

Grand Valley State University
General Education Committee Meeting

167 Lake Ontario Hall
 Minutes of 11/21/2016

PRESENT: Kirk Anderson, Chair; Hsiao-Ping Chen; Dori Danko; Dawn DeVries; Gabriele Gottlieb; Haiying Kong; Kimberly McKee; Eric Ramsson; Jeremy Robinson; Lindy Scripps-Hoekstra; Susan Strouse; Patrick Thorpe; Melba Velez Ortiz; David Vessey

ALSO PRESENT: Scott Berlin, Interim Director, General Education; Jennifer Cathey, General Education Office Coordinator

NOT PRESENT: Linda Pickett; Huihui Qi; Robin Smith-Colton; Jeremy Turnbull

Agenda Items	Discussion	Action Taken
Approval of current Agenda	No discussion.	Approved per consensus
Approval of 11/14/2016 Minutes	No discussion.	Approved per consensus
Conversation with Troy Farley, Career Center Director	Troy Farley, Career Center Director addressed the committee about job skills that employers are looking for. Employers want career ready employees so they are hiring people with the specific major they are looking for. Problem solving and analytical skills are some of the most desirable skills for students to have. Students need to understand what they are learning in General Education courses and articulate their learning to employers. Troy believes that the Gen Ed Program is fine but students need to understand its value. Employers want employees who can look at comprehensive data sets and make sense out of them. Companies are looking for computer skills and experience with spreadsheets and databases. Member stated that instructors need to be more explicit with students on how what they are learning can be communicated in the workplace. More and more employers are using assessments in interviews to see if they have the necessary skills. They also use panel interviews and many ask interviewees to make a presentation to assess their communication skills. Member asked if it should be up to the majors to talk about the benefits of the skills students are learning and the importance of communicating them in interviews. Member stated that the introduction in the GE Handbook does not mention anything about the GE skills as being important to employers and in their future careers. Students see GE as a checklist of courses that they must take versus classes they take to learn valuable skills employers are looking for. Member asked if we could provide some statistics in the handbook of how the skills provided in GE are important to employers and even required as part of the interview process. Troy stated that there is a real	

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	<p>disconnect between what employers think of the students' skills and what the students think of themselves and their skills. Troy mentioned that students in CLAS have an even greater need to communicate their skills since they don't have a specific vocation. Member asked what GVSU does to educate employers about the education our students receive. Troy stated that most of the big companies get it and appreciate the liberal education we provide. Member asked at what points throughout the year the Career Center connects with students. Troy stated that the Career Center is trying to work with advising centers but faculty members have the biggest influence and touch base with students more often. There is a Career Center liaison per college. CLAS has 2.5 liaisons. Troy offered to put together an employer panel to answer our questions. Member asked about the potential of adding a new Issues category on Professional Development that offers courses related to life/career skills. Members stated that the university has a push to get students out in 4 years and adding more requirements is unrealistic. Member believes that educating faculty and advisors on how to address GE to the students is crucial in helping students to understand its value.</p>	
<p>Curriculum items for consideration -Log 9527: New Course – HNR 240, Technology and War in the West [new to GEC as of 10/27/2016] Double-dipper: to count for Foundations-Historical Perspectives and Cultures-World Perspectives. Skills are CCT, IL, and Collaboration. -Log 9521: New Course – HNR 272, Food for Thought 2 [new to GEC as of 11/11/2016]</p>	<p>HNR 240 Member appreciated that the proposal explained how the instructor will teach the content and skills. Members are curious as to what the individual project is. Group project should not be optional under Collaboration on the SoR.</p> <p>Amendment: The group presentation needs to be required under Collaboration on the SoR. Self-reflection also needs to be included under Measures in the Gen Ed form.</p> <p>HNR 272 and 273 All sequences usually have 4 Foundations (including WRT 150), 1 culture, and 1 Issue. This course is a part of the sequence HNR 201, 203, 272, 273. Member believes that the case for US Diversity is weak and should be dropped to have this sequence cover 6 GE categories instead of 7. Member stated that US Diversity is well explained in the SoR but not in the GE form. Member stated that the proposal does not explain how the instructor will teach. We need to know specifically what will be taught in this course instead of just rewriting the GE sub goals. Member stated that the topics in the</p>	<p>S. Strouse moved ask for amendment. P. Thorpe 2nd. Motion carries 13-0.</p> <p>Amendment to be returned to chair.</p> <p>G. Gottlieb moved to ask for amendment for both 272 and 273. P.</p>

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<p>Double-dipper: to count for Foundations-SBS and Cultures-USD. Skills are CCT, PS, IL and OC.</p> <p>-Log 9519: New Course – HNR 273, Food for Thought 3 [new to GEC as of 11/11/2016] To count for Foundations-SBS. Skills are QL and PS.</p>	<p>SoR are good but need to be explained in the GE form. Member stated that some of the sources listed on the SoR are relatively outdated. Member stated that the proposal mentions 15 hours of community service but does not state how it is connected to Social and Behavioral Sciences.</p> <p>To ask Honors: We would suggest dropping the US Diversity designation to match the other sequences with 6 GE requirements fulfilled.</p> <p>Amendment – Please omit US Diversity. Clarify how the course will be taught for all content and skills goals. Oral Presentation needs to be required under Oral Communication.</p> <p>HNR 273 Member stated that content goal 2 mentions a specific book but it is not listed in the SoR.</p> <p>Amendment – Include the book mentioned in content goal 2 in the SoR. Clarify how the course will be taught for all content and skills goals.</p>	<p>Thorpe 2nd. Motion carries 13-0.</p> <p>Amendment to be returned to committee.</p>
<p>Revised QI Report</p>	<p>Interim Director talked with Director about how to proceed with the QI. It was determined that the committee needs to look at the QI and determine what we learned and make some decisions about where we go from here. Interim Director distributed a partial summary of the QI report for committee to review. Email Interim Director with any thoughts about was learned before the next meeting.</p>	
<p>Chair’s Report</p>	<p>None.</p>	
<p>Director’s Report</p>	<p>None.</p>	
<p>Adjournment</p>		<p>4:25pm</p>