

## Minutes of the University General Education Committee

17 September 2021  
meeting via Zoom

In Attendance: Susan Myers-Shirk, Lando Carter, Sydney Fischer, Rebecca Fischer, Jenna Gray-Hildenbrand, Janet Colson, Keith Gamble, Virginia Hemby-Grubb, Scott McDaniel, Keely O'Brien, Ryan Otter, Leon Alligood, Laura White, Deana Raffo, Warner Cribb, Amy Sayward, Sungyoon Lee, Mark Frame

Non-voting members: David Carleton, Brian Frank, Jeff Gibson, Chris Brewer, Nita Brooks, Katie Brackett, Kate Holt, Louis Woods, Christabel Devadoss, Kristen West, Beth Wright

### Introductory work

Lando Carter, committee chair, welcomed the committee members and members of the Design Team who were present. He then identified the key question that the committee will be using to frame and focus its work throughout this year: **What model and what assessment method will give us the outcomes** [that the committee and university community approved last academic year]?

He then opened the floor to any corrections or edits to the minutes that had been circulated ahead of the meeting. Hearing no amendments, the minutes were approved.

He then directed the committee's attention to the document circulated to the committee yesterday from Susan Myers-Shirk, the General Education Director, and asked her to provide the context for this document.

### Questions, Opportunities, and Challenges

Myers-Shirk explained that this document, "Questions, Opportunities, and Challenges," had been created as a result of discussions in the previous University General Education Committee meeting and the subsequent joint meeting of the Assessment, Design, and Executive teams, which had given the Design Team a mandate to revisit the department design forms and develop a strategy to engage that data to help define the redesign process moving forward. The Design Team then met, collated the feedback from the department design forms into this document, and developed a proposed strategy for engaging that data in a meaningful way. At this point, Myers-Shirk reminded the committee that all voting members have access to—and can read—all of the raw data that this document summarizes and highlights.

The Design Team prioritized addressing concerns about clarity, especially those concerns with implications for General Education outcomes and assessment. The Design Team also proposed to have some model refinements suggested by this feedback for the October 1, 2021, meeting of the University General Education Committee. At that point, the committee could re-evaluate and decide on next steps in light of this information. Myers-Shirk concluded by stating that the

Design Team sees this as the first step in an on-going refinement process that will take place during this academic year.

At this point, Carter asked for a motion about the proposed plan set forward by the Design Team in this document. Warner Cribb then made the following motion: That the Design Team move forward with its re-evaluation of the three proposed General Education models and the existing model in light of the questions identified in the document and the outcomes approved in the Spring 2021 semester. The motion was seconded by Mark Frame. In the subsequent discussion, Cribb emphasized the importance of moving forward with the approved outcomes centered in the process. He also stressed that the Design Team and committee, in undertaking this work, was making the greatest effort possible to consider the comments and feedback from departments and the university community and to be transparent. There being no further discussion, the committee approved the motion by a vote of 16 in favor with none voting against or abstaining. Carter wound up this part of the committee's work by thanking the Design Team for its work.

### Assessment

Carter then turned to the report of the Assessment Team that had attended the AAC&U (American Association of Colleges & Universities) General Education and Assessment Institute over the summer of 2021. Myers-Shirk then briefly reviewed the document by sharing her screen—explaining that the document will be emailed to all members following the meeting. She highlighted the attendees and the recommendations.

She especially stressed that the question of assessment as it relates to transfer students will be one of the most challenging issues in this arena and will require on-going conversations. In connection to this, she mentioned that the Tennessee Board of Regents (the governing body of all of the state's community colleges and the source of the majority of MTSU transfer students) is also working on General Education Re-Design (having attended the same AAC&U institute), but its work had been significantly slowed by the pandemic. Carter then explained that assessment will be the tough work of the year for the committee and urged committee members to review the document carefully.

Carter then opened the floor to any new business. There being none, the committee was adjourned at 2:19 p.m., with the Design Team remaining to continue its work now that its proposal had been accepted unanimously by the University General Education Committee.