

Grand Valley State University
General Education Committee Meeting

167 Lake Ontario Hall
 Minutes of 8/31/2015

PRESENT: Kirk Anderson, Chair; Hsiao-Ping Chen; Emily Frigo; Paola Leon; Kimberly McKee; Melba Velez Ortiz; LeShell Palmer; Linda Pickett; Eric Ramsson; Susan Strouse; Patrick Thorpe; David Vessey

ALSO PRESENT: C. "Griff" Griffin, Director, General Education; Jennifer Cathey, General Education Office Coordinator

NOT PRESENT: Gabriele Gottlieb; Haiying Kong; Huihui Qi; Paul Sicilian*

*Participating via email despite conflict with meetings

Agenda Items	Discussion	Action Taken
Approval of current Agenda	No discussion.	Approved per consensus
Approval of 4/13/2015 Minutes	No discussion.	Approved per consensus
Introductions	All members introduced themselves.	
UAS charges to GEC for 2015-2016	<p>Suggest additional Professional Development workshops that FTLC or others might host for teaching General Education Skills.</p> <p>GEC did the brown bag lunch training sessions last fall. The director stated that we don't train professors on how to teach only on how to assess. We could survey faculty about which workshops (pertaining to skills goals) they would like to attend. We need to tell FTLC what we would want to train faculty on. Member stated that maybe we should survey the faculty to see what their needs are. Director will contact Christine at FTLC to see what we can do. Members agreed to create an anonymous survey to send to faculty. Member stated we should ask what faculty development needs the GEC can help address. Member said we should also ask for time and day preferences or have a webinar so people can do it when it fits their schedule. With a webinar we can track how many times it was downloaded so we know how many people viewed it. A member pointed that the materials sent out to faculty at the beginning of the semester for teaching goals are one</p>	<p>Griff will contact FTLC and prepare a survey for faculty. She will share the survey with the committee before it is sent out.</p>

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	<p>way that we already give guidance to faculty regarding the teaching of GE skills.</p> <p>Continue to monitor and improve the General Education assessment process:</p> <ul style="list-style-type: none"> a. Work with the Director of the General Education program to ensure timely communication with faculty and to clearly articulate the rationale for General Education assessment of specific courses to faculty in the relevant units. b. Streamline the rubrics for the assessment of General Education courses. c. Include a holistic assessment of the General Education Program in the EOY report. <p>This was a charge last year as well. We have already asked Unit Heads to give us a list of faculty who will be assessing courses this year. Faculty indicated they want information on assessment early in the semester. Chair stated that is hard to get information out early because many Gen Ed courses are the last to be staffed. All members agreed that it is better to get faculty resources about teaching General Education goals out early rather than later. Director stated we make the change to send out resources December 1 for Winter semester and August 1 for Fall semester.</p> <p>The task of simplifying the rubrics, started in April, will continue this semester.</p> <p>Chair stated that we do assess the General Education Program in the End of the Year Report. It is unclear what they are asking for. Director stated that we need to ask them for clarification. Chair will ask the UAS chair for clarity on this charge.</p> <p>Continue to support the development of additional Issues courses</p> <ul style="list-style-type: none"> a. Encouraging the creation of new courses; b. Investigating obstacles to transitioning Themes courses; c. Exploring ways to connect to the Design Thinking Initiative. <p>Students can stay on the same catalog for 8 years so we have to continue to offer Theme courses. Member asked if SAIL was an obstacle for transitioning Themes courses. Director stated that the curriculum process takes so long that it is impeding creating new courses. Member stated that she heard that goals are impeding some from creating Issues courses.</p>	<p>Going forward, the GE office will send out resources December 1 for Winter semester and August 1 for Fall semester.</p>

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	<p>Having to teach the General Education goals seems daunting to some. Chair stated that he had a professor tell him that she had a great Issues course but it didn't fall into any of the categories and, therefore, is hesitant to create it as an Issues course. Chair asked if every Issues course should be addressing a pressing global or social issue. Or can it be something important that meets the goals?</p> <p>The handbook, under "Purposes of Issues Courses," uses the following language: "Issues courses address widely recognized human issues," and "address problems that connect to important world issues."</p> <p>Director stated that just because you have a great course and are a great instructor it doesn't mean that the course will fit into the new General Education Program. It may have to be changed to meet the new goals. Members stated that it can be hard to connect some courses to these Issues. Member asked if it would possible to create another Issues category.</p> <p>Chair stated that if a proposer is not willing to work it under an existing Issue then the course probably won't work in General Education. A member stated that it is important to keep the Issues current so our curriculum is current. Philosophy is not switching from Themes to Issues because they use those courses to recruit for their majors.</p> <p>Member stated that we could invite Danielle Lake or John Berry over to talk about Design Thinking.</p> <p>Work with FSBC on exploring the feasibility of limiting enrollments for General Education courses, especially the Foundations courses.</p> <p>Members said it would be great but they don't see it happening. Chair stated that he believes the charge is there because of the GEO 105 CAR reviewed last year. The class size was very large and the professor had to assess all students and he asked in his CAR if there was anything we could do to limit class size or give an extra stipend for the additional student contact hours that professors of large sections have to tend to. Member stated that we can't limit class sizes because it would break the budget and there wouldn't be enough sections for students to take. There also wouldn't be enough space to have</p>	

