Core Undergraduate Learning Experiences (CULE) Minutes for October 7, 2014, 8:30-9:30, Arikara

Present: Marion Harris, RaNelle Ingalls, Rajesh Kavasseri, Andrew Mara, Lisa Nordick, Larry Peterson, Seth Rasmussen, Carolyn Schnell, Susan Ray-Degges, Amy Rupiper Taggart, and Beth Twomey

Recorder: Kelly Hoyt

Unable to attend: Cole Davidson, Noah Engels, Cynthia Naughton, Kent Sandstrom, and Herbert Snyder

1. The minutes from 09/30/14 were approved.

2. Brief Updates
   - Larry spoke with Karen Braun to see when Provost Ingram would be available to meet with us. Two dates she is available are October 21 or November 18. Larry will be in Indianapolis October 21, but November 18 seems like it’s a long time away.
     - Amy asked if our materials had to be ready to give her our presentation or would it be more for her to discuss her philosophy of General Education and its role in the institution.
     - Larry said it would be a little bit of both of these. Two weeks might be a short deadline to get presentation materials together.
     - It was decided that October 21st would be a good date. Larry will let Karen know.

3. Discuss CULE strategy “Planning for GE roll out” (sent by Amy on 09/30/14)
   - Examine “to do” list
     - Amy thought we could review and see if there is anything missing from the document that we should add and determine what tasks have the highest priority. Once these are discussed, we can start dividing up the tasks for people to work on.
       - Susan asked what departmental advisory boards are.
         - Amy explained they are business, professional, corporate alumni, people who are interested in your program on the backend, stakeholders who have an interest in your graduates. They help you plan strategically for your undergraduate major program.
         - Larry said he thinks this a real low priority because some departments have regular meetings but depending on when they are scheduled, it might not fit our timeline.
     - Marion asked about the budget. Are we saying that if we don’t get this budget, we can’t do GE change?
       - Amy said she wouldn’t present a budget in that manner. She would present what the estimated budget would be and indicate that we are aware that sometimes we might have to make compromises or adjustments.
       - Marion asked if the proposal depends on some budget.
         - Larry said he thinks it does. The Applied Communication component would need some money.
         - Seth said the Critical Thinking component as well, in terms of the first year course, for most colleges, this will be a new course and that will require someone teaching it.
         - Andy said he looks at as shifting resources, money and teachers around, to accommodate the model, not necessarily increasing the amount we need, just re-allocating where these resources go.
Carolyn said it will be more than shifting. Seth agrees with this. He said there are no credits being removed from Science & Math but we are adding a whole new course that each Science & Math major will have to take. And they will need someone to teach these new General Education courses.

Lisa indicated that nationwide, other campuses are getting dedicated resources to go through these types of transitions.

If the Provost and that campus don’t provide dedicated resources to this effort, what kind of message does it send?

Larry said there might need to be some kind of pilot phase as one way that we might transition into this new model. This would be a way to ease the cost. However, the students who are not in the pilot, would need to have equivalent credits.

Lisa proposed that we consider including the time commitments of the people involved, such as who will be doing assessment of the new GE Model to ensure that it’s working the way we intend it to, advising students on the model (the salaries of the people doing this needs to be included in the budget).

Larry asked if we include all of these expenses, are we in danger of indicating an “all or none” model.

Lisa said she doesn’t think this would be the case. If administration agrees what is needed programmatically, then they will fund it comprehensively. If not, then they will say that these are the areas where it makes sense us give resources, these aren’t.

This is obviously a high priority that we need to focus on.

Marion met with her college Curriculum Committee on Friday and it went to the budget very fast.

The feedback she got was that they don’t have enough faculty to do what they are doing now and now we are asking them to do something else. Seemed like they were intrigued by the idea, but concerned where they were going to find the people to do it.

Amy added a bullet to the document that we should be highlighting the segments that are no or low cost areas to show how we are using some of the resources we already and that we have put thought into the cost of things.

Andy added that we represent parts of the model on an x/y axis (high to low cost, high to low impact) drawing on the research about high impact. Larry expanded on this in regards to research that has shown that High Impact Practices are expensive, but increase student learning and retention.

Seth mentioned that if we had some support, it would be easier to get colleges to buy in. If you can contribute some to the cost and there will be other funds to help support this as well.
- Larry reminded the committee that when 189 started, it was not college owned either and now it is. We could make it a point to encourage colleges to own the new critical thinking courses, but if the college couldn’t see a way of doing this, we would have to make sure there are enough sections, which could be a challenge.
- Andy suggested that maybe this could be addressed to the deans for some funds to come out of their budgets. As the resources shift and if they do a good job with what they are given, then they may be given more money to put towards these expenses.
  - Lisa reminded the committee that some colleges won’t be impacted as much as others. If faculty are dedicating more time on some of these things, then maybe some additional resources can be allowed in those areas that have to add new faculty to their programs and sections to accommodate the model.
- Amy suggested creating a FAQ sheet since some questions have already come up. We need to be prepared with answers for these showing we have thought about things that people will be concerned with.
- Dividing up the budget tasks:
  - Indicate segments that are low or no cost? Potentially represent parts of the model on x/y axes (high to low cost, high to low impact), drawing on the research about high impact practices – Andy & Larry, Kano model
  - Carolyn will contact Larry Reynolds (University of Distinguished Professors) to get information about Critical Thinking (with grad students, lecturers, etc. in mind)
  - Lisa will put the budget in a spreadsheet and Amy will put the document into Goggle Docs so the committee can access it and edit it. She will send the link out to the committee when this is has been done.
  - Andy and Kent – Communication Staffing – Communication group
  - Speak with the Deans about the possibility of including critical thinking in the colleges. How feasible? Any resources? Possible structures? How to solve within their college structure? Highlight the problems the first-year course might solve for the college (retention, recruitment) – Seth will meet with Scott Wood and Amy will meet with Kent Sandstrom.
  - Committee will meet with Provost Ingram on October 21 regarding model, budget and strategy for rolling out.
  - Marion will collect questions for the FAQ sheet.

*****The next meeting is Tuesday, October 14th at 2 pm in Peace Garden*****