

General Education with General University Faculty Senators

Vicki Clegg and Sara K. Kearns

February 14, 2008

Notes prepared by: Sara Kearns

Present: Dale Askey, Cindy Bontrager, Christy Crenshaw, Kathy Greene, Loleta Sump

Q: Did we look at other universities' programs?

Yes.

Follow Up Comment: Our program and even the term general education doesn't seem to carry any perception as a program—it seems like something students have to get through.

Q: Is there university faculty commitment for a core education?

A: Level of commitment depends on the area. There is commitment from the Provost.

C: Noted during faculty senate that outside electives out of a department were being reduced. Surprised that no one spoke up.

Q: Critical thinking skills from some of the younger/recent graduates from K-State that [she] works with are appalling. Where else are they going to get them if not in college?

Q: Is this high enough on the Provost's mission list that this is going to happen?

Q: Thinking about architecture—heard said that they are pretty adamant that they highly value a liberal arts education, but they'll get it from their departments. Where is the line where people would agree that by definition, if you are not exposed to the philosophy/cultures of other colleges, your collegiate experience is diminished?

Suggestion: every student in a college (with the exception of A&S) must take a certain percentage of their classes in another college. That would serve as a starting point.

Q: Salina. Most of them getting an undergraduate degree will take courses here?

A: Maybe not. But may get some gened courses at Tabor.

Q: Employers have said they are looking for someone who is well-rounded. There is a difference between someone who comes from a local/two year college and one with a liberal arts background.

C: Notion that a person with a liberal arts background is appreciated by persons at the higher echelons of companies etc . . . That doesn't always trickle down to the Human Resources department, where the focus is on a skill set.

Q: Has there been any student input or endorsement?

A: We've had student representation since the beginning. Doesn't imply endorsement. Did go and talk to SGA. Need to play it up as being an important part of the program.

C: Get rid of the term General Education. Sounds like General Algebra or has that remedial sense. See Honor's Program and how they've marketed it. Life Education? Really need to market it so that students have the buy in and understand the need. Start at new student orientation.

C: Thinking of the naysayers, if we are receiving any kind of feedback from prospective employers that we are sending out students that are a little narrow or parochial, that information would be the selling point. Start with new student orientation by saying K-State is responsive to employers and that's why we have these course requirements.