



## General Education Council

September 13, 2017

MU, PKP Room

### Minutes

**PRESENT:** David McKenzie, Joan Brewer, Chris Stone, Mohammed Rahman, Shauna Shane, Jim Costello, Heidi Hamilton, Jo Kord, Sheila Markowitz, Rich Sleezer, and Steve Lovett,

**ABSENT:** Amy Sage Webb, Kathy Landwehr, Alrick Johnson, Nkem Nwogu and Sarah Clark (graduated)

**APPROVAL OF MINUTES:** May 3, 2017 minutes were approved with a few minor changes. Kord made the motioned and Costello seconded it. Deleted the “to” on the 4<sup>th</sup> paragraph and Kord was absent not present. All in favor with the minor changes.

#### **NEW BUSINESS:**

- a. **Cultural Competency Document:** Sleezer spoke to the Council about the cultural competency document that was generated by an ad hoc committee at the direction of Dr. Wyatt in response to a suggestion originating from the University Diversity and Inclusion Alliance (UDIA) that cultural competency should be an important component of the General Education Program. Committee members included Steve Lovett and Heidi Hamilton (Director of Ethnic and Gender Studies) and Rich Sleezer from the General Education Council, Jason Brooks and Deanna Williams from Student Affairs, Ellen Hansen from interdisciplinary studies, Michelle Hammond – Dean of University Libraries and Archives, Clint Stephens – Director of Leadership Studies. The charge for the ad hoc committee from Dr. Wyatt was to develop a list of three to four basic cultural competencies that should be a part of the General Education Curriculum for which achievement could be measured. The document is meant to be

advisory to the General Education Council and a copy was given to all members of the Council. Sleezer provided an explanation of the document and its purpose and asked the Council what their impression of the document was? Some Council members felt that there were classes already covering aspects of cultural competency. Markowitz explained that in the requirements for a BA for example, the degree itself requires 10 hours of foreign language. That cultural competency courses cannot simply take the place of unless you wipe out the degree requirements that they have to have 10 hours of one language. Markowitz asked if the Council would considered instead of trying to fit cultural competency into the existing general education curriculum that it become a degree requirement. Rahman questioned the "Prepared to provide adaptive leadership in a culturally diverse society". Rahman asked the questions, "Are we teaching them to manage conflict or are we trying to teach them about the diversity of cultural?" With respect to the third cultural competency "Prepared to provide adaptive leadership in a culturally diverse society" the question asked was "Are we teaching them adaptive leadership or are we teaching them about different cultures?" Lovett mentioned that this concept (adaptive leadership) is in our university strategic plan and that was a reason it was included in the document. He also mentioned that Dr. Wyatt asked the ad committee to draft a cultural competency document. Lovett ended by stating that general education council can do whatever they feel is appropriate with the document in terms of the purpose that would best fit the general education program. Lovett said that the Council will vote on it and we will decide on how the logistical issues and how it would be most effective and give our recommendation to the director and who would then share it with the Dr. Wyatt and Dean Thomas. Lovett stressed to the Council that he does not want anyone to feel that they have to agree or be expected to do something specific based on the document at this time. Shane suggested taking this to one of the sub-committees and have them review it over the summer. Lovett mentioned that there will not be any action taken on this today. Document is attached below:

b.

**Preamble:**

Living and working effectively as members of a diverse, global community requires ESU students to graduate with core cultural competencies. Knowledge and awareness of diversity, equity, and inclusion issues serve as the foundation for the development of these cultural competencies and skills.

**Culturally competent ESU graduates are expected to be:**

Knowledgeable and effective communicators within and across cultures.

To facilitate effective communication, ESU graduates should be aware of diversity, equity and inclusion issues (current and historic) within the United States and the global community.

They should be capable of fostering constructive discussions about issues relating to difference, prejudice, and bias.

**Effective at conflict negotiation and management.**

To effectively manage conflict, ESU graduates should be aware of the intended and unintended consequences of actions and words by individuals and groups.

- They should be aware of the range of attitudes and behaviors (Kansas, U.S., global) that involve perceived superiority, oppression, prejudice, and discrimination based on any dimension of diversity ( as defined in the ESU Diversity, Equity, and Inclusion Plan, p. 3&7).
- They should be knowledgeable about strategies that challenge detrimental, oppressive, or unfair behaviors, while respecting the rights of others to have alternative viewpoints.
- They should be able to apply those strategies situationally to provide adaptive solutions.

**Prepared to provide adaptive leadership in a culturally diverse society.**

To be successful leaders, ESU graduates should be aware of the necessity to be culturally, civically, and professionally involved to promote the common good.

- They should be aware of basic leadership competencies so that they are prepared to 1) Diagnose Situations, 2) Manage Themselves, 3) Energize Others, and 4) Intervene Skillfully to promote cultural awareness, understanding, empathy and positive energy for cultural harmony.

- They should advocate for the respectful treatment of all people.

## **OLD BUSINESS:**

### **a. General Education Assessment Steering Committee (GEAS) and General Education Assessment Team (GEAT)-Preliminary Report:**

Sleezer explained again about what the GEAS and GEAT goals were and who served on these committee. GEAT members during AY2017 were Kord, Sleezer, Provost Cordle and Dean Thomas. GEAT members were Rachelle Smith and Katherine Daily-O'Meara (English, Modern Languages, and Journalism), Sheryl Lidzy (Communication and Theatre), Christa Curl (Mathematics and Economics), and Cynthia Kane (University Libraries and Archives). The primary purpose for the GEAT is to address some of HLC concerns on assessment and General Education. GEAT decided to focus GEAT efforts on course skills (General Education Goal 1A-D) They felt they had the most assessment data already available for Goal 1 which meant more available assessment data to scrutinize The committee also sent out a survey to the General Education faculty and asked them about how much core skills instruction they were including in non-core skills general education courses?. The GEAT will share the document with all results and recommendations with the General Education Council when it is completed

### **b. Summer Sub-committees:**

1. Editing the Goals-McKenzie, Rahman and Webb-Ran out of time for discussion with regard to the definition of general education courses and procedures:
2. Policy and Procedure-Lovett, Markowitz, Costello and Shane-Started working on operation and guidelines. What must a General Education course be? A few topics that the sub-committee is being discussed with regard to the definition of general education courses and procedures:
  - a. Are the courses that are undergraduate only
  - b. No prerequisites to the course

- c. Look at HLC guidelines for General Education
  - d. KBOR criteria
  - e. When a new course is presented for consideration should they have at least one year data of student assessment outcomes and proposing faculty should show mapping to specific goals and outcomes.
3. Experimentation-Stone, Brewer and Hamilton-Stone discussed that their committee has corresponded through emails due to timing issues. Their discussion is looking at other universities to see what they are doing to get some ideas about possible changes.
- a. Building it into different categories not just assembling it. What is the value to the students? (Goals)What are we trying to achieve and how does that connect to what we want students to get out of it?

Stone also mentioned that they thought about breaking it into different categories such as: Student learning, courses that would fit into that, how to interact with others. Lovett mentioned to the sub-committee that Webb would like to be on this committee and to reach out to her on dates and times.

Kord thought that the progress is looking wonderful. (She also stated that when the sub-committees meet they should capture discussions in writing and send it to Massoth and Kord so that they can document of the progress over the summer.) Documentation will show HLC that we are focusing our efforts on improving our General Education Program based on data..

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Meeting adjourned: 4:05 pm

Recorder: km

**Next meeting is September 13, 2017 @ 3:00pm-4:00pm**

**Memorial Union, PKP Room, 48**