Core Undergraduate Learning Experiences (CULE) Minutes for October 1, 2013,
8:30-9:20, Peace Garden Room

Present: Cole Davidson, Marion Harris, Cynthia Naughton, Lisa Nordick, Larry Peterson, Kent Sandstrom, Carolyn Schnell, Herbert Snyder, Beth Twomey, and Kevin Walsh.

Unable to attend: RaNelle Ingalls, Rajesh Kavasseri, Andrew Mara, Seth Rasmussen, and Susan Ray-Degges.

1. We approved the minutes from the 09/24/13 meeting, emailed on 09/24/13.

2. Kent and Larry reported on their September 26 meeting with the Provost on funding and resources.
   - The Provost will “get back to us” after meeting with Vice President Bollinger about funding for GE.
     - We do not know how much NDSU currently spends for GE, which is a problem in thinking about resources. Larry asked Bill Slanger to see if his office could provide some ballpark figures.
   - The Provost thought that $5,000 seemed reasonable for professional development for a faculty member to design and teach a new GE class.
   - The Provost would like to see more GE classes with fewer than 20 students.
   - The Provost asked if the Math Emporium model could be adapted by other majors.
   - The Provost asked if departments could make more effective use of PhD students by mentoring them as teachers.

3. We completed our work on defining the criteria for evaluating GE programs and options.
   - Transfer Issues
     - We need to maintain a system of “seamless transfer” within the NDUS.
       - This is one of the hallmarks of the present GERTA system and its categorized lists.
     - We have a timeline issue because of the proposed revision of GERTA being discussed by the North Dakota General Education Council.
       - That revision is highly compatible with NDSU’s outcome-based GE.
     - Transfer will be fine if students have completed their lower division GE at another campus. It will be more complicated if we are looking at a course-by-course transfer.

4. Among the other issues that came up in a lively and animated discussion were:
   - The campus needs to have a clear strategic vision about its priorities. We are trying to be everything to everyone. Consequently, faculty get conflicting messages about university priorities.
   - What are the most important issues for students in GE? It should promote retention. Courses should engage and excite students rather than be a checklist to “get out of the way.”
   - We need to balance seemingly conflicting goals.
     - A limited selection of GE courses can be more coherent, make advising less confusing, and promote student success. It also limits students’ choices.
     - “Customized” GE courses can align much better to students’ interests and majors, but they can also fragment the GE experience for the campus.
   - As we look at other campuses, implementation will be the key.
5. For our October 8 meeting Cynthia will prepare a matrix of all the criteria and of the three land-grant schools we are looking at in more detail (the University of Maryland, College Park, the University of Nebraska-Lincoln, and the University of Nevada, Reno).
   • Before the meeting, each of us will rate each of the school’s GE program components on the matrix and be prepared for an active and productive discussion.
   • If members have questions we cannot answer based on the URLs, please bring them to the meeting and Larry will contact the campus GE administrators to try to get answers.

Submitted by Larry Peterson

Next Meeting: 8:30, Tuesday, October 8, Peace Garden