

## **General Education Committee**

**September 28, 2009 – HUB 123**

### **M I N U T E S**

Present: Lourdes Aviles, Samuel D. Brickley II (Chair), Mary E. Campbell (consultant, non-voting), Christopher C. Chabot, Corey J. DeGroot (student, voting), Annie Gagne (student, voting), Wilson A. Garcia, Elliott G. Gruner, Jong-Yoon Kim, David Zehr [nine voting members]

Vacant: Dean of the Academic Experience

Guest: Daniel Moore

*Recorded in the order in which the agenda item was discussed.* Sam Brickley called the meeting to order at 2:30 pm.

1. **Approval of April 27<sup>th</sup> minutes.** *Approved by general consent.* Annie Gagne was introduced as the new student member, replacing Ben Dearth.

### **3. Reports**

- a. Faculty focus groups—update on spring CTDI focus group and plan for this year (Brickley/Moore). Dan gave an overview of the first focus group, held April 30<sup>th</sup>, for the Creative Thought Direction. It was really a great focus group; got feedback on areas that are important to get. This is a good format to use for the other Directions. Teachers can tell us what is really happening in the classroom. Dan would like to do one other Direction (PPDI) and one Connection (GACO) this year.

The three basic questions that were reported were better than the list of questions that had been written. Perhaps we should add, “What are the positives?” Six instructors attended. What percentage of those teaching CTDI is that? What happens to the data from the student surveys done at the end of the course? Where is it connected? Can we do things other than surveys? We put a lot of resources into student surveys. Are we getting anything out of it?

Focus group is a good first step. The focus group spurned real positive conversation. We agreed to do GACO this fall and PPDI next spring, using the same format. Resources? Incentives to get instructions to attend? Food? Scribe? Students attend? That would create a different atmosphere with a mixed group. Try to keep students and faculty focus groups separate. Use the general questions from the first focus group; add a success question. Sam will circulate the questions to the Committee. Perhaps some specific questions about what the Direction is suppose to do. Perhaps instructors did not want to write their answers at the first focus group. Dan and Sam will work out the logistics of the fall focus group.

- b. CLA update (Zehr). David e-mailed some resources to the Committee on September 15<sup>th</sup>. We are not doing CLA this year. If we want to do it again, the funds must be budgeted and the materials ordered next summer. Do we want to continue with the CLA? If not CLA, then what? How much is too much or not enough? Where we are? Make a recommendation to the Provost. We have deliberated about its pros and cons. Local homegrown assessment is also needed, but

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the issue of validity also pertains to these measures. Validity; machine versus human scoring. Would we have the resources to do CLA?

It was moved and seconded to table future discussion on CLA/assessment until next semester. *Approved 8-1-0-0.* We have to get assessment done; we have many courses to review for sunset; we may need more meetings or longer time at each meeting. The Committee can vote for extra meetings. We had a retreat last January about double-counting/cutting Directions. We could have a retreat about assessment.

- c. Assessment generally (Brickley). Discussed as part of 3.b. above.
- d. myPlymouth v. Faculty Governance Blog—do we have a preference where to post minutes, forms, etc.? (Brickley). The next Steering Committee meeting is September 30<sup>th</sup>. The Faculty Governance Blog is difficult to navigate and to find the necessary documents. One stop shopping. Should go to myPlymouth, Governance, Committees; have the Faculty Governance Blog link back to myPlymouth. Sam will suggest this to the Steering Committee.

### **2. Course Proposals – Sunset date of 5/2014**

- a. BIDI 1070 Solving the Mysteries of Inheritance. The course is being offered experimentally this fall; it was approved as SIDI. Last Friday it was approved by the Curriculum Committee as a permanent offering; it is in the Spring 2010 schedule. The documents that were sent to the General Education Committee for today were not updated from their initial submission last spring. More description of the papers that are required was requested. Rewrites? How much writing is in the course? If writing is required, there needs to be enough of it. We judge the gen ed-ness of the course. There are different forms of writing. All Gen Ed courses require writing. Need to use writing in the right way. *Approved 9-0-0-0.*
- b. ENDI 1600 Let's Hear It for Sports—Or Not! Seeking renewal as SSDI. Question about the attendance policy in the syllabus. There is not a set English Department policy on attendance. Individual faculty set their own attendance policy. That is not about its gen ed-ness. Scrutinizing syllabi for non-Gen Ed issues is not a task for the Committee. Only one semester of student survey results were presented; the form asks for the most recent results. There have been questions in the past about low scores. *Approved 8-0-1-0.*
- c. ENDI 1300 Arthurian Legends: Representations of Leadership, Romance, National Identity and Spiritual Quest. Seeking renewal as PPDI. *Approved 8-0-1-0.*

### **4. Announcements. None.**

The General Education Committee meets on the second and fourth Mondays of the month from 2:30 to 3:30 pm in HUB 123. The next meeting of the Committee will be **October 26<sup>th</sup>** due to the Columbus Day holiday.

The Chair declared the meeting adjourned at 3:40 pm.

Respectfully submitted,

Mary E. Campbell, Scribe  
Director of Curriculum Support

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Courses with 5/2010 sunset dates that must be submitted no later than December 7, 2009:

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 21 Diversity Connections             | 2 Creative Thought Directions   |
| 31 Global Awareness Connections      | 6 Past and Present Directions   |
| 16 Integration Connections           | 5 Scientific Inquiry Directions |
| 9 Quantitative Reasoning Connections | 9 Self and Society Directions   |
| 13 Technology Connections            |                                 |
| 7 Wellness Connections               |                                 |
| 22 Writing Connections               |                                 |
- 4 Art Department courses  
3 Atmospheric Science and Chemistry Department courses  
6 Biological Sciences Department courses  
4 Business Department courses  
7 Communication and Media Studies Department courses  
4 Computer Science and Technology Department courses  
1 Criminal Justice Department course  
4 Education Department courses  
5 English Department courses  
3 Environmental Science and Policy Department courses  
6 Health and Human Performance Department courses  
6 Interdisciplinary Studies courses  
13 Languages and Linguistics Department courses  
5 Mathematics Department courses  
5 Music, Theatre, and Dance Department courses  
7 Philosophy Department courses  
3 Psychology Department courses  
19 Social Science Department courses  
3 Social Work Department courses  
1 Women's Studies course

*These minutes were approved October 26, 2009.*