

Faculty Meeting Minutes
November 5, 2014
Moon Room, Dana Auditorium
Guilford College

1. Clerk Dave Dobson started the meeting after a period of opening silence.

2. Introduction of Campus Tour Guides and New Tour Invitation Policy

Following a suggestion made by Guilford's consultant firm Credo, Erin Kelly, Associate Director of Admission, brought the campus tour guides to the meeting to meet the faculty. 13 student tour guides briefly introduced themselves. The faculty was invited to "interrupt" the tour by introducing oneself and interacting with people on the tour to promote student interest in coming to Guilford.

3. For Approval: Revised Committee Slate

Betty Kane introduced the new changes to the 2014-2015 faculty committee slate since it was last approved in April. The changes were made in order to incorporate newly arrived faculty into the committees and replace those who have left Guilford. Questions about individual assignment in the committees can still be discussed with the Nominating Committee.

The faculty approved the revisions to the 2014-2015 faculty committee slate as presented.

4. For Approval: Nominees for Honorary Degree

Dave Dobson explained that we received one nominee for the honorary degree. The nominee has an impressive record of serving the community and students for a long time. The faculty expressed strong support for this nominee.

The faculty approved the recommendation of the nominee for an Honorary Degree from Guilford College. This recommendation will be sent to the President.

5. Continued Discussion: The General Education Curriculum

The clerk gave a succinct overview of the expressed concerns about general education curriculum revision from the October 1st faculty meeting. Then he invited Kyle Dell to share his research on general education that he did during his one-year study leave as a fellow for the 2013-2014 American Council on Education (ACE) Fellows Program.

Kyle first introduced the ACE Fellows Program. A program 50 years old, it seeks to respond to an emerging trend in higher education that administrators of education come not from the classroom but from administration. The program wants to

remain and support a pipeline of administrators coming from the classroom. Kyle was one of the 47 fellows for this program last year. He felt that the experience was incredibly enriching. As part of the program, each fellow chose one particular focus, such as sustainability, disability policies, teaching and learning centers, human resources, faculty development, and so on. Kyle's focus was general education. He looked at new trends and innovations around general education.

Recounting his experience at the AACU annual conference in Portland, Oregon where he saw food trucks coexist with conventional restaurants offering much vibrancy and flexibility to the city, Kyle described a similar pattern he saw in higher education which includes common, larger trends as well as more interesting takes on general education programs through curriculum revision and innovation.

Kyle presented five general trends in higher education: 1) Enrollment-driven small colleges are under pressure to address fundamental change; 2) Decrease in public support and increases in public scrutiny; 3) Increasing diversity of the student body; 4) Increasing student mobility across institutions throughout a bachelor's degree; 5) Partnering with employers and graduate programs to match outcomes with needs.

Kyle suggested that although there is little we can do to change the general trends, we do have control over the general education program that we as faculty could innovate. Kyle presented five general education models that he thought were inspiring:

- Portland State University (thematic model)
- St. Olaf College (better marketing and branding model): St. Olaf's general education program is very conventional, but it developed a better marketing and branding model by sharing success stories achieved through general education.
- Alverno College (competency-based model): Alverno's general education program is guided by students' ability to hit important marks in competency.
- College of Idaho (integrated major/minor/general education structure): The college asks students to major in one of the four main areas/divisions but select a minor in the other three. By doing this, students can put together a major and a minor that speak to their future plans.
- Colorado College (conventional general education program, block schedule and experiential learning): Kyle visited Colorado College with some other faculty members from Guilford. The college operates on a 3½-week block schedule. Students take only one class during a block. This allows classes to incorporate extensive fieldwork or other experiential learning opportunities.

Some faculty asked questions about what actual courses are offered in Colorado's block system, how different they are from regular semester courses, and whether different pedagogies are needed to teach on the block schedule. Kyle's impression was that the teachers at Colorado did have to redesign the classes and rethink their

approaches for the block schedule. In addition, since their classes meet for 2-3 hours every day, teachers have a lot of contact hours with students, which also affects the advising pattern. One faculty pointed out that Guilford is different from Colorado as we have a large adult students population, the block system might be difficult for many of them. One faculty asked about the processes that these schools went through to revise their general education curriculum. Kyle said that he could not get much information about them from most of the schools, but Portland State University was very open on this, and he would be happy to share the entire website that reflects their process.

6. For Approval: Commitment to Reviewing the General Education Curriculum

The clerk asked the faculty to consider whether we want to commit to evaluate our general education curriculum in an open, consensus-driven process supervised by an ad hoc committee as suggested in the proposal. It was stressed that this is a step back from the proposal at the Oct. 2nd faculty meeting. Instead of asking faculty to commit to revise our general education curriculum, this proposal asks faculty to commit to review our general education curriculum to determine whether we should revise it. The ad hoc committee is not tasked with revising our curriculum. It is charged with evaluating and assessing the overall effectiveness and appropriateness of our current general education curriculum, studying alternate strategies for delivering general education, and making recommendations as to whether we should revise it or not.

A number of faculty voiced support for this proposal, but asked some questions and made some suggestions. One question asked was about the relationship between this proposed ad hoc committee's work and the work done by the Joint Curriculum and Assessment Committee last year. The Joint Curriculum and Assessment Committee presented three possible models for general education revision for faculty discussion at the April faculty meeting. Dave explained that it seemed that the faculty was not ready to go that far and to commit to revise our general education curriculum at this point. That is why the Clerk's Committee suggested a step back in the current proposal.

Some suggested that the general education curriculum is not just a model, it is also content and pedagogy. The academic crisis that the college is facing now provides us with an opportunity to look at our identity and reexamine whether we are living up to our core values. This process needs to be in sync with the general education curriculum revision process. Honoring diversity seems to be part of the roots of what we do at Guilford. We need to look harder at the roots as they inevitably influence our general education curriculum.

Several faculty asked how this ad hoc committee is going to be formed, and one raised concern about having more ad hoc committees among faculty. Dave said that he will send out an email soliciting faculty members who are interested in participating in this work, and he will then work with the Nominating Committee and the Clerk's Committee to form this ad hoc committee.

The faculty approved the proposal to review the General Education curriculum at Guilford as presented.

7. Collective Self-Affirmation and Production of Good Vibes

A number of faculty members shared positive experiences and good news happening to teachers, students, and staff at Guilford. One faculty member gently encouraged the faculty to contribute to the Guilford Share fundraising campaign.

8. The meeting closed with a moment of silence.

Submitted by Zhihong Chen, Recording Clerk.