

GENERAL EDUCATION COMMITTEE

MEETING MINUTES

September 8, 2010

Olin 304

The meeting was called to order at 4:00 PM.

Members Present: Amanda Beveroth, Lendol Calder, Anne Earel, Mike Egan, Margaret Farrar, Meg Gillette, Randall Hall, Alli Haskill, Carrie Hough, Virginia Johnson, Brian Katz, Anna Knepler, Jason Koontz, Joe McDowell, Karin Youngberg

Guests Present: Mary Koski

AGENDA ITEM I – APPROVAL OF MINUTES

Minutes should be changed on page 3 to say “They Say I Say” instead of “I Say You Say”.

Motion-Katz, Second-Johnson APPROVED

“To approve the September 1, 2010 General Education Committee meeting minutes as amended.”

AGENDA ITEM II – NEW BUSINESS

A. Update from Academic Affairs: Margaret is working on a timeline for this year’s Gen Ed tasks and plans to distribute it to the committee next week.

B. Committee members signed up for deep reading teams whose assignments are to look at specific proposals in the event that Gen Ed receives more than 3 proposals a week (i.e., one group reviews LPs, one group reviews suffixes, etc.)

AGENDA ITEM III – OLD BUSINESS

A. “G” Suffix Approvals. Margaret Morse has provided a response to Gen Ed’s request for additional information for her “G” proposals.

Motion-Egan, Second-Farrar TAKE FROM THE TABLE - APPROVED

“To take from the table “G” suffix proposals for: ARHI 165, ARHI 166, ARHI 167, ARHI 362, ARHI 363, ARHI 364, ARHI 365 as a group, and barring no objections, to single one proposal out if requested.”

Discussion: Temporality is not sufficient for global or D suffix because a course references an historical element does not mean the content is culturally different than US traditions. Such cultural differences were not clearly defined in the proposals.

There was language about emphasizing continuity between “our” culture as opposed to differences, e.g., looking for examples in Rock Island that emphasizes similarities versus differences. Proposals did not address specific stereotypes and not addressing those was a concern of the committee.

It was felt that Professor Morse's response #1 doesn't address how the course helps students tackle stereotypes. In response #2 it was felt that individual course descriptions seemed to indicate that students were reading more about their own culture instead of reading about diverse cultures, which is the intent of G suffix courses. The present language of G suffix does not suggest diversity defined by time periods, but rather by experiences of cultures that are distinct from US traditions. The committee felt there was too much ambiguity in these proposals to warrant "G" suffixes.

Motion-Katz, Second-Johnson MOTION FAILED TO PASS--NOT APPROVED

"To vote in favor of approving "G" suffix for ARHI 165, ARHI 166, ARHI 167, ARHI 362, ARHI 363, ARHI 364, ARHI 365 as presented."

B. Coordinating with the 6/35 committee

1. Timeline Considerations: Margaret will provide fleshed out idea of the timeline next week.

6/35 committee presents their information on March 11, 2011. The goal is to have plans formed by the end of this coming winter term. We will work backwards from that day.

2. LSFY Report: Information currently collected for the LSFY report: a report on the suffixes, on quantifiable information about what we have on campus, assessment data, faculty survey, comparative data about the size of gen ed programs, student survey data about their perspectives of LSFY, and a detailed list of perspective offerings is forthcoming. The Gen Ed committee is asked to think about what else is needed to help decide how the gen ed program should be changed and what the priorities are for preserving what we want to keep in gen ed program. Discovered in Margaret's research, compared to other schools' programs, for every category you can have in gen ed, Augustana has 90 percent of all the possible categories (i.e., learning communities, capstone, suffixes, etc.); this is unusually high in comparison to our peer and aspirant schools.

To think about during this process: what impact will changes have on departments if we reduce learning perspectives? What happens to faculty in those departments? What impact do learning perspectives have on student learning? Of all the things done in gen ed at Augustana, we have the least evidence of student growth and learning from learning perspectives. How can we better integrate gen ed into the majors? What recommendations do we have for departments to participate in this? How might we have a better mechanism for embedding assessment into the gen ed program?

AGENDA ITEM V – ADJOURNMENT

The meeting adjourned at 4:43 PM.

Respectfully submitted,

Mary Koski