

**GENERAL EDUCATION COMMITTEE  
MEETING MINUTES  
October 24, 2012  
Olin 304**

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

**Members Present:** Stefanie Bluemle, Joe Bright, Lendol Calder, Kristin Douglas, Mike Egan, Janene Finley, Meg Gillette, Carrie Hough, Rick Jaeschke, Virginia Johnson, Brian Katz, John Pfautz, Eric Pitts, Rowen Schussheim-Anderson

**Guests Present:** Mary Koski

**LSFY COURSE APPROVALS**

**A. LSFY 103: Comic Books: A Liberal Arts Education in Four Colors [Weissburg]**

**Motion**-Jaeschke, **Second**-Gillette

**“To approve LSFY 103: Comic Books: A Liberal Arts Education in Four Colors [Weissburg]**

**Discussion:** Members of the subcommittee were very enthusiastic about this course and are excited for students to take the course; however, three major concerns were discussed that the subcommittee would like Paul to consider.

1. Compared to other LSFY103 courses, there is more writing in this course. It was suggested to modify the first writing assignments to be 2-3 page papers for students to try out writing about particular topics.
2. Process writing/providing feedback on drafts is a major component of LSFY103, and the committee would like to see the process writing more clearly discussed in the syllabus to show that it is, indeed, happening in the course.
3. It was noted that the final paper is worth 25% of the grade, and the optional final is worth 25% of the grade. There was some concern that students might opt not to do the final paper and make up for that 25% by taking the final. It was suggested to decrease the percentage of the grade covered by the final exam so that students cannot opt out of the final paper.

Paul should be sure to include a library session in the course.

The subcommittee felt that these were relatively quick fixes and encourage Paul to resubmit by Monday of week 1 of winter term.

**Motion to return the proposal to Paul-Virginia Johnson, 2<sup>nd</sup> Meg Gillette. Passed.**

**B. LSFY102-From Monster to Miracle [Skrainka]**

**Motion to consider** -Virginia Johnson, **Second**-Rick Jaescke. **Passed.**

These materials are the revised versions of materials submitted earlier in the term. The subcommittee felt that the earlier concerns raised by Gen Ed had been resolved in this iteration of the course.

The subcommittee recommends that Sarah submit a more detailed daily schedule for the course prior to EPC reviewing the course.

**Motion to approve**-Meg Gillette, **Second**-Rick Jaescke. **Passed.**

## LP-PLUS COURSE APPROVALS

### A. G Suffix: CLAS 330: Women in Rome [Day]

Motion-Katz, Second-Egan

**“To approve a G suffix for CLAS 330: Women in Rome [Day].”**

**MOTION CARRIED**

### B. G Suffix: WLIT 219: Hispanic Literature in Translation [Arbesú]

Motion-Katz, Second-Hough

**“To approve a G suffix for WLIT 219: Hispanic Literature in Translation [Arbesú].”**

Discussion: There are very clearly several distinct cultural groups that are not common American groups interacting in a very peninsular way. The instructor guides the course from a global perspective. The meeting of these different traditions and the way they are working together is global as well. The course also looks at traditions that are culturally distinct from the U.S.

**MOTION CARRIED**

### C. PS Learning Perspective: POLS 335: Financial Crisis [Weissburg]

Motion-Pfautz, Second-Egan

**“To approve a PS learning perspective for POLS 335: Financial Crisis [Weissburg].”**

Discussion: The course fits the PS, but the questions were not answered sufficiently. The committee recommends sending the proposal back to Paul, letting him know that the committee likes what he’s done, but the questions need to be answered completely. Paul will be asked to provide any detail in his answers that pertains to the field of Political Science in the answers, as the Gen Ed committee members are not experts in that field.

**MOTION FAILED**

## GEN ED “STORY” DISCUSSION

Because other constituents may be working on new marketing materials for the College at the same time Gen Ed is working on its “story”, it was asked if there is a chance Gen Ed is wasting its time. Kristin Douglas replied that if Gen Ed wants a voice, and it is her hope that it does, then this committee should continue its efforts; otherwise, it will come from elsewhere.

Kristin Douglas indicated she missed the first meeting that discussed the Gen Ed story. She asked if the one- or two-sentence story is like a mission statement and everything is built around that, or if the story is descriptive of what the Gen Ed program is, and if the story is descriptive of what the program is, do we know what the program is to tell the story? Rowen replied that the committee did realize that it needs to back up a little, and figure out what its overarching thought is about what students need to study to be liberally educated. To bring Kristin up-to-date, Lendol paraphrased the original discussion. He said Gen Ed lacks a compelling myth (myth being a better word than story) that answers the question ‘Why be liberally educated, and how are we doing it at Augustana?’ This myth is not an argument in the way we normally make an argument for the liberal arts. It’s more compelling than that. Compelling enough that when you hear it, it makes sense, but is short enough to say it in two-to-three minutes. He thinks the committee should create the myth before it creates a slogan. The myth has a 20-page rationale, to be used when talking to one another inside Augustana. The audience outside of Augustana sees the myth. Lendol believes that in addition to the myth, personal stories are needed to back it up. He is curious if every faculty member at Augustana has a story about how the liberal arts changed their life

and what it did for them. He proposed planning a weekend workshop where faculty could come together and tell their story about how the liberal arts changed their life and what it did for them. Everyone learns about each other's stories and begins crafting them to be worthy of sharing them in front of prospective students. All faculty should be ready at a moment's notice to tell their story in class; something we are probably not doing now.

