Meeting agenda

1. Approve minutes of 26 February 2003 meeting (on S-drive and distributed by email from Beth)

2. Create draft of report to give to UUCC
   Items that I can think of:
   1) Overview of what we have done last year and this – 5 yr review, examples of evaluation forms.
   2) If there is no Director of General Education next year (or ever), who will do the job as it pertains to this committee?
   3) General feeling on campus that this review is a waste of time, an imposition. What will UUCC do to help with this?
      a. Portfolios were submitted for only ~50% of the courses. Will UUCC enforce their submission and how?
      b. Portfolio quality was poor for some – incomplete, insufficient, or no time spent (garbage dump of irrelevant info). A few faculty did not consider this an important endeavor and gave us meaningless information, wasted our time.
      c. We are working to improve by:
         i. Earlier communication with programs
         ii. Revised letter, more clearly stating our goal and requirement
         iii. Meetings with programs to answer questions
         iv. Providing examples of good narrative and portfolio
   4) Econ 4930 and 4940 should not be listed as Lib Art - Social Science electives. All of the pre-requisites for these courses count in this area, why are they here?
   5) Is looking at “what is taught” rather than “what is learned” an appropriate assessment strategy? If not, what should we do?
   6) Most of the competency courses seem to do a great job of fulfilling the listed standards.
   7) Some of the liberal arts courses also do a great job of fulfilling the listed standards. However, some do not. Questions and concerns that were raised during this review process:
      a. Should a course fulfill all of the standards in any particular area?
      b. Should a “2nd course only” course be held to the same level as other electives in fulfilling all of the standards in that area?
      c. If a course can be used as an “either/or”, why can it not count as “both” since standards for both areas must be taught in that course?
      d. Some competency standards are outdated and confusing, do not mesh with current requirements:
         i. “Communication” mixes Speech, English Comp I and II, and Foreign language.
ii. Critical thinking and information literacy seem to be merged into the basic liberal arts standards

e. Some standards in the basic liberal arts, and in particular sub-categories of liberal arts, need to be reviewed by faculty in those areas:
   i. Can they be stated better?
   ii. Are they still appropriate?
   iii. Examples of specific issues that came up this year:
      1. what is the “western ethical tradition of justice”?
      2. does gender studies = racism?
      3. does women studies = sexism?
      4. can “racism” and “sexism” be examined by means other than through literature, such as through art or music? We propose term “media” rather than literature.
      5. what does “significant writing component” mean and does it need to be the same for all liberal arts courses?

3. Other?