

**General Education Steering Committee
Meeting 12—February 26, 2020**

10:30 – 11:30AM – Brink Hall Faculty Lounge

Attending: Abbott, Anthony-Stevens, Arthur, Beyerlein, Carter, Habib, Heinse, Hickman, Nicotra, Panttaja, Ptak, Sonnichsen, Wilson

Minutes

Call to Order: 10:30 (Arthur)

Review of the Minutes (approved)

Review of New Document (Statewide usage of institutionally designated credits)

It was noted that CSI's Wellness Program is a diverse set of course not just Physical Education (Carter)

Looking at other institutions within the state and our peers we all seem to be doing the same kind of thing (ISEM or CORE style FYE's). Maybe we should push to keep these programs. We need to address how we as an institution support GenEd with faculty resources and dedicated monies. Otherwise we will just be here again in 5 years. And while SBOE continues to streamline GenEd so that students can easily transfer without a solid gen Ed program what is to stop them? (Habib). We are still stuck with our charge to make GenEd sustainable and meaningful to both students & faculty. (Wilson)

A healthy wide-ranging discussion happened here over continuing committee members questioning the need for change, of a meaningful purpose and in finding a model that is sustainable versus feelings of defeatism and anger. Names are intentionally left off but here are some quotes: "Then we should give up in the face of such lack of commitment"., "Our needs and wants should be balanced with our attitude & culture"., "We can still support faculty to incentivize engagement"., "Turning the FYE over to colleges may fight against a liberal arts approach and contribute to more silos"., "We need to hold on to interdisciplinarity, sustainability and accountability"., "All colleges and all faculty need to be engaged in an FYE to make it meaningful and worthwhile"., "We have to be careful not to let financial sustainability create intellectual blinders"., "Is educating the community the solution?", "Whatever we do perhaps we should look to conducting pilot courses?".

Let's try to develop some models that begin to address our charge and our discussion (Arthur)

Models 1 to 4 are new, 5 and 6 are carry overs from earlier discussions

Model 1: (Reinvest in the Idea)

- A First Year Experience (FYE)* (3 credits)
- + one American Diversity course (no credit limits assigned)
- + one International course (no credit limits assigned)
- + a Senior Experience (no credit limits assigned)

Model 2: (3 + 3)

- A First Year Experience (FYE)* (3 credits)
- + A Senior Experience (3 credits)
- + one American Diversity course (no credit limits assigned)
- + one International course (no credit limits assigned)

Model 3: (2 + 2 + 2)

- A First Year Experience (FYE)* (2 credits)
- + Research Based 2nd Year Experience* (2 credits)
- + A Senior Experience (2 credits)
- + one American Diversity course (no credit limits assigned)
- + one International course (no credit limits assigned)

Model 4: (3 + 2 + 1)

- A First Year Experience (FYE)* (3 credits)
- + Research Based 2nd Year Experience* (2 credits)
- + A Senior Experience (1 credits)
- + one American Diversity course (no credit limits assigned)
- + one International course (no credit limits assigned)

Model 5: (Delayed Cohort)

- Research Based 2nd Year Experience* (3 credits)
- + A Senior Experience (no credit limits assigned)

Model 6: (Connected Modules)

Using the six (6) Institutionally Designated credits as a 'start' on a minor or an emphasis.

Chairs Charge: Let's try to solidify something next time

Adjourned: 11:28 AM

Action Items:

- Develop a List of Current GESC Ideas and Outcomes (Panttaja)
- Establish Townhall Dates (Panttaja)
- Bring Dean's and Sub-Groups (International, diversity and advising) into the conversation after we solidify ideas and outcomes (Panttaja)

Models in which all courses adopt high impact practices, diverse viewpoints, writing across the curriculum, research and integrated exploration & discovery. (09/2019)

Model 1: Embedded Seminars & Capstones

Pros:

- Aligned to College/Program Objectives
- Establishes College/Program Cohort
- Aligned to College Writing & Research Expectations
- Allows for SLO Snapshots Aligned to Program Learning Outcomes
- May Improve Meaningfulness

Cons:

- Not Integrative Across Modalities of Learning (Colleges)
- May Be Over Focused on College Incomes (Insular)
- May Not Address Institutional Vision & Values
- May not elicit Faculty Engagement

Model 2: FYE + Embedded Seminar & Capstone

Pros:

- Integrated Across Colleges
- FYE "How to College" Course
- May Improve Retention
- FY Cohort and Basic Expectations
- SY & Capstone Snapshots
- SLO Snapshots at both ILO & PLO levels

Cons:

- FYE Course Development
- Financial Resources
- Faculty Engagement (8 FTE/semester)
- Potential Disconnect Between FYE & SY+ Capstones

FYE Math: 1536 students / 32 students/section = 48 sections / 2 semesters = 24 sections/semester