

**General Education Committee (GEC)**  
**Meeting Minutes**  
**October 5, 2022**

Members Present: Greenwalt, Fears, Huss, Baker, Ferrell, Edwards, Harding, Tunno, Davidson, Hossain, Wang, Oliver, Hance

Members Absent:

Non-Voting Members Present: Wicinski, Spence, McLean, Bond

- I. September 21<sup>st</sup> Meeting Minutes – Harding calls for edits, none; Wang motions to approve, Tunno seconds, all approve.
- II. Introduction of Members – committee introductions
  - a. New Members
- III. GE Themes Updates
  - Harding updated the committee about summer and more recent work on the pilot themes
  - Technology and Society theme was headed up by Castro (History). The rubric has been built and edited with the assistance of Harding, Baker, Wicinski and Spence.
  - Harding reviews the course outcomes and rubric with the committee for Technology and Society theme
  - Harding asks for comments from committee regarding the Tech/Society Theme outcomes and rubric:
    - Davidson asks what rubric is referring to as “increased ability,” Harding states that this could refer to a formative/summative assessment scheme. Baker notes that it could read “demonstrate” or just delete the word “increase.” Committee discusses.
    - The committee discusses if these outcomes are more in line with quantitative or qualitative analysis of the measure in each course, Baker responds that no matter the assignment, the goal is to use the rubric across the theme.
    - The committee discusses the individuality and cross-over between the outcomes and if they are distinct and measuring separate things. Harding explains that Civic Engagement is more about people, where Sustainability is more about action in this case.
    - Motion to approve the Technology and Society Outcomes includes: no change to the first outcome, strike the first 5 words of the 2<sup>nd</sup> outcome replacing it with “explain” and the last outcome, striking the first 4 words and replacing the phrase with “explain;” Davidson makes motion, Huss seconds, all approve.
    - Wicinski explains that the rubric will be used across course sections, measuring assignments associated with the themes, and the Assessment Office will then aggregate all data across sections (and eventually semesters) to evaluate the assessment piece of each theme.
    - This rubric likely will evolve over time, particularly if STEM courses become involved. There is one rubric row tied to each outcome for the Tech/Society theme.

- Davidson moves to accept the Tech/Society Theme rubric, Tunno seconds, and all approve
- Baker outlines the building of the Creativity and Problem Solving rubric to meet the various projects that were to be assessed in this theme. Baker explains that every assignment would have a writing component, but the project as a whole varies widely. The goal of this theme's project is the student's reflection of their work. In addition to the reflection of the student's work, their grade will include other pieces such as exams, presentations, etc.
- Davidson suggests to change the first part of the goal to "Students will reflect..." and remove the "be able to..."
- Davidson makes a motion to accept the changed goal and rubric as presented, Hance seconds, all approve.
- Baker discusses the Marketing of the themed courses after meetings with Publications and the theme groups.
- Social media taglines aimed at students were created to highlight that the courses were different from the courses offered currently.
- Advisors are being trained through Wilson Advising Center and will have a packet of information regarding the pilot to inform students of the course being offered.
- There will be a video created for the marketing campaign presented by several faculty participating in the pilot.
- Committee discusses all of the implications of the marketing of these courses and the variety of outreach that could occur.
- Harding wants to emphasize that the other general education offerings are not to be devalued through marketing campaign, but just to get the word out that these are different and fun and interesting courses.
- Harding emphasizes a need for STEM courses to be involved post-pilot. Committee discusses.

#### IV. 2022 Quadrennial Reports

- a. Doodle Polls for Subcommittees to come this week
- b. OneDrive with Documents

Motion to adjourn at 5:02 pm.

Next Meeting: October 19, 2022 @ 4:00 pm on Zoom