

General Education Committee
March 7, 2022
Minutes

Present: A.I. Ross, Teri Walker, Michael Braunstein, Tim Hargrave, Maura Valentino, John Choi, Elaine Glenn, Peter Gray, John Neurohr, Mike Gimlin, and Michael Goerger

Absent: None

Guest(s): None

Meeting was called to order at 3:12 p.m.

February 28, 2022 minutes - Michael Braunstein had a correction: Following extended discussion around the issue of what specific class grades information for P1.7 of the Course Level Assessment plan is appropriate for, and available to the Gen Ed Committee, and how such information might be used, the committee settled on **“How many students did not earn a letter grade?”**

Maura moved to approve the February 28, 2022 minutes as amended. John N seconded and motion were approved. One abstention.

Agenda – Added agenda item to look at Faculty Code and Faculty Senate Bylaws.

Chairs report – Teri incorporated most recent committee revisions to General Education assessment plan. Teri had an email conversation concerning the AR report and potential impact of retro-applied updated department prefix list. Also continuing to work on the “Need to Know” (Q&A), assessment faculty, and advisor website pages. Information is also needed on the website for students about advising.

Bylaws - A.I. moved to approve the revisions to the Faculty Senate Bylaws. Tim seconded and motion was approved.

Faculty Code – Tim moved to approve the changes to the Faculty Code. A.I. seconded and motion was approved.

Chair nominations and personal pronouns need to be submitted to the Senate office by March 14th.

General Education Program Assessment Plan – Teri added P1.12 Where might ableist language appear in course descriptions & learner outcomes. Teri searched the General Education framework and courses within General Education and there didn’t appear to be any language identified as ableist. A.I. indicated that it is not always the words themselves, but if all students are able to meet the outcomes. Michael B expressed concern about this being put into the assessment plan. Michael B would like to strike this language from the assessment, but would like to see the committee review the General Education outcomes for ableist and non-inclusive language. P1.12 and P3.17 were struck from the document.

P3.25 What are the High Impact Practices incorporated by design within the General Education Program? This would be an identification by component area element (framework) “built in”. This was approved by the committee.

P3.26 How is the intent of High Impact Practices demonstrated? This is intended to get at sharing-is it really happening? This was approved by the committee.

P3.27 What High Impact Practices are identified in syllabi? This was approved by the committee.

There is a list of High Impact Practices from AACU <https://www.aacu.org/trending-topics/high-impact>

Teri provided a draft introduction paragraph, which if the committee approves will be added to the General Education Assessment Plan.

“The General Education Assessment Plan is created and maintained by the General Education Committee to guide and inform assessment practices at all levels to identify, collect, and prepare data for analysis. Findings are discussed and disseminated by the General Education Committee to inform General Education program decision making.”

Maura moved to approve the General Education Assessment Plan. John N seconded and motion was approved.

Course reserves – Mike Gimlin indicated a course reserve is the same as a pre-req, but is added to a course to block off seats for enrollment for a specific population or time. The committee is advisory on this, but needs to be aware of the capacity available to students in General Education.

Teri asked that the Office of the Registrar keep data on student petitions that are approved and denied, with details about what components they were petitioned for. Mike Gimlin will work with his office to put the process into place for next year so this can be reported back to the committee.

Meeting was adjourned at 4:57 p.m.