

Minutes
SPSU General Faculty Meeting
Noon Thursday, February 7, 2008
Burruss Auditorium

1. Quorum

The meeting was called to order at 12:03 with the moderator declaring that a quorum was present.

2. Approval of General Faculty Meeting minutes of November 29, 2007

The minutes were **approved**.

3. Faculty Standing Committee Reports

A. Faculty Senate (Lance Crimm) – Senate is currently discussing calendar issues (task force), the Senior lecturer issue, and the political science degree proposal. Senate is continuing to deal with P&P's (parking, etc.).

B. UITAC (Bob Brown) – Met twice in December with senior staff present, very diverse opinions in the room. Waiting for DoIT to produce final draft of strategic plan with a meeting planned for February to discuss.

C. Graduate Programs Committee (Rene Butler) – Meeting in a couple weeks to review large stack of graduate faculty applications.

D. Faculty Council (Pam Frinzi) – have not met.

E. UCC (David Pierce) – Have not yet met this semester.

F. Undergraduate Student Status Committee (Tom Rotnem) – Met twice since last faculty meeting, future petitions that exclude only part of previous major will now come to USS Committee.

G. Student Life Committee (Rich Cole) – Haven't met yet this semester, committee will meet Feb. 28. Agenda items include Bill Gruszka, who will address some student issues to keep students up to date.

4. Acceptance of recommendations contained in Committee Minutes

- **Faculty Senate:** November 15, 2007
- **Graduate Programs Committee:** September 25, 2007 and October 9, 2007
- **Student Life Committee:** November 15, 2007
- **Undergraduate Student Status Committee:** November 6, 2007
- **Information Technology Advisory Committee (UITAC):** November 27, 2007

Omnibus motion to approve the above set of minutes. **Approved.**

6. VPAA's Comments - Off campus, no comments.

7. President's Comments

- Chili-cook off winner was Smoldering Atomic Chili of Satan (SACS) submitted by Joel Fowler

- Chief Business officers for whole USG system having a meeting on campus today
- Expect to have preliminary information next week for FY09 budget
- Engineering Technology Center is in governor's budget
- Dr. Rossbacher and Ron Dempsey are official registered lobbyists for university
- Chancellor Davis is focused on Risk Management – any decision that requires board approval that has risk attached to it requires risk assessment plan. Not clear where all this is heading, may have to do some analysis in the future concerning this. One aspect of this has to do with Ethics reporting hotline.
- Phil Patterson is SPSU's representative to restructuring of core curriculum for system. Dr. Patterson reported (see attachment for more information)
 - Attended 2 day retreat at UGA
 - Committee was instructed to think creatively about what is important for graduates to have upon graduation. Need a framework to guide curriculum framework.
 - 3 models – from self to global society (and threads);
 - next phase, information to be posted on web site time for faculty members to respond <http://www.strongfoundations.usg.edu/>
 - next planned meeting in summer to review comments, and then a meeting in fall to present model.
 - Comments from floor:
 - need for discipline committees to be able to provide input
 - need to validate premise before we go through this exercise
 - need to maintain flexibility within the curriculum
 - buzzword was “global” (international)
 - SPSU currently meets a lot of the proposed standards (such as need for global)
 - have they done a risk assessment on changing the core?
- Continuing to develop a new logo for university, hope for announcement at end of the month which will lead to revamping the website.
- This weekend is reunion weekend, 4-6 pm tomorrow President's reception in Ballroom. School based receptions on Saturday evening.
- Will entrance to campus be finished this semester? President will ask John Mills to send out an update. Can light from loop (westbound) to 41 (southbound) timing to increased?

8. Announcements

A. Upcoming Events - Open House weekend of 2/16.
Science Olympiad the following weekend (2/23).

B. SIS International Forum Wednesday, 2/20 noon student center theater – Sustainability at Emory global through local.

8. Adjourn

Meeting was adjourned at 12:52.

Next General Faculty Meeting: Thursday, March 13, 2008 at noon in Burruss Auditorium

Submitted by: Briana Morrison, Secretary to the Faculty

Approved by: Lance Crimm, Faculty Moderator

1. Objectives of the retreat:
 - a. The perception exists among the business community that USG graduates lack various forms of communication and quantitative reasoning skills.
 - b. USG member institutions must “raise the bar,” thus improving USG graduates’ problem-solving, communication and global awareness skills.
2. Goals of the retreat
 - a. Develop a core curriculum framework that guides the USG core curriculum. Include learning outcomes that can be easily implemented system-wide. It is expected that these learning outcomes will be imbedded in the core curriculum.
 - b. Develop a model core curriculum under a “theme.”
 - c. Include “threads” as part of the theme. Threads are skills that are related to, and woven through the intellectual themes.
3. Retreat Coordinators asked participants to consider the following:
 - a. Think creatively about the skills that are important for the USG graduates.
 - b. Do not be overly concerned with the logistics of implementation.
 - c. Consider a curriculum that “weaves” the core curriculum learning outcomes through the entire BS curriculum rather than placing distinct core courses at the start of the BS curriculum.
4. BOR expectations
 - a. Develop a framework that will be intellectually exciting and compelling; it should motivate our best teaching and student learning.
 - b. Stress global emphasis, i.e. “Living with diverse others.”
 - c. Communication skills – the curriculum must emphasize various forms of communication.
 - d. Quantitative reasoning – the curriculum must emphasize quantitative reasoning.
 - e. Transfer credit – the curriculum must facilitate transfer credit.
 - f. The curriculum must be general enough to allow for campus-involvement.
5. Resulting Themes (note: these models are referred to as “clusters” because they are composites of six previous models).
 - a. Cluster One – From Self to Global Society
 - b. Cluster Two – Framing Worldviews in a Global Environment
 - c. Cluster Three – Empowered to Confront Complex Problems
6. Next Phase
 - a. The resulting “Clusters” from this retreat will be made available for USG faculty and staff review and feedback at a later time via the USG website. **However, the models are included as attachments to this message.**
 - b. The USG-CCIR will convene in Macon, Georgia SUM2008 semester to review USG faculty and staff feedback, attempting to incorporate this feedback into the existing models.
 - c. The USG-CCIR will finally convene in Athens, GA during the FAL2008 semester to prepare and present the final model.

