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Curriculum minutes 02/13/2017

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UMM CURRICULUM COMMITTEE

2016-17 MEETING #11 Minutes

February 13, 2017, 2:30 p.m., Moccasin Flower Room

Members Present: Bart Finzel (chair), Arne Kildegaard, Pieranna Garavaso, Peh Ng, Gwen Rudney, Tracey Anderson, Mary Elizabeth Bezanson, Stephen Crabtree, Maggie Elinson, Christi Perkinson, Stephanie Ferrian, Kerri Barnstable, and Judy Korn

Members Absent: Jennifer Deane, Jessica Gardner, and Kellie Meehlhause

Visitors: Nancy Helsper, Jeri Squier

In these minutes: Global Village GenEd Requirements Campus Forums Discussion

Approval of Minutes from Meeting #10, January 23, 2017

MOTION (Garavaso/Ng) to approve the January 23, 2017 minutes as presented. Minutes were approved by unanimous voice vote.

Results of Campus Forums on Global Village GenEd Requirements

Kildegaard asked for permission to clean up the division notes that were presented to the committee before they go into the record. It was agreed that the notes that were provided to the committee will be considered a draft for today's conversation. A final version of the notes can be submitted to Darla for the record.

Finzel stated that his hope for today's meeting would be to identify (from the forums' notes) Global Village themes or ideas that have dominant support, understanding that there may not be a theme that has consensus across campus. There were a lot of notes to read, with a range of perspectives describing the campus's opinions on this matter. A small task force will then be named to formulate something more concrete to bring back to this committee to consider.

Finzel asked if anything rang out as a dominant theme. The following four major themes were suggested:

- 1) The relative size of General Education should remain consistent with the current practice.
- 2) There is a great deal of support in all of the divisions for all four areas of Global Village.
- 3) The label "Global Village," as well as the definitions of all four areas of Global Village, should be revisited and updated.
- 4) There should be a process by which GenEd courses are given their designators, looking at how each course fits its GenEd category.

The concept of double-dipping came up often and it wasn't clearly understood if it means double-dipping strictly within the Global Village. Faculty conveyed concerns about the consequences on enrollment of their classes and the potential migration of students from one course to another if double-dipping were allowed.

Bezanson stated that she saw two ways in which people look at GenEds: 1) aspirational – what we want students to know when they come out of here; and 2) pragmatic – how to get/keep “butts in the seats.” Finzel asked if the aspirational thoughts were mostly about the Global Village requirements. Did they say that requiring all four categories would be great, but they are skeptical for practical reasons? Bezanson answered that they don’t want the GenEd footprint to be bigger. It is important that students understand that Global Village is committed to the understanding that human beings are more alike than different and that only by understanding our differences can we see how alike we are. And the world is all we have. If we kill the place we live there is no other place to go.

Anderson stated that it seems that many talk about not liking micromanagement but we can’t help ourselves. That is part of the balance of trying to navigate general education. We should have faith in our students and our colleagues. We can provide a detailed meddling approach or we can provide great options, great divisions, great courses, and our students can avail themselves.

Kildegaard stated that the Expanding Perspectives category should be framed differently by using a different language and architecture.

Finzel stated that the next task is to think about the subcommittee. He believes that work is done best in smaller groups. Any change in Global Village would affect each of the divisions, so division representatives and a student representative is needed. The group will be tasked with coming back to this committee with something a bit more concrete so this body can have a more productive debate. There may be a case for going outside the committee for some of the membership.

Korn stated that the Twin Cities campus is planning a system-wide general education discussion that will include Minnesota State, and someone from our campus will be invited to it. If the timing is right, we could have someone from our small group task force on the system-wide group.

Perkinson and Elinson volunteered to serve as student members of the Global Village Task Force. Finzel asked the division chairs to identify a volunteer from their divisions to serve as well.

Submitted by Darla Peterson