

University General Education Committee Meeting Minutes
October 22, 2018
4 p.m.
HCC 310

Present: Nicole Crowder (CAS; chair), Brooke DiLauro (CAS), Lance Gentry (CoB) Chris Musina (CAS; secretary), Kelly Perkins (CAS), Farhang Rouhani (CAS), Marie Sheckels (CoE), Rita Dunston (ex officio), Debra Schleef (ex officio), John Morello (ex officio), Brian Ogle (ex officio), Tim O'Donnell (ex officio), Lynne Richardson (guest)

Meeting Began: 4:01pm

1. Minutes from October 8, 2018

Approved as Submitted.

2. Proposal for retroactive designation
 - a. HISP 100 - HES

More than half enrolled had satisfied the HES by other means.

Rather than retroactive designation for the course, the committee agrees to individually give students the HES credit.

Motion: Rather than applying retroactive designation for the course, the committee agrees to individually give students enrolled in HISP 100 credit for the HES general education requirement. HES credit will be given only to those students in this course, this semester (Fall 2018), who have not satisfied their HES non-social science requirement.

Mistakes in advising in the future will not be considered a justification for exceptions to the published general education course list.

Approved under these conditions.

3. Discussion of career preparedness and financial literacy – Lynne Richardson, guest

Lynne Richardson joined the meeting to discuss the course she teaches in career readiness, getting ready for the job search, job offers, salary, work culture and financial literacy. She shared statistics on debt and retirement. She explained that most students have never prepared a budget and are very unsure of the cost of food, housing, etc., that credit, loans, insurance, and the like are all alien concepts. Students underestimate the time it would take to get a job as well. This course works through all of that and more.

Lynn Richardson has been talking to President Paino for over a year about the idea that UMW will be facing a tough time in the next 6-10 years, as there will be fewer high

school (and then college) age students in that timeframe. Larger schools will weather this, but the rest of us will be struggling for our share of a smaller population.

She said we can talk about what a great job we do for our students, but we will need something else to offer. If we said that every student had some preparation for adulthood - it would give us a leg up in the market.

The course she teaches currently has one section, offered in the fall, with an enrollment of 12-24 students. It was asked how many sections we could have, and the conclusion was that it wouldn't require that many resources, as it is a 5 week course. Could be taught by adjuncts, and similar material already exists within departmental courses as well. However Lynne Richardson believes that this should be a senior level class, and that it would be better as a separate course outside of the disciplines, and pledged to teach multiple sections.

4. Discussion of cultural competency

The committee looked at and discussed the work of the subcommittee task force on diversity and inclusion. That committee wanted the Gen Ed committee to think about part 4 of the strategic plan, which is what this task force came out of. They went through and thought about courses that might apply to diversity and cultural inclusion.

The committee felt the list seemed long, and that not all of the courses listed fulfill the spirit of cultural competency. Looking at Intercultural and competence rubric on AAC&U - the committee questioned how you assess the rubric? How do you assess one's empathy?

Thoughts were - you could write papers - you could find ways to assess. You would be demonstrating reception versus source information. The whole topic seems important, but the materials submitted don't seem to help. Who would provide these materials for consideration?

The next step would be - if this was something the committee felt was important - there would be a splintering off of a few people in the committee to work on expanding on the ideas. We should look at the strategic vision statement, and see what we need to address, considering Goal 4. This would be difficult to define within a college context, and a Gen Ed context. As such the definition, learning objections and rationale would have to be really good for this.

We will further revisit this when we decide how we're moving forward on the revision.

5. Discussion of faculty survey results

Committee reviewed faculty survey results, data and comments, it was noted that there were fairly high numbers for keeping things as they are. The possible new areas with the highest level of interest were: Digital Fluency, Community/civic engagement, cultural competency, career readiness. There were also high levels of support for WI and SI in the major.

6. Discussion of WI and SI in major data

The committee looked at current major offerings of WI and SI within each major. Most majors have a course listed as WI or SI that is required in the major, 78% with at least one required course. There was a consensus, however, that it was important to have coursework early on (outside of major) that is more writing focused (WI).

7. Discussion of composite model(s) of gen ed curriculum

Committee looked at a composite model of gen ed curriculum proposals. It was noted where there were overlaps, and where things came together. The committee decided to work from this composite model to propose a new set of gen ed models to be discussed at the next meeting.

Meeting Adjourned 6:01pm