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	<p>hundreds of sections of smaller classes.</p> <p>Director gave a brief overview of the max enrollments by General Education category: P&L – 30 Math – 30 HP – 30-45 PS – 200 LS – 200 SBS – 20-200 Arts – 20-200</p> <p>Director will gather information on large class sizes and give it to the committee. Once the committee knows the data they can help come up with suggestions. Member stated that we could suggest team teaching as a solution.</p> <p>Member stated that we could cap courses with oral and written communication goals. Director stated that we don't make faculty assess all students in large courses. We may ask them to assess 30-50 student vs all 200 in the course. Director stated the Freshmen are exposed to the large classes and that is not good for retention.</p> <p>Advise Administration regarding recommended local adaptations and/or consequent adjustments to the General Education program at Grand Valley to comply with the Michigan Transfer Agreement.</p> <p>This has been on the list of charges for three years. Director stated that we should ask the UAS chair for clarification since this charge has been completed.</p> <p>In an effort to engage more faculty in our shared governance system, prepare a mid-year progress report at the end of the Fall semester to be posted on the GEC website and disseminated to ECS/UAS and College Deans.</p> <p>Chair stated that we will do a midyear report as well as an end of the year report.</p>	

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<p>Curriculum items for consideration</p>	<p>Log 8673: New course – HNR 260, Alliance and Conflict: World Construction in Religion and Society. Note: to count for Foundation: Historical Perspectives (with skills CCT and PS) and Cultures: World Perspectives (with skills CCT and Collaboration)</p> <p>Log 8675: New course – HNR 261, Alliance and Conflict: World Construction in Religion and Society. Note: to count for Foundation: Arts (with skills CCT and Collaboration) and Cultures: World Perspectives (with skills CCT and Collaboration)</p> <p>Log 8674: New course – HNR 262, Alliance and Conflict: World Construction in Religion and Society. Note: to count for Foundation: Social and Behavioral Sciences (with skills CCT and PS)</p> <ul style="list-style-type: none"> • These are returning proposals – GEC requested amendments 3/30/2015. <p>These courses are offered as a sequence. 260 taken in the Fall and 261 and 262 are taken in the Winter semester. GEC asked for amendments to these courses in March because they lacked information on the group project and the collaboration goal. In the resubmission for HNR 260, “Paper” was chosen from the drop-down menu and the committee is assuming this is an individual paper.</p> <p>The new version of SAIL only gives a drop-down list of options and doesn’t allow the proposer to explain exactly how they will assess. They simply choose options from a list. The Chair stated that we could have Institutional Marketing look in to adding a box after certain choices (like group project) for further explanation.</p> <p>Members discussed the collaboration goal. The proposals made it sound as if the students did weekly collaborations on a small scale. However, the goal of collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time. One member stated that just because they do the collaboration weekly according to themes doesn’t mean it is on small scale. It could be a scaffolding of learning where each theme builds on the previous and students work together through the entire process.</p>	<p>P.Thorpe moved to approve all 3 courses and in the comment field make notes about what we discussed. S. Strouse 2nd. Motion carried 10-0.</p>

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	<p>Members agreed that the proposals should be approved but some comments and suggestions should be given to have them look deeper into our concerns. One member suggested that the Chair send along the rubric to have the proposers review it as they write their curriculum. Director stated that we should explain that since the form prevents a deep explanation we can ask them to look at the rubric to remind them of the goal.</p> <p>There seems to be some issues with SAIL in these proposals. SAIL does not define the Skills Goals. There are some typos and then it says "For the purpose of:" which was never there before.</p>	
<p>Next assessment cycle: should we split assessment for double-dip courses?</p>	<p>Table this until the next meeting.</p>	
<p>Chair's Report</p>	<p>Need one more CLAS rep. Student Senate will have a member soon as well. Not a lot in the curriculum pipeline. CARs are coming in for GEC to review.</p>	
<p>Director's Report</p>	<p>Found histograms from last year and emailed them to the committee. We have collected data on the Gen Ed program and now we have to share it with the campus community. Director gave a one page report to the committee on the General Education Program, what we learned and how we got there. This one page is just a snapshot of a longer report. This should not be distributed as it is only a snapshot of a much larger data set. Director is leaning toward a slow release of data over time and explaining each piece in more detail. We need a plan on how to disseminate the information. It's too much to give out all at once. Member asked if there was any way to compare it to another university. Director says no because it is a unique assessment. We do have national measures for some data.</p>	
<p>Adjournment</p>		<p>4:28 pm</p>