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3-26-2008

## General Education Committee Meeting : 2008 : 03 : 26

General Education Committee

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USFSP General Education Committee  
Meeting Minutes: 3/26/2008, 2:30 pm, DAV 124

Present: Lisa Starks, Susan Fernandez, Tina Neville, Jim Krest, Andy Reeves, Julie Armstrong  
Absent: Cyndie Collins, Jennifer Baker, Todd Shank

Lisa Starks (Associate Chair) conducted the meeting in Chair Cyndie Collins' absence.

The minutes from the February meeting were unanimously approved.

Follow-up discussion on previous issues:

- Tampa is debating whether to keep exit requirements because of budgetary issues (although they will still have 36-hour core). We don't know where they stand at this point. Lisa pointed out that eliminating exit requirements makes assessment more difficult: we still have options, but doing things differently would be hard.
- Susan's previous question remains on the table: do we have separate budget to implement Gen Ed? Lisa's understanding is no, but we need additional follow-up. Grants may exist to replace or supplement Tampa's funds or lack thereof.
- How do we get the message to faculty that changes need to be included into Gen Ed syllabi for fall (Outcomes, Dimensions, etc.) as we move into transitional period? Often this is a question of making what is implicit in syllabi more explicit. A two-step process was suggested: 1) Send out a general email stating that we strive for making fall the transitional period and explaining what we want to do, 2) Target specific faculty teaching Gen Ed courses and follow up with them to make changes.

Lisa presented several discussion points to consider under Assessment:

- Please encourage students to fill out the various surveys that they have been sent.
- She thinks the current trend toward assessment is good and hopes it remains so. It can be an excellent tool for self-evaluation if faculty driven and owned, and integrated with who we are and what we want students to know – as long as we avoid options like standardized tests, which usually are designed from the outside.
- E-portfolio: good time for us to think about this option as a possibility. We can make choices about what is appropriate and what we think will work best for us.
  - Question: how will we get students to do this responsibly, effectively, reflectively? Discussion: It may already be the kind of thing they're doing on-line already, an extension of their e-egos (via My-Space, etc.). We may have to do this as a process, in phases, or targeting specific courses or outcomes. But the most important thing is to make sure that we do things right from the start so that we don't have to keep changing the way that we assess.
  - Question: where will we get time, money, resources to assess this? Discussion: It becomes the responsibility of the university committee, part of the usual service, which people can take on or not.
  - Question: what to do with people who are resisting change – to this, to assessment, and to Gen Ed more generally? Discussion: One suggestion is to

tweak certain courses to include tech element that incorporate e-portfolios. More generally, we need more effective ways of communicating changes to faculty than via email. We also need more effective ways of getting faculty to talk, especially about Gen Ed, across divisions.

Julie Armstrong,  
Secretary