

## **General Education Committee Meeting**

February 12<sup>th</sup>, 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 designation?
- 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 borders.

**Definitions:**

  - Diversity: inclusions of individuals including more than one international background, ethnicity, background, gender, sexual orientation.
  - International: focused primarily on social science elements outside of United States and how students 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.
  - Require practical diversity interaction within or outside a course experience?
- One of the most important aspects of Diversity is discussion and interaction (talking with people).

- James Baldwin "A Talk to Teachers"; recommended by committee member.

### **Practical Discussion**

- International and Diversity not necessarily separate at other institutions.
  - Focus on practical part 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:
  - Some courses where Diversity is self-evident in the title
  - 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
- Could Diversity credit be awarded for experiential learning/ opportunities?
  - If there are measureable outcomes, why not?
  - 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 are preferable.
- Require practical diversity interaction within or outside a course experience?
  - Large courses discourage discussion/interaction
- Need to return to measureable learning outcomes.
  - Do not stifle innovation (service/in class)
  - But also ensure measureable outcomes
- Purdue ethics program example (service based programs in engineering)

- Framework with UF Core should help with this.
- Committee has to focus on the courses in particular
- Statewide core vs. UF course double counting
  - Probably difficult to get more state core International and Diversity Courses
- Need to develop a common ground.
  - Narrow the choices to ensure quality experiences rather than requiring one course which students dislike.

### **UF CORE and Diversity designations**

- It is a benefit that “What Is the Good Life” does not have Diversity imposed up on it. Would possibly change the course.
  - Changing truly important issues, every two weeks in Good Life is problematic (i.e. inclusion of Diversity segment)
- UF Core Social Science requirement may be better option for incorporating Diversity designation.
- If Diversity were covered in a 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 changes a student’s approach to it.
  - Some students dislike “What is the Good Life”

### **Close of Discussion**

- Create a subcommittee 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 subcommittee.

## 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 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 v. 1 concerts)
  - Clarification of written assignments. (1 and 2 discussed vs 3 separate writing assessments listed in assignment section)
- Dr. Lindner recommends Instructor provides a response to comments from committee:

- Have a record/clarify within 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 committee questions that were raised.

DRAFT