Carrie Hough added that she had the same thought in mind after witnessing the compelling and moving presentation Kevin Geedey gave at the Board of Trustees meeting about his liberal arts experience at Ohio State. She feels it would be a great way to introduce Augustana's liberal arts curriculum to first-year students by telling her own personal story about her liberal arts education and what it did for her.

Brian Katz suggested everyone look at the [YouTube link](#) on the panel discussion held at the Board of Trustees meeting.

Rowen commented how much she liked the 10-11-12 document John Pfautz sent to the committee, *"The 'Story' as Reflected in the Augustana College Core Curriculum"*. John wrote about community, engaging, our heritage, and discussed ways that we could connect different classes and interdisciplinary core courses together, which "puts some leaves" on Gen Ed's tree or skeleton. Meg Gillette liked how John wrote about interdisciplinary connections and connections to the community. Because Meg is also interested in having the major define Gen Ed requirements, she would like to know what others thought of that and how they thought it would work in their departments.

Brian Katz supports connecting general education requirements to the major as long as the Gen Ed Committee remains involved.

John Pfautz added that it would be helpful to address the issue of revising the disciplines' language to represent a more general audience, especially 18 and 19-year-olds.

John said that Luther markets their Paideia program very well and has been for 30 years or more. While recruiting a student from Luther to come back to Augustana, he heard that student speak very directly about Paideia in a very positive way. Marketing is a very critical piece. Augustana could do the same thing marketing its story by hanging banners on 7<sup>th</sup> Avenue, printing it on every recruitment mailing, wearing it (t-shirts) on campus tours, etc. Rowen shared an idea for a graphic (should we need one) of putting the word "Augustana" in a circle. If you write Augustana in a circle, the "A" comes back at the end of the circle. Start with an A, end with an A.

Lendol said he likes the thought of meeting prospective students where they are at. They will come for a career, and they will get that, plus something extra. Some committee members aren't convinced all students to come to Augustana for a career. They end up with majors in, for example, Philosophy. Eric Pitts added that most students do enter college with a career in mind, but when they are confronted with classes or experiences that put them outside their comfort zone, they experience moments that taught them something very valuable and end up declaring majors completely different than what they intended. He thinks this is a success story: finding the real you. Virginia Johnson said this is true of some Augustana faculty who taught in LSFY, when they were forced into teaching something outside of their comfort zone which ended up being really good synthesis. Perhaps Augustana has been doing those things for while where we put things together, synthesize things in unexpected ways. There might be something about a program that encourages or even forces people to explore, and to really reach out that is very energizing and creative.

Brian Katz likes “Always Connect”, adding that it is, however, vague. Vocation could fit in with it. He feels there must be coherence, and opportunities for students to integrate things later. It can be worked into Senior Inquiry as well.

Lendol proposes the Gen Ed Committee choose three well thought out ideas that might include a slogan, a two-minute elevator talk and something more than that, and present these to a focus group of several groups of students and one group of parents to see what their response is. The idea they pick is the one that the committee focuses on as ‘the story’.

John Pfautz added that when Gen Ed is ready to share its story with the campus community, faculty would need to approve this initiative. Rowen added that faculty approval is needed for any Gen Ed requirements changes. She noted that the committee will need to have some idea of how the general education requirements will look different once the story and the slogan are implemented. Lendol’s response was that it is possible that the general education requirements may not change. Augustana has a good general education program, but is not explained very well. Or, he added, it could be that the story is just so different, it could require substantial changes in the general education program.

Carrie added that if the learning outcomes document is a guiding document, then general education requirements do need changed, as they are not outcome focused. Brian Katz said that those changes might come from changing courses, rather than requirements.

John Pfautz summarized actions to be taken as a result of today’s meeting. Three themes have been brought up:

- 1) Let’s Connect (integrative learning)
- 2) Let’s Find Out (inquiry)
- 3) School for Life (more to life than just your job)

To get the process moving, John recommended the committee start with the above three themes. The committee should divide into three groups; each group take one theme and begin working on: a slogan, a two-minute elevator speech, and a twenty-minute rationale and a plan for students and parents. Eventually the group needs to plan for figure out how much of this we need to know before we go to faculty, such as how does it affect LPs, etc. without mapping it out (because faculty will want input into this). Rick asked that this be the committee’s homework: to look at the document, modify and tweak, add new themes, etc., much like a blog, so that the committee has something to work on week 1 of winter term.

Rowen Schussheim-Anderson will create a Google Doc for this purpose. She invited anyone to add a different slogan if they desire.

#### **ADJOURNMENT**

**Motion-Katz, Second-Pfautz**

“To adjourn the meeting at 5:01 PM.”

**MOTION CARRIED**

Respectfully submitted,

Mary Koski and Kristin Douglas, Academic Affairs