

General Education Committee Meeting

February 12th, 2016

Meeting was called to order at 8:35am

Present: Akcali, Elif; Bowers, Clifford; Brophy, Timothy; Cochrane, Shannon; Czarnecka-Verner, Eva; Greer, Creed; Julian, David; Koropecykj-Cox, Tanya; Krigbaum, John; Lindner, Angela (Chair); O'Sickey, Lynn; Palmer, John; Radunovich, Heidi; Rea, Jennifer; Reynolds, Alison (Co-Chair); Sarajedini, Vicki; Smith, Brenda

Absent: Butler, Emily; Colon, Elayne; Hass, Christopher; Hurdle, Clay; Parlette, Brianna; Poceski, Mario;

Guest: Shorey, Tobin; Griffith, Casey; dos Santos, Silvio

1. 8:30-9:30 AM Mini-Retreat: Clarifying International and Diversity Designations

- Chair called meeting to order and reviewed meeting agenda
- First hour of meeting will be discussion of International (N) and Diversity designations (D).

Prompt questions to consider for discussion:

(Proposed by Dr. Lindner)

- Should Diversity be restricted to topics within the United States?
- Should Diversity always be coupled with another general education category?
- Are the SLOs sufficient for the International and Diversity designations?
- Should we encourage meaningful interactions of the student in International and Diversity courses? (*i.e.* add this to the criteria for these courses)

- Can the committee identify specific areas which need to be focused upon?
- Should there be a sub-committee to address clarifying International and Diversity designations?

Major Points Discussed by Committee

Conceptual Discussion

- Should the Office of Multicultural and Diversity Affairs (MCDA) be brought in to committee?
 - Dr. Lindner has already begun conversation with Dr. Lloren Foster, Director of the MCDA.
- Why are International and Diversity designations grouped together?
 - State requires 36 hours of Gen Ed, by combining/attaching the N and D designations it alleviates hour requirements.
 - Many AP/IB courses count.
- Should International and Diversity be linked to General Education?
- Can distinction be made between International and Diversity?
 - Definitions of diversity and internationalization (within committee definitions) is set by geographic borders.

Definitions:

- Diversity: the inclusion of individuals ~~including representing~~ more than ~~one-one national origin, international background,~~ ethnicity, ~~socioeconomic stratum background,~~ gender, sexual orientation, within the United States.
- International: Involving or relating to two or more nations or their citizens; focused primarily on social science elements outside of United States and how students in the United States understand other countries' culture, history, etc.
- The International and Diversity courses should be a starting point, not an end point.
 - How can International and Diversity be woven into whole educational experience rather than a box to check?
 - UF Core may be a ~~piece that~~ component, which provides Diversity & International credits?

- Is it feasible to rRequire practical diversity interaction within or outside a course experience?
- One of the most important aspects of dDiversity is discussion and interaction (talking with people).
- James Baldwin "A Talk to Teachers"; recommended by committee member.

Practical Discussion

- International and Diversity are not necessarily separate at other institutions of higher learning.
 - There is a lot of fFocus on practical part aspects of study abroad.
- Often students bring in H and S without N and D via transfer or AP/IB credit.
- A review of active Diversity course list from within the University of Florida indicated that:
 - ~~Some~~ There are many courses where Diversity is self-evident in the title and often combined with International.
 - Courses spend entire semester on Diversity.
- Why is Diversity being emphasized if there is nothing being done to encourage interaction/experiential learning?
 - Experiential learning may be key.
 - Launch pads; volunteer opportunities for diversity interactions should be beneficial to students.
- Could Diversity credit be awarded for experiential learning/ opportunities?
 - If there are measureable outcomes, why not? it seems feasible and desirable.
 - Without thoughtful background gained in classroom are these options beneficial? Coursework is important.
 - There are ways to incorporate experiential learning and in-class discussion. In class students must read up on diversity issues.
 - Ways to ~~do both~~ practice both are preferable.

- ~~Require-Should~~ practical diversity interaction be required within or outside a course experience?
 - Large courses discourage discussion/interaction
- ~~Need to return to M~~ measurable learning outcomes are necessary indicators.
 - ~~Do not stifle innovation~~ Innovation must not be stifled (service/in class).
 - But ~~also ensure~~ measurable outcomes need to be ensured.
- Purdue ethics program ~~example is a good example~~ (service based programs in engineering)
 - Framework with UF Core should ~~help with this~~ contribute to resolving the issues with diversity.
- Committee ~~has to~~ is required to focus on the courses in particular to evaluate diversity
- Statewide ~~C~~ore vs. UF Core course may double-counting-count.
 - Probably difficult to get more ~~s~~State ~~C~~ore International and Diversity ~~c~~ourses.
- ~~Need to develop a common ground~~ A common platform/ground needs to be established.
 - Narrow the choices to ensure quality experiences rather than ~~requiring-require~~ one course, which students dislike.

~~UF CORE~~ Core and Diversity designations

- It is ~~a benefit~~ beneficial that “What Is the Good Life” does not have Diversity imposed up on it. This Would possibly change the course.
 - ~~Changing~~ Customizing truly important issues, every two weeks in Good Life is problematic (*i.e.* inclusion of Diversity segment).
- UF Core Social Science requirement may be a better option for incorporating Diversity designation.
- If Diversity were covered in a UF Core course:
 - Many definitions of diversity could be addressed

- But the breadth of diversity in currently diverse range of courses has value.
- Portfolio portion of UF Core
 - Could academic discussion be required and combined with experiential component?
- ~~Requiring a course~~ Making any given course a requirement changes a student's approach/attitude to it.
 - Some students dislike "What is the Good Life"

Close of Discussion

- Create a Ssub-Cecommittee to pursue this topic at greater depth.
 - Contact Dr. Lindner or Casey Griffith to volunteer
- Uphold current definitions of International and Diversity.
- New course proposals will not be put on hold while this topic is explored by Ssub-Cecommittee.

2. Approval of draft minutes from January 8th meeting

- Motion to approve minutes with suggestions
- Motion seconded, passes.
- Call for recommendations regarding revisions to minutes from January meeting to be sent to Casey Griffith for editing prior to publication. Motion seconded.

3. Update from the Assessment Sub-Committee – David Julian

- Discussions for courses to evaluate continue, awaiting approval
- SERU results- will begin meeting to discuss the results
- Will ask OIPR for more anonymized results (look for correlation among responses)

4. Courses for review:

Course	Title	Current GE & WR	Request	Status
MUL 2010	Introduction to Music Literature (to be named: Experiencing Music)		H, N	

MUL 2010 Introduction to Music (Experiencing Music)

- Discussion of designation request (why N as opposed to D?)

- May return for approval of D in the future.
- Discussion of how International would be incorporated throughout the semester.
 - International appears evident in some weeks, but not in others.
 - Committee would like more detail within submitted documents (weekly outline, topics, methods, lectures), which evidences continuous and explicit inclusion of International designation on a weekly or unit basis, and how it will be accomplished.
 - Parallel assignments online/in person.
 - Clarification of discussion board and listing in assessment section for both online and in-person classes.
 - Address typos (2 vs 1 concerts)
 - Clarification of written assignments. (1 and 2 discussed vs 3 separate writing assessments listed in the assignment section)
- Dr. Lindner recommends that the Instructor provides a response to comments from the Committee:
 - ~~Have-Include~~ a record or clarify within the schedule how International will be met.
 - Written assignments, parallel grade scale
 - Revisit in March Committee meeting.
- Consider as still open, continuing conversation.
- Dr. dos Santos will return to March GEC meeting to clarify to the committee questions that were raised.