaja, Prorak, Sonnichsen, Wolf

Minutes

Call to Order: 10:31 (Arthur)

As new members were in attendance introductions were made.

Victoria Arthur (Chair) addressed the charge and challenge of addressing the six (6) university designated credits of general education now that the ISEM program is ended. The committee was a referred to the documents provided by Dean Panttaja:

- GESC Foundational Statement
- Catalog J (General Requirements for Baccalaureate Degrees (review))
- Curriculum Definitions and Limitations (AAC&U best practices, NWCCU competencies, UI ILO's and Vision & Values, etc.)
- NACE Competencies (to be considered)

The intended timeline and process was reiterated:

- Develop Ideas / Recommendations by the end of April
- Present these Ideas / Recommendations to the university community by way of townhalls the first week in May
- Allow thought and consideration of the university community over the summer
- Start final considerations in August & September
- Implement approval in early October (UCC, UCGE, Senate)

These documents will serve as a framework for the committee to operate in. Agreement that a collective approach to foundational skills was both exciting and daunting.

The committee then began discussion on the Next Steps for the Curriculum:

- Discussion continued on the central problem of so many demands on a limited set of credits. Financial constraints, human resources (staffing), meaningfulness to both faculty and students, big enough to serve incoming students, potentially complimentary to or aligned with major, the need for ongoing assessment and targeted at student success and retention.
- Because the current and agreed to demands are all noble and vital to our vision and values (Diversity, Global, First Year & Capstone Experience). How do we make what we want fit within financial, andragogical and cultural constraints. No easy task.
- Perhaps we should plan to present three ideas in May (aka. Gold-Silver-Bronze or a “Three Bears” approach)? Where the gold is our highest deal, silver a reach but not un-attainable (may require a new course), and bronze taught all in load and utilizing courses currently on the books.
- Much discussion focused on a First Year Experience (FYE) and where it would reside. In the discipline? In the College? Or at the University level? Enhanced discussion centered on “if “ it is tied to a discipline (and the capstone experience for that discipline) perhaps developing a list of needed university and general education competencies could be developed and then be distributed to Colleges to decide which FY course already on their books could be adapted to include those competencies Concerns over “stove-piping” students into their discipline and truncating a wider exposure could be problematic in retaining the core values of a liberal education and work against NACE competencies.
- Incentives were discussed to garner faculty participation in a discipline based & university wide FYE. What about a supplemental travel grant for teaching an FYE (@ 1K)? What about a ‘prestige marker’ for teaching FYE in the T&P process (like teaching in Honors)?

- A divergent discussion of VandalStar happened here...
- American Diversity & International courses don't need an incentive because having them included helps them bolster enrollment an incentive itself.
- Four main ideas emerged:
 - FYE* (3) + American Diversity + International + Capstone (with the last three being 'expectations' – no credit limits assigned)
 - FYE* (3) + Capstone and where American Diversity & International courses are still required but move to S&BWoK and H&AWok course lists w/ specific designated coding (AD) & (I)
 - Research Based 2YE + Capstone
 - Using the six (6) as a 'start' or part of a minor or an emphasis.

*Unresolved if university wide, college or discipline centered or derived

Adjourned: 11:28 AM

Action Items:

- Research what our sister institutions do to address their six (6) institutionally designated general education. (Panttaja)
- Determine how many students need to be served. (Panttaja)