

GESC

November 30, 2009

1:30 – 3:00

Present: Bob Drov Dahl, Doug Downing, Katie Kresser, Ben McFarland, Kathleen Braden, Michelle Beauclair, Cindy Price

Agenda

- Approval of 11/23 minutes
- Ways to assure excellent teaching in the CC
- Complete work on proficiencies
- Committee review: What have we accomplished so far?
- Planning for next week

Excellent teaching in the CC

Additional compensation

- Budget considerations?
- Does compensation assure good teaching?
- Sustainable over time?

Training/education to assure excellent teaching in the CC

- Teaming up faculty
- Letters of support from a leadership position (director of General Education?)
- Teaching observations from other faculty
- Opportunities to talk about teaching
 - Horizontal and vertical connections in the CC
 - Think, talk, plan together
 - Conversations are never repeated
 - Faculty enjoy this

Look at how we do 3rd year review and tenure files

- Younger faculty
- Pressure: course development, research, and so on
- Give first year faculty given a “bye” teaching their first year?

Other ideas

- Focused faculty development
- Students as TAs as an incentive?
- Hearing feedback from students’ on how the course impacted their lives
- Creation of a General Education Director?
- Changing our culture/attitude re CC
 - CC identity more firm for the entire university
 - Create a sense of excitement
 - Feature stories in Response?

Faculty need/want space and time

Redundancy is an issue in the CC

What evidence shows how to attract an excellent faculty member?

Proficiencies

Assessment programs in place that perform regular assessments

- Identify problems and make changes

Math model

- Provide placement to get students to do college work in different subject areas

Writing

Tier-two EC

- Writing assignment
- 15 credits dedicated to writing: USEM, tier two, and a major class

Recommend a three-course sequence?

- Director of Writing Center to create and develop criteria that goes along with it

Move W class into EC instead of into the major

Discussion of Language proficiencies (Cindy's handout)

Cultural encounter requirement versus foreign language requirement

60 percent of students come with competency met in high school

- Should they have other college experience?
- Foreign language or not?

Infuse a cultural encounter into a variety of EC classes

Studying a language versus studying a culture

- Very different
- Quantitative methods and thinking

Discussion of the use of the word "proficiency" versus "placement"

Recommendation from GETF for a cultural competency

More time to brainstorm and contemplate on cultural encounter requirement

GESC Progress

What we have accomplished so far

- Allocating skills to the CC and designing a new structure for General Education
- Clarify goals of the General Education program and reviewing the structure

To do

- What are the ways of knowing are – what disciplines?
- Package and present our work
 - It should be posted for colleagues to look at (15-20 pages)
 - Imply that it is a work in progress
 - Include rationale
- Create a GE model (Cindy)
- Review the article “Pothole Patches”

Discussion of possibility of semesters

Adjourned 2:55