

Minutes of the GE Special Faculty Meeting
November 8, 2018

- Call to order at 11:33 a.m. by Provost Marci Sortor. Provost Sortor reminded the faculty of where we are at with the GE Syllabus. She described her own experience of working with faculty to create new teaching spaces and the inherent difficulties of doing this type of visioning. She concluded by asking that the faculty try to let go of previous experiences and visions to think outside of the box for the new curriculum.
 - The Provost then recognized the student members of the GE Task Force who were present and asked for a motion to allow the students to speak during the conversation. The motion was made and seconded. The motion was approved by unanimous voice vote.
 - The Provost invited Professor Shelly Dickinson, Reporter for the Task Force, to the podium at 11:37 am.
 - Professor Dickinson outlined the rationale for table seating by years of service.
 - Professor Dickinson outlined the plan for the meeting: 1] straw poll to “take attendance”; 2] discussion of draft general education Intended Learning Areas and Outcomes; 3] follow-up straw poll about the draft.
 - Professor Dickinson asked faculty to identify a notetaker at each table to collect and summarize the comments for submission at the end of the meeting and indicate the type of table that produced the notes (the range of years of service). She then briefly explained the proposed GE Intended Learning Areas and Outcomes draft, distributed to the faculty prior to the meeting and available as a handout on each table.

Clicker Straw Poll 1: Faculty used the clickers to indicate their years of service at St. Olaf (1=0-6, 2=7-15, 3=16-24, 4=25+).” Results of the poll were: 120 responses

- 1 = 0-6 30%
- 2 = 7-15 18%
- 3 = 16-24 28%
- 4 = 25+ 23%
- Note: the first attempt on clicker poll did not work. These results were gathered at the end of the meeting.

Discussion: Beginning at 11:43 am, Professor Dickinson invited faculty to have a forty minute discussion about the proposed intended learning areas and outcomes for general education, responding to the prompt[s]:

- “How might these enduring questions engage students?”
- “What are the strengths of this draft?”
- “What do you think could make it stronger?”

At 12:17 am Professor Dickinson noted that discussion seemed strong and asked for participants to come up to microphones and give some thoughts.

Reporting back: Faculty were invited to come forward to microphones to share their table’s response to the prompts.

Dave Walmsley in Mathematics, Statistics and Computer Science asked for clarification regarding the first question in the GE ILO document, potentially adding the phrase “and my identity in it” to the end of the first question. Dave’s table felt that the bullet points did not speak to “living *meaningfully* in community”. Dave recommended adding in something specific to vocation. Dave also felt that the third bullet-point in question two was “marrying us to a current GE attribute.”

Jeanine Grenberg in Philosophy noted the discussion at her table about the word “Christian” not appearing in the document. She felt that we should have an ILO that includes Christianity and other religious contexts. She also felt it was too experiential, with not enough in the skills area emphasizing the need to study ‘normative’ versus ‘evaluative’ religious points of view..

Arthur Cunningham in Philosophy gave a big picture basic breakdown of the document: knowledge, skills, and engagement. He noted that question three “smuggled in” additional knowledge about ethics, so perhaps it should be moved elsewhere. Arthur also felt that question three might make more sense with less determinant content attached to it.

Kathy Tegtmeyer Pak - Asian Studies/Political Science noted that questions one and two on the document feel fairly familiar to many liberal arts colleges, but question three shows what is unique about St Olaf.

David Booth in Religion reported from his table that they felt that questions were valuable, but bullets could be redistributed anywhere among the three. David argued for not letting the questions categorize too stringently so that the bullet points flow across the top-level questions. - David’s table felt that the third bullet point in question one is of a different order of magnitude than the first two. The third bullet point is more specific in character and more involved in addressing a pressing challenge -- critical self-reflection.. His table was surprised that the idea of “embodied learning” had dropped out of learning goals.

Hilary Bousein in Classics followed on what David had to say. She noted that their table felt there was another bullet point missing related to meta-cognitive issues . Specifically, how do these areas of knowledge fit together? Question one, third bullet point could serve to direct student experiences with the GE curriculum.

Ulises Jovel Orantes and Myrto Neamonitaki both thanked the faculty for allowing them to speak. Ulises noted that he is looking forward to helping others engage with St Olaf in the future in meaningful ways; Myrto was also happy with the questions as she felt they helped students think about St Olaf moving forward inclusively.

Clicker Straw Poll 2: Faculty used the clickers to respond to the question:

- “I support the idea of using enduring questions to engage students in general education.” Rate from 1 to 5 (1=SA, 5 =SD). Results of the poll were: 120 responses
 - 1 = SA 33%
 - 2 = A 47%
 - 3 = Neutral 15%
 - 4 = D 2%
 - 5 = SD 2%

Shelly announced that there will soon be an email with GE Task Force office hours and a call for nominations for the ad hoc groups.

Shelly Dickinson invited Provost Sortor to the podium.

Adjourn: Provost Sortor adjourned the meeting at 12:34 pm.

Respectfully submitted,
Recording Secretary: Karil Kucera
Secretary to the Faculty: Jeff Schweinefus

**Draft - Suggested Areas for Intended Learning Outcomes for General Education
11/5/18**

The next step on our GE syllabus is the discussion of desired learning outcomes at the November 8 Faculty Meeting. Below, you will find a draft created by the GE Task Force for your consideration. Our aim is to engage the faculty in productive and lively discussion. Tell us what excites you about this draft and what you think could make it stronger and more inspiring. Please keep in mind that the ILOs are statements about the outcomes that we want students to achieve through the new general education

curriculum. The set of GE ILOs does not specify how students will encounter these areas of learning and acquire the knowledge and skills that we believe are Essential. The task force will gather feedback (a summary will be posted on the GE Task Force website) and revise the draft intended learning outcomes for a faculty vote on December 6. A shared understanding of what our students should learn through a St. Olaf education, informed by the guiding principles the faculty approved on October 4, will enable the ad hoc groups to begin proposing what the new St. Olaf requirements should look like.

Suggested Areas for Intended Learning Outcomes for General Education:

Our general education curriculum includes a progression of knowledge, skill development, and experiences. Through the general education curriculum, students will engage with three open, enduring questions:

Q1. How can I understand the world?

Breadth that complements depth in a major:

- Students will demonstrate breadth of knowledge about the world through the study of human behavior, history, culture, the arts, and the natural world, and how these areas intersect.
- Students will demonstrate the ability to use multiple perspectives and methods to pursue knowledge and understand the world.
- Students will demonstrate their knowledge about how cultural identity, power, privilege, and inequality shape their own experiences and the experiences of others.

Q2. What intellectual and practical skills do I need to live meaningfully in community?

Skills that are practiced extensively, across the curriculum:

- Students will demonstrate competence in using a variety of quantitative, qualitative, and applied methods to ask questions and analyze and interpret information.
- Students will demonstrate competence in critical, creative, and analytical thinking to investigate, critique, and construct arguments.
- Students will demonstrate the ability to understand and communicate effectively in at least two languages, orally, digitally, and in writing.

Q3. How can I live responsibly and prepare for future challenges in a dynamic, global society?

Experienced in the classroom and through active engagement with diverse communities and real-world challenges:

- Students will demonstrate the ability to work together creatively to tackle real-world problems.

- Students will demonstrate the ability to make informed choices, based on learning about ethical considerations and religious beliefs across multiple cultural and community contexts.
- Students will demonstrate the ability to analyze ethical issues from a variety of perspectives that interrogate norms of justice and well-being and guide moral reasoning.