**FHSU Liberal Education Committee**

**Minutes**

Meeting Called by

Shala Mills, Chair

Date: Tuesday 9/27/2016

Time: 3:00-4:00

Location: Rarick 312

Members

Douglas Drabkin (AHSS)

Bradley Will (AHSS)

Dmitry Gimon (BE)

Jessica Heronemus (BE)

Kevin Splichal (Ed)

Teresa Woods (Ed)

Glen McNeil (HBS)

Tanya Smith (HBS)

William Weber (STM)

Tom Schafer (STM)

Robyn Hartman (Lib)

Helen Miles (Senate)

Megan Garcia (SGA)

Cody Scheck (SGA)

Cheryl Duffy (Goss Engl)

Kenton Russell (Provost)

Chapman Rackaway (Grad Sch)

3:03 Meeting began. All members except Heronemus, Rackaway, Russell, and Scheck were, eventually, present. Will announced that he was to serve as proxy for both Rackaway and Russell. Established that a quorum was met.

3:03 First question (2 minute discussion): How should the mathematics core skills objective read? It was put to a vote for the title and description to be as follows: *“Objective 1.2. Quantitative literacy: Students will recognize quantitative relationships, use multiple approaches to analyze these relationships, and apply knowledge of these relationships to solve practical problems*.” The motion passed: 11 in favor, none opposed. [Note: There was a quorum for the entire meeting. But because some members arrived late, and the first question went to a vote so quickly, two votes and two proxy votes did not figure into its decision.]

3:05 Second question (34 minute discussion): How should the critical thinking core skills objective read? This was a complex discussion, as the committee moved beyond points made in the online wiki discussion and attempted to quickly stitch together wording capturing elements from different proposals. It was put to a vote for the title and description to be as follows: *“Objective 1.5. Critical thinking. Students will explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage.”* The motion passed: 12 in favor, 3 opposed. This will replace last year’s objectives 1.5 (inquiry and analysis) and 1.6 (critical thinking and creative problem solving); the creative problem-solving aspect of last year’s 1.6 will move to Goal 3.

For a complete list of objectives for Goals 1 and 2, see the Appendix below.

3:40 Third question (27 minutes): Having merged last year’s goals 3 and 4 into one, what should the title of the combined goal be, how many objectives should it have, and what should they be? Proposed titles include “Living Responsibly,” “Living Well,” and “Personal, Professional, and Social Responsibility.” Discussion of the goal’s title was postponed until the committee has settled upon the objectives. What followed was a very open discussion. Drabkin had proposed reducing the six objectives from last year’s Goals 3 and 4 to three: “*Objective 3.1. Intercultural engagement: Students will understand their own and others’ cultures and engage constructively with people across a range of races, ethnicities, genders, identities, abilities, histories, religions, traditions, and languages.” “Objective 3.2. Ethical reasoning: Students will describe situations where reasonable, well-informed people disagree about what the right thing to do is, explain the underlying values that are in apparent tension, bringing to bear relevant ethical principles and approaches, and respond intelligently to these situations.”* And *“Objective 3.3. Cooperative, creative problem-solving: Students will appreciate the world’s complexity, the interdependence of natural, social, economic, and political factors, and the deep challenges to justice and happiness that can arise both on a local and a global scale. Students will engage civically and work in cooperation with others toward creative solutions to these problems.”* McNeil proposed reducing them still further, to two objectives: “*Objective 3.1. Students will develop the skills necessary to live a lifestyle that recognizes and respects civic (identity-engagement-responsibility…use one or more of these) and cultural interactions, promotes personal health and wellness, and furthers their professional development, all towards the betterment the individual and the society in which they live.”* And *“Objective 3.2. Students will become ethical, socially aware individuals who possess the skills to communicate effectively in all environments and the ability work alone and on a team to arrive at socially responsible decisions.”* Woods observed that the substance of last year’s resource management objective should be preserved; this objective (last year’s 3.1) reads as follows: *“Students will possess a broad understanding of sustainable resource management on an individual, societal, financial, and environmental basis, and the importance of balancing these factors.* Gimon reminded the committee that creative problem-solving, removed from Goal 1, needs a home here in Goal 3 (or perhaps in Goal 2). Nothing regarding Goal 3 came to a vote. As the meeting drew to a close, Chair cut and pasted some of the notes from this discussion to the BlackBoard wiki for consideration before our next meeting.

4:07 Chair charged the committee with the task of preparing to settle on an understanding of Goal 3 by the end of the next meeting, 3:00 PM on Tuesday October 4 in Rarick 312. Due to mysterious technical difficulties (TigerTech has been notified), committee members cannot edit the Goal 3 wiki text; so out-of-meeting conversation will have to happen through the Goal 3 “comment” button. Chair suggested that, after the Goal 3 discussion but before turning to learning outcomes, the committee would do well to study various models and assessment methods.

4:12 Meeting ended.

**Submitted by D. Drabkin, Recording Secretary**

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***APPENDIX (the first two goals):***

**Goal 1: CORE SKILLS**

***Objective 1.1: Written and oral communication***

Students will effectively develop, express, and exchange ideas in the English language, both in writing and speaking, with clarity and coherence.

***Objective 1.2: Quantitative literacy***

Students will recognize quantitative relationships, use multiple approaches to analyze these relationships, and apply knowledge of these relationships to solve practical problems.

***Objective 1.3: Technology literacy***

Students will effectively and responsibly use appropriate technology for communication, scholarship, and problem-solving.

***Objective 1.4: Information literacy***

Students will effectively and responsibly gather, evaluate, and use information for scholarship and problem-solving.

***Objective 1.5: Critical thinking***

Students will explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage.

**Goal 2: BROAD AND INTEGRATIVE KNOWLEDGE**

***Objective 2.1: Knowledge of the liberal arts***

Students will possess a broad understanding of the world, having studied the humanities, mathematics, the natural sciences, and the social and behavioral sciences, and the ways of knowing characteristic of these disciplines

***Objective 2.2: Integrative and cross-disciplinary thinking***

Students will make connections among ideas and experiences, synthesizing and transferring learning from different disciplines.

***Objective 2.3: Synthesis with the major***

Students will make connections between the specialized knowledge and skills of their major and other fields of study.