

August 28, 2007, Provost's Meeting with Deans, Directors, and Chairs

Summary of Small Group Discussions on General Education

Names of Group Members	What are the principles for general education revision?	What process should be used?
Keith Rice, Jeff Kurka, David Dumke, Jim Brummer	-Allow every department to justify their part with the GDR's-Retain essence of liberal arts education without losing the value of revision-Revision should necessarily take into account affect on faculty positions	-Dependent on timeline. The faster the need, the more streamlined the process-Develop a special committee to draft a proposal with a specific goal (work with GDR subcommittee-the curriculum)
Eric Yonki, CR Marshall, John Blakeman, Mike Williams	-Some departments "live" on GDR credits, if those credits no longer count, positions are at risk, need data-Lay out specific reasons for need for revision. How does complexity of DGR affect student enrollment? What are the statistics?-Communication is paramount.-Supporting some faculty on GDR credits is not necessarily a bad thing—may allow some programs to exist that aren't justified by # of majors alone.	-Open and participatory-No "feel-good" shit!-All departments appoint a representative to form a committee to hash out revision-Principles defined at outset must include what is and is not on the table, establish parameters for entire process-But who does the discussion? We don't have a good answer for this question.
	-Create rather than revise-Develops formula to remove SCH from consideration in GDR's—adjust SCH per department-Simplify-Fewer GDR's in terms of credits-Perspectives: student, parents-articulation—2yr and tech colleges-Relationship between strategic plan and GDR's-Flexibility	-Create-from campus values—vision, mission, strategic plan-Outside group-neutral-Facilitate community, students, parents, faculty, administrators-Multiple means of feedback
Greg Summers, Diane Gillo, Charles Clark, Dona Warren, Lance Grahn	-Take the time necessary to do it right.-Flow from university's sense of self/mission/ identity. What is the relationship between GDR revision and strategic planning? Which one is driving the other?-State clearly the resource impact/effect of GDR revision.-Should be	-Clarify roles of stakeholders-Involve faculty governance/senate directly/centrally-Begin with Academic Affairs Committee. Oversight/supervision by Academic Affairs Committee-We don't have to assume that we have to start all over.

	<p>faculty driven-Adjustments/ accommodations should not fall solely on L&S-Clean slate approach presumes it is broken beyond repair</p>	
<p>Nate Wetzel, Bob Beeken, Sudevan, Bob Enright, Richard Ruppel</p>	<p>-Bottom up-start with faculty, not administration- Is this reasonable? Is it too big?-Ask each unit in the context of some big picture such as “there are too many GDR’s”: a) What must be? b)What could be ignored? c)What things are negotiable-Ask “What ideas are crucial for a L.A. education?”-What is wrong with GDR’s?</p>	<p>-Who? How?-Start at departments-Go to University level next-Will a department fear for existence if it is not well represented in DGR review?</p>
<p>Gerry Ring, Jan Harms, John Houghton, Christine Thomas</p>	<p>-What do we want the student to look close? a)Opportunity to exploreb)Compatible with majors flexible c)Efficient d)Facilitate Transfers-Need to start the process with a blank slate-Set aside territories-High level of collegiality-Open and inclusive</p>	<p>-Agree on principles-Define the product-Campus wide committee with equal representatives from each college—student affairs, community?-One student government from each college-Equal representation from each college</p>
	<p>Valued input but not necessarily control from all stack holders-Our GDR requirements should go down- Decisions are consistent with what UWSP is about—our niche-Are we about employment or education? Articulate what our students are trying to accomplish- Anything is on the table for discussion-Draw on our strengths</p>	<p>-Who? How?-What are starting with-documents, state?-What is the end product?-What kind of students are we preparing?- Clear foundation from strategic plan-Maintain strengths-Consider critical thinking-Consider integration of key competencies within disciplines-Reward for off-campus experiences-Power brokers (admin) honest, communicate what’s possible, limitations realistic, use participants time wisely- Critical thing, quant reasoning, environmental awareness, global awareness, technology compensations crucial to all disciplines.</p>
<p>Dee Martz, Patty Holland, Jim Haney, Rob Stolzer, Gary Olson</p>	<p>-Nothing off the table- Openers-input from all of campus-Filibusters for your</p>	<p>-What do you want your majors to get from UWSP beyond what your department</p>

	<p>own area limited-Process needs to begin with establishing the mission/goals of the GDR's and follows through with those goals throughout the process- Assessment should be part of the process</p>	<p>provides?-Steering committee- We may need to determine the tasks before we determine who should lead the process?- Should we have outside community/alumni/industry input on what a well educated person should be?</p>
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