**FHSU Liberal Education Committee**

**Minutes**

Meeting Called by

Shala Mills, Chair

Date: Tuesday 10/11/2016

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)

3:06 Meeting began. All members present except Hartman, Heronemus, Scheck, Russell, Splichal, and Weber. Rackaway was serving as proxy for Russell, Schafer was serving as proxy for Splichal, and Gimon was serving as proxy for Hartman and Heronemus. Established that a quorum was met.

3:07 First question (23 minute discussion): How should the third objective of goal 3, the one having to do with ethical thinking, read? The following was put to a vote: “*Objective 3.3.  Ethical judgment.*

*Students will recognize 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 make intelligent decisions as a result.”* The motion passed: 13 in favor, 1 abstaining.

3:30 Second question (3 minute discussion): What should the title of goal three be? The following was put to a vote: *“Practical Applications.”* The motion passed: 11 in favor, 3 abstaining.

3:33 Related issue with some digression (5 minute discussion): In an effort to connect the goals and objectives to the university’s mission statement, the committee discovered that the Kansas Board of Regents approved modifications to the mission statement a few months ago. This 2016 revision could not be found on the FHSU website, but was located in the Kansas Board of Regents summer meeting minutes. Some discussion ensued. Members of the committee were not aware the mission statement had been revised and wondered about the process. The 2016 statement reads: “Fort Hays State University provides educational programs of distinction accessible to Kansans, the nation, and the world through innovative people of excellence who develop engaged global citizen-leaders.” The 2012 mission statement had been: “Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders." [Post-meeting update: Gimon, who also serves on faculty senate, reports by email that the revision to the mission statement was approved at the May faculty senate meeting as part of a two-page strategic plan.]

3:38 Third question (37 minute discussion): How should the fourth objective of goal 3, the one having to do with cooperative, creative problem-solving, read? Chair proposed that the title deliberately take up the language of the university’s current mission statement(s). The title “*Engaged global citizen leaders*” was put to a vote. The motion passed narrowly: 7 in favor, 6 against, 1 abstaining. After further discussion, the following language for the objective was put to a vote: “*Students will appreciate the world’s complexity; the interdependence of natural, social, economic, and political factors; and the deep challenges that can arise both on a local and global scale.  Students will possess the knowledge, skills, and attitudes necessary to engage civically and work in cooperation with others toward creative responses to these challenges.*” Gimon noted that explicit reference to “problem-solving” is absent from this version of the objective. The committee noted that explicit problem-solving language should go into the learning outcomes for this objective.

4:05 Chair thanked the committee for its hard work, and McNeil thanked the Chair on behalf of the committee for making the committee work hard. The revised goals and objectives are listed below (see appendix). It is the understanding of the committee that these objectives will serve as the basis for devising learning outcomes; it is also the understanding of the committee that detailed adjustments may still need to be made during the next stages of the project. Chair charged the committee to begin thinking hard about the relation between assessment and learning outcomes. The committee is to study the “Understanding by Design” documents to be found on the committee’s BlackBoard site. To get them, committee members should go to the Liberal Education Committee site, then to the “Supporting Documents” tab, and then to the “Understanding by Design (‘Backward Design’)” folder.

4:10 Meeting ended. The next meeting is scheduled for 3:00 PM on Thursday October 20.

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

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***APPENDIX (revised goals and objectives for the liberal education program):***

**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.

**Goal 3: PRACTICAL APPLICATIONS**

***Objective 3.1: Personal and professional efficacy***

Students will understand the consequences of choices in their personal and professional lives and possess knowledge necessary for the management of health, time, money, natural resources, and human relationships.

***Objective 3.2:  Intercultural competence***

Students will understand their own and others’ cultures and possess skills necessary to engage constructively with people across a range of races, ethnicities, genders, identities, abilities, histories, religions, traditions, and languages.

***Objective 3.3:  Ethical judgment***

Students will recognize 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 make intelligent decisions as a result.

***Objective 3.4: Engaged global citizen leaders***

Students will appreciate the world’s complexity; the interdependence of natural, social, economic, and political factors; and the deep challenges that can arise both on a local and global scale.  Students will possess the knowledge, skills, and attitudes necessary to engage civically and work in cooperation with others toward creative responses to these challenges.