

**Gen Ed Task Force
Meeting Minutes
Friday, February 8, 2007 @ 3pm**

Members Present:

Donna Brown, Lisa Burger, Matthew Cavalli, Bruce Dearden, Joan Hawthorne, Anne Kelsch, Art Jones, Evgenii Kozliak, Steven Light, Helen Melland, Sally Pyle, Lori Robison, Isaac Schlosser, Tom Steen, Wilbur Stolt, and Anne Walker

Announcements:

- The task force has the February 26th meeting to review the proposals before moving forward.
- The Provost would like this task force to address finding a place to house General Education.
 - Please be thinking about the best location, advocates, and administration.
- A reminder to groups to be working on implementation issues (e.g. depart liaisons, visibility).
- Transition of Task force - please be thinking about transition in May and how best to accomplish it.
- Note on meeting procedures: address all proposals before coming to a vote.

Discussion of DIVERSITY Proposal

- Matt recompiled comments for this proposal – the new piece deals with students gaining cultural competence and needing more than a 3 credit class (minimal exposure).
- Results in a bias toward diversity? Is UND ready?
 - UND is ready and should be ready as this is occurring at the national level.
 - Most students won't stay in ND and if they do, they need to be culturally competent, too.
- For many, this is student's one chance to have exposure and Gen Ed should maximize this opportunity.
- The proposal notes 2 perspectives: 1) Global and 2) Local (which would emphasize Indian Studies).
- President's directive on tribal culture emphasis would help UND compete with other campuses.
- How can UND accomplish this? Would it require more professors? Change in infrastructure? Create a new program?
 - No. There are some departmental multicultural requirements and diversity themes in some classes that have openings. The intentional focus needed is already within our capacity.
- We know from the longitudinal and transcript studies that this is a weak area that needs improvement.
- The proposal says 3 credits must be taken in the classroom. What else could count for credit?
 - Study abroad is an example. Flexibility is important.
- This is a reconsideration of increased credits for diversity: earlier we did not have the whole picture.
- This proposal is a conceptual change from our existing world cultures goal, which is a superficial exposure to culture.
 - We don't naturally have a lot of diversity around us.
 - We are trying to improve student's learning in this area as a particular focus.
- There is a concern with the distribution requirements.
 - It seems the credits would come out of the 12 social science credits. Are those areas comfortable with the 6 credits coming out of their area?
 - There are other unresolved issues (e.g. math prerequisite) and we need to be mindful of the number of credits we are requiring.
- Suggestions for the process?
 - To look at the whole package before approval.
 - Define goals and then move onto the bigger picture of credits required in each area (next meeting).
 - Need to consider course requirements vs. an emphasis, validation process, etc
 - Discuss distribution of credits within the board mandate.
 - Diversity credits would be an overlay

Discussion of THINKING AND REASONING Proposal

- Main change – Goals include 3 types of thinking and reasoning
 - 1) Critical thinking, 2) Quantitative reasoning and 3) Creative thinking
- How would these goals be assessed?
 - Students would be required to be exposed to all 3 types within GE classes and a rubric would be developed to reflect this.
- Main goal – that all students should have some level of class work including thinking and reasoning.
 - Students could choose which way they wanted to meet the objectives in each area.
 - Distribution requirement problems?(e.g. fine arts requirement/creative thinking, overlays)
 - Should we be concerned with increasing complexity of specifying thinking and reasoning?
- Critical thinking is something many disciplines can incorporate into classes.
 - If we divide the goals by classes, are we back to the threat of students simply taking classes to meet requirements with no cohesiveness in their coursework? If so, the same concerns would apply to communication goals.
- Do we want students to pick classes to meet each goal? Or does it make sense to consider this issue later, after a transcript study?
- Critical thinking is analytical and scientifically based. Intuition has a place in education, too.
- These bullets seem to be connected to a particular discipline, but these objectives should be interdisciplinary.
- There seems to be confusion about the 3rd bullet.
 - Will validation satisfy one bullet?
 - Falling back into a disciplinary mode (ie creative thinking= fine arts)?
 - This is to address a gap in the thinking goal as now stated: creative thinking is not represented.
 - Could “creative practice” be substituted for “creative thinking”?
 - There are differences between creative and critical thinking that need to acknowledge.
- Regardless of what we might like the reality to be, there will be a challenge to change student perspectives (creative thinking in the sciences for example). We need to cultivate discussion in departments about incorporating all kinds of thinking and reasoning.
- Gen Ed goals need to be articulated very clearly. We can't leave it to students to pick to a balance Gen Ed.
- It will be a big job to turn the corner from the old program to the new and move into a new mindset. Gen Ed has not been on people's minds and we need to bring it to the forefront.

VOTES ON PROPSALS ON THE FLOOR

1) Diversity proposal - 1st recommendation: Require 6 credits of core social-cultural diversity coursework. This coursework may be selected from the 21 credits of 'breadth' requirements or the 3 credits of 'capstone' requirements.

YES: 10 NO: 5 ABSTAIN: 0 PASSED

2) Diversity proposal - 2nd Recommendation: 3 credits shall be selected from courses focusing on diversity in the United States, designated by 'U.' 3 credits shall be selected from courses focusing on global diversity, designated by 'G.'

YES: 12 NO: 3 ABSTAIN: 0 PASSED

3) Diversity proposal - 3rd Recommendation: At least 3 credits must be in the classroom. These could be either 'U' or 'G' credits.

YES: 14 NO: 1 ABSTAIN: 0 PASSED

4) Thinking and reasoning – Do you accept this structural change?

YES: 13 NO: 1 ABSTAIN: 0 PASSED