CLUSTER ONE - FROM SELF TO GLOBAL SOCIETY

Overview

Twenty-first century students face the daunting challenges of high level-understanding not imposed on earlier generations. They are required to possess self-knowledge recognizing what they know and need to know for and about themselves. They must further integrate self knowledge with knowledge of an increasingly interconnected global society in an electronic age. Beyond that, students will be asked to apply knowledge of self and society to participate as global citizens. This core focuses on why in which students can expand knowledge of self to learn of social roles, obligations and contributions as global citizens.

Area A: Communication in a Global Society

This area focuses on using communication as a bridge to understanding collaborating and effectively problem solving in a globally interconnected environment. This would include, but not be limited to, foreign language, English composition, speech and journalism.

Area B: Science, Technology, Self and Society

This area focuses on getting students to grasp the personal and worldwide societal implications of emerging technologies and scientific advancements within a well informed scientific framework.

Area C: Aesthetics in Cultural Contexts

This area focuses on the movement from a culturally received set of aesthetics bound by time and place to a more globally inclusive set of aesthetic principles that transcend such acculturated parameters.

Area D: Self and Social Organization

This area focuses on the relationship between individuals and the various social groups and institutions to which they belong and which affect and shape their lives. These groups and institutions include friendship groups, families, and social organizations, as well as more formal institutions such as religion, education, economic systems and government.

Area E: Self and Society through time and place

This area focuses on an understanding of the historical and cultural contexts that influence where we are not and where we hoer to be. This would include, but not be limited to, geo-political and socioeconomic influences.

Area F: Quantitative thinking, Self and Society

These area focuses on developing the ability to conceptualize problems and design models to effectively gather, utilize, and communicate quantitative information in decision-making for individuals and society in contexts such as personal finance, public health, and the environment.

Threads

- Applied Problem-solving and critical/creative thinking
- WOVEN Communication
- Ethics/Moral responsibility

CLUSTER TWO: FRAMING WORLDVIEWS IN A GLOBAL ENVIRONMENT

Area A - WOVEN Communications and Literacy in a global age

The focus of this area is the development of cross-cultural communication skills using Written, Oral, Visual, Electronic, Non-verbal and quantitative methods

Area B - Knowledge and Practice of Methods of Inquiry

This area focuses on understanding of and hands-on experience with the methods of inquiry of disciplines that explore the natural, physical, social, and cultural realms

Area C - Addressing Global Issues with Sustainable Responses

This area focuses on developing long and short term solutions to significant global issues (e.g., political, environmental, social, economic, cultural, and ideological).

Area D - Understanding continuity and change in a global environment

The focus of this area is the movements, ideas, and focuses (technological, economic, social, political, cross-cultural and /or scientific) that have impacted individuals, groups, societies, and cultures over time.

Area E - Understanding self, others, and societies

This area focuses on the attitudes, beliefs, behaviors, artifacts, and environmental and cultural contexts that affected human interactions and our understandings of the world

Threads -

Integrative thinking

Analytical and Quantitative Thinking

WOVEN communication skills

Ethical thinking

Team-Work / collaboration

CLUSTER THREE – EMPOWERED TO CONFRONT COMPLEX PROBLEMS

Overview

The 21st century presents humanity with unprecedented problems, controversies, and uncertainties. The USG core curriculum prepares students to be open-minded citizens who confront and resolve complex problems in a global environment. To succeed, students must be knowledgeable in many domains and proficient in applying analytical and problem-solving strategies.

To this end, the model ensures that students acquire the necessary knowledge, processes, and problem-solving strategies in multiple areas:

- Written oral, visual, electronic, nonverbal communication
- Quantitative reasoning
- Information technologies
- Literacy in the natural, physical, and social sciences

More important, the model prepares students to integrate these various forms of knowledge processes, and strategies in productive ways. Students are challenged to

- Develop strategies that help them identify the nature of problems
- Determine the kinds of solutions needed and the degree of certainty that various solutions are possible
- Locate and evaluate available information and potential models
- To recognize and apply various ethical perspectives to potential solutions.

Students also have the opportunity to engage in problem-solving activities, to negotiate various kinds of relationships, and to participate constructively in their communities.

Area A – Communication (WOVEN) – Multiple languages

Area B – Arts and Humanities – Literacies and problems solving (artistic, aesthetic, cultural, historical, literary literacies).

Area C – Numeracy / Quantitative – literacies and problem solving

Area D – Scientific – literacies and problem solving – all sciences: biology, chemistry, physics and earth sciences.

Area E – Information Technology – literacies and problem solving – information technologies, digital and electronic technologies.

Threads

- Historical perspectives
- Cultural awareness
- WOVEN communication
- Critical / analytical thinking
- Quantitative reasoning
- Information Technology
- Ethics / moral reasoning
- Interdisciplinarity (e.g., sustainable life style, civic engagement).