**Academic Affairs Committee**

**Minutes for Meeting No.4**

**Wednesday, November 20, 2024**

**6:00 P.M.**

**Founders Suite (lounge side on the right), Bone Student Center**

**Call to Order**

**Roll Call**: Blum, Han, Ionescu, Nikolaou, Seifert, Werner-Powell, Bever, Blair, Montoya, Myers-Hoops, Sharp, *Hurd (AVP for Undergraduate Education)*. (Note: quorum is six voting members; *ex-officio*).

Present: Blum, Han, Ionescu, Nikolaou, Werner-Powell, Bever, Blair, Montoya, Sharp, Hurd.

Absent: Seifert, Myers-Hoops

**Public Comment(s)** - none

**Order of Business:**

1. Oral Communications
   * 1. The General Council provided comments on Policy 4.1.18, asking us to spell out AMALI & IDEAS. The committee agreed to this editorial change.
2. Approval of *Minutes#02AAC09.25.24 and Minutes#03AAC10.23.24*
   * 1. Minutes #2: Bever moved, Ionescu seconded. All approved.
     2. Minutes #3: Blair moved to accept, Werner-Powell seconded. All approved.
3. General Education Revision (continuation):

* *Comments from Surveys*
* *Emailed Comments and Letters*
* *Gen Ed Change Procedures*
* *Current Gen Ed Structure*
* *Gen Ed Revision Proposal*
* *Implementation Plan*

In the last meeting, we stopped at the Creative Arts category description with the discussion on creative writing. After the meeting, there was an e-mail communication about creative writing between Cline, Horst, and Nikolaou, with Hurd copied. In the e-mail, Horst suggested that there were already two writing courses and that creative writing should be removed as a possible course in this category. Cline responded that the Taskforce was trying to break down the siloes and that creative writing shouldn’t be a problem. Discussion ensued within the committee on whether creative writing should stay or not. It was questioned what our priorities are – to provide diversity of course offerings or to maintain siloes. The committee decided to leave creative writing in the description. Creative writing courses would have to meet all the learning outcomes to be included.

Experiential Learning & Civic Engagement – it was felt that this category was just thrown in here. It was questioned if music ensembles that require an audition are considered prerequisites. The committee questioned learning outcome 2.5: Collaborate in diverse teams. What does that mean and how do we know if it was met? It was explained that the instructor would choose the outcomes they want for the *courses* and not the student body demographic make-up. It was also suggested that we increase the number of learning outcomes that had to be met from 2 to 3 to be consistent with other categories. It was questioned whether the description of this category was too vague.

Structure: A comparison of the new structure, existing structure, and IAI was done. Blum suggested we talk about the areas of concern that resulted from all the feedback.

* *Math/science reduction*: Sharp suggested we add a math course back. Werner-Powell said we should leave it to the discipline to decide if their students need more math or science. If the faculty feels it is necessary, they should revise their curriculum and add in another math course. She used fine arts as an example of a discipline that does not need additional math and science. Their students would benefit from more fine arts and Humanities courses. Werner-Powell went on to say that every discipline feels students need more courses in their area. Blum and Werner-Powell suggested we have talking points for the Senate floor. Blum said this was a more balanced approach that allows for more majors to get involved in general education. Hurd told the group that we fill 98% of the gen ed seats that are opened every semester. If a department offers a decent course, it will fill. The task force decided to offer a general education elective because they could not decide which discipline was most important to be given another category. They decided to let the students select which additional course they would take.
* Based on benchmarking done by the Task Force, here is a comparison of the math/science course numbers required:

|  |  |
| --- | --- |
| **Institution** | **# of SCI/MAT courses required** |
| ISU | 5 |
| Clemson | 4 |
| Mizzou | 4 |
| U of I | 3 |
| UIC | 3 |
| Southern IL U | 3 |
| Northern IL U | 3 |
| Iowa | 3 |
|  |  |
| IAI | 3 |

* *Reduction of hours*: Hurd reminded the group that only Family & Consumer Science majors actually take 39 hours. The rest of the programs have category exemptions and double dip gen ed and major requirements. There are some programs that double dip up to 8 gen ed and major courses.

1. Policy 4.1.19 Credit Hour
   * 1. No discussion occurred.

**Adjourn**