

## **Faculty Senate Agenda Minutes (Gen Ed Meeting)**

October 11, 2016

Senate Chambers: Holloway Hall 119

<http://www.salisbury.edu/campusgov/facsenate/>

Senators Present: Stephen Adams, Anita Brown, Thomas Calo, Thomas Cawthern (Webmaster), Randall Cone, Chrys Egan (Secretary), Stephen Ford (President), Samuel Geleta (Vice President), Kurt Ludwick, John Nieves, David Parker, James Parrigin, David Rieck, Brent Zaprowski

Quorum: 14/19 Present

Call to Order: Faculty Senate President Stephen Ford, 3:30 p.m.

1. Announcements from the Senate President
  - a. Meeting for October 18 is cancelled for Program Planning
2. Unfinished Business – None
3. New Business
  - a. General Education Student Learning Goals and Outcomes by Dr. James King
    - i. King opened with Discussion:
    - ii. Question on what was expected today and comments about how we are not able today to endorse since documents were not shared until last Friday. Not enough time to review, and especially as faculty are in the midst of program planning.
    - iii. Suggestion made to create a grid to compare new proposal with existing Gen Ed structure.
    - iv. King: There were over 54 learning goals and outcomes that were shaped into these 5.
    - v. Suggestion to create a visual map to see how the 54 match the 5.
    - vi. Faculty are already thinking about how their courses fit into the 5 goals.
    - vii. King will be responsible for overseeing that comparison process.
    - viii. Some faculty are asking about what the revised Gen Ed looks like in practice.
    - ix. Gen Ed committee recently received feedback from Nancy O’Neal and MJ Bishop of the Kirwan Center.
    - x. King and committee member Shawn McEntee state that they seek Senate approval of these 5 outcomes to continue crafting the model.
    - xi. Discussion occurs over what an endorsement today means. Are we making a motion or a recommendation? We are not committed to approving the model if it meets all the goals, but we do want to see the goals in the model.
    - xii. King: Time is limited and challenging to everyone.
    - xiii. This is a good proposal and we would like to see the model. We need to see more than the direction. A recommendation can state that we support the direction of the Gen Ed committee.

- xiv. Suggestion of a spiral approach to keep moving without a fixed point. We do not want to slow the work down, but we also need to get faculty feedback.
- xv. Discussion of the document being unclear about what it does and how it works. What is new, different, similar, etc.? What does new model add to what we have? Documents do not allow us to answer.
- xvi. Dean Olmstead: Visual map is also needed for COMAR. Ford: Visual map would be a more intuitive tool for Senators, and indeed all faculty, who have not been part of a task force, to more quickly compare old and new goals, and would be highly useful should we have an all faculty vote.
- xvii. King: (1) Seems like I came to this meeting without the appropriate documents like mapping. (2) Time frame. Let's do it right rather than quickly.
- xviii. Ford: Where is the pressure to finish quickly coming from? Perceived. COMAR deadlines. Like the Steering Committee, Senate would rather it be done right rather than quickly.
- xix. The proposed Gen Ed model will be distributed by October 18 and the visual map will be distributed just before the open session meetings on October 25, 26 and 28.**
- xx. Dean Olmstead: SU current Gen Ed does not fit well compared to other institutions. Our Gen Ed is out of line with what others do.
- xxi. Consequences of keeping current model are lower enrollment and more difficult student learning.
- xxii. Discussion over the expectations of the November 8 Gen Ed meeting.

**Motion:** (Proposed by Senator David Parker) The Faculty Senate encourage the General Education Steering Committee to present a prototype General Education program consistent with the learning goals and outcomes presented to the Faculty Senate on October 11.

Seconded by David Rieck. **Motion passes, no abstentions.**

#### Goals and Outcomes

1. Foundational Knowledge
2. Essential Capabilities
3. Personal Development
4. Social Responsibility
5. Making Connections and Addressing Big Questions

See attached documents: Learning Goals and Outcomes

4. Adjournment 4:30 p.m.

Minutes Submitted: Chrys Egan (10/11/16)

Web Documents: Thomas Cawthern