

**General Education Committee Meeting**  
**January 19, 2012**  
**CE 406**  
**Presiding: Kathy Johnson**

**Present:** Enrica Ardemagni, Sarah Baker, Tom Davis, Margie Ferguson, Andy Gavrin, Susan Hendricks, Linda Houser, Kathy Johnson, Betty Jones, Peggy Daniels Lee, Kathy Marrs, Lisa McGuire, Jennifer Stewart, Kathy Visovatti-Weaver, and Jeff Watt

Johnson welcomed committee members, and introductions were made. She reviewed how the task force was formed a year ago and was chaired by Rick Ward. That task force process included a discussion of whether IU should be a LEAP campus. She reviewed some of the recommendations by the task force. The report by the task force focused on the School of Liberal Arts and the School of Science, but Dean Simon Rhodes suggested that general education is a campuswide process, so representatives from each school should be part of the process. The smallness of the group should not imply exclusivity. Johnson thought it important to be nimble on this issue. She said overall transparency is important, so committee members should share information with their schools as they deem appropriate.

The committee discussed the following points:

- The state legislature is working on this issue. Our campus needs to be able to act quickly and to respond to anything that happens during the legislative session.
- The campus needs to decide what having a baccalaureate degree from IUPUI means.
- A general education should mean the same across campuses, despite the major.
- The core curriculum should have flexibility.
- The RISE initiative can set IUPUI apart from other campuses. This will put our unique stamp on general education.
- The general education initiative should contribute to reducing the time it takes students to graduate.
- Our campus needs to look at the number of credits students are graduating with; some students are graduating with up to 180 credits. Accumulating an excessive number of credit hours increases educational debt for many students.
- When considering the general education core curriculum, we should keep in mind the core that has been proposed already (for Ivy Tech and IU). We need to decide what works for our campus.
- Our campus could have a theme for curriculum and everything else to center around. Portland State University uses sustainability for curriculum, student life, etc. Should IUPUI's theme be health science?

Ferguson led the committee in a SWOT analysis (strengths, weaknesses, opportunities, and responding to threats). Committee members were asked to do a SWOT analysis while considering the following questions:

1. What do you consider to be campus strengths that could be integrated into a core curriculum?
2. What weaknesses could be improved?
3. What opportunities could we try to take advantage of through the creation of a common core?
4. How might we proactively respond to threats?

The committee divided into groups and then reconvened to discuss their responses:

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• RISE</li> <li>• Urban campus</li> <li>• Life and health sciences</li> <li>• PULs</li> <li>• PDP</li> <li>• Common theme</li> <li>• Built in reflection</li> <li>• Service learning</li> <li>• Diversity of students</li> <li>• Reputation of schools</li> <li>• Translational science</li> <li>• Innovation</li> <li>• Applied sciences</li> <li>• Number of professional schools (that are also well regarded)</li> <li>• Center for Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer issues</li> <li>• Accreditation mandate (outside mandates)</li> <li>• RCMs and budgets</li> <li>• Faculty incentives</li> <li>• Artificial separation between general education and courses in the majors</li> <li>• Developing curriculum by design</li> <li>• Grade inflation</li> </ul>
<b>Opportunities</b>	<b>Responding to Threats</b>
<ul style="list-style-type: none"> <li>• Getting rewarded for graduation rates</li> <li>• Facilitating collaboration between schools and encouraging teamwork</li> <li>• Teaching faculty and administrators about LEAP, PULs, student learning, etc.</li> <li>• Providing something beyond first-year experience (perhaps second-year experience)</li> <li>• Simplifying advising for University College</li> <li>• Diversity of students (help students navigate system)</li> <li>• Core schools (learn from bad and good in other schools)</li> </ul>	<ul style="list-style-type: none"> <li>• State mandating first few years</li> <li>• Dual credits</li> <li>• Demonstrating successes</li> <li>• Assessment</li> <li>• Students who come for baccalaureate degrees who already have associate degrees from years ago. Are we creating barriers? Can they go elsewhere and get their degrees more quickly? What about students getting second bachelor's degrees? Do they take general education all over?</li> <li>• Being flexible—students need credit for life experiences</li> <li>• Creating a statement of principles or</li> </ul>

	competencies <ul style="list-style-type: none"> <li>• Basing funding on graduation encourages grade inflation</li> </ul>
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After discussing the SWOT analysis, the committee discussed the following points:

- If we do not define success, other people will define it for us.
- Should courses in the major count as courses in the general education core curriculum?
- The general education core curriculum should be integrative.
- IUPUI should produce high-quality degrees.

Johnson showed a graph of how the general education core curriculum could work. The committee discussed this, including the following:

- The general education core curriculum would not include prerequisites.
- How far does the general education core curriculum go? Does it cover the first two years and the schools cover the rest?
- The general education core curriculum is really about integrative learning that begins with the first-year seminar. An integrator course in the middle of the curriculum seems to be a growing national trend.
- The professional schools may view the general education core curriculum as courses that students take before being admitted to their schools, while the School of Liberal Arts and the School of Science may stretch the core curriculum. Every school will determine how this is done.
- Specific courses are not attached to the general education core curriculum. Some of the general education core curriculum will be preparatory courses while others will be terminal courses, depending on the major.
- What happens to students who spend 70 credits on the general education core curriculum? Do they only get credit for two years? This will increase time to graduation. Can this be addressed by advisors?
- The general education core curriculum should be the basics. Students should be allowed to grow and develop (e.g., analytic skills or communication skills).
- Should 30 credit hours be the goal for the general education core curriculum? Some schools have a lot of required courses.
- Should we be talking about competencies instead? The competencies would be different for each school.
- Should the committee consider student learning outcomes before deciding on the general education core curriculum?

Johnson reminded the committee that they need to come up with a general education core curriculum that will transfer to other state universities. She asked committee members to take this information back to their schools. She would like for the schools to discuss and send her a list of recommendations for the general education core curriculum. The steering committee will incorporate all of the feedback and draft another version of the general education core curriculum. It is important to get this model out to the campus community for further discussion.

The meeting was adjourned.

Submitted by:  
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