GENERAL EDUCATION AND INSTRUCTIONAL EFFECTIVENESS

Minutes of Monday, February 19th, 2018

PERSON PRESIDING: George Bailey, Chair of GEIE

ACTIONS:

1. The committee approved the minutes of the meeting of January 22nd, 2018, as revised.
3. Approved request from Foreign Languages and Literatures for Humanities credit and Global Diversity credit for FORL 2662 Special Topics in Hispanic Cinemas. Dr. Justice Ellerby
5. Approved request for Mathematics credit for MATH 1064 Applied Mathematics for Business. Dr. Heather Ries and Dr. Syler Feltman.
6. Approved request from Social Work for Global Diversity credit for SOCW 4250 Substance Use Disorders and Research Methods. Dr. Michael Daniels.
7. Reviewed recommendation from the Teaching Evaluation Sub-committee. The report will be further revised and considered at the March 19th 2018 meeting of the committee. The need to provide instructions on the best practices for using the SSOI and student comments, should these be made available to administrators, was stressed. The need for training on how to use the SSOI to evaluate faculty was discussed. The question of whether, if administrators see comments, will personnel committees, tenure committees and promotion committees see the comments? Will the student comments be in a tenure-track faculty members PAD? Will they be considered by the Tenure committee when doing progress towards tenure letters? Will faculty responses to comments be provided when comments are provided?
8. Recommendation to revise the Global Diversity requirement. Proposed revisions to the Domestic and Global Diversity Course Requirements (originally approved as FS Resolution #12-75, April 2012)

(The following is linked from the General Education and Instructional Effectiveness committee website.)

“Domestic and Global Diversity Course Requirements
This recommendation revises the current three-hour diversity requirement, which does not contain any goals.

These requirements have two components: domestic diversity and global diversity. Domestic diversity addresses understanding diversity within the USA in the context of problems faced by members of specific groups. Global diversity addresses understanding diversity in other cultures in the context of globalization.

Effective Fall 2013, Undergraduate students will be required to complete two three-hour diversity courses: one course with a domestic diversity (USA) focus and one with a global diversity focus. These courses can be chosen from courses that meet the Liberal Arts
Foundations requirements and/or the requirements for the major. This requirement will be stated in the undergraduate catalog.

Courses that address diversity provide opportunities for students to learn about the beliefs, values and achievements of people other than those of their own age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity. These courses also provide opportunities to examine problems that may arise from differences, and opportunities to learn how to deal constructively with these issues.

Requests for diversity credit for a course are evaluated by the Foundations Curriculum General Education and Instructional Effectiveness Committee and approved by the Faculty Senate and the Chancellor. For a course to receive domestic diversity credit or global diversity credit, it must address either the generic domestic or global diversity goals stated below.

**Study Abroad Courses:** A Study Abroad course receives Global Diversity credit without the need for approval by the General Education and Instructional Effectiveness Committee, the Faculty Senate and the Chancellor provided that:

- The course earns 3 or more credit hours, and
- The course requires students to be in one or more countries other than the United States for a total of at least fourteen days.

For a Study Abroad course that does not require students to be in one or more countries other than the United States for a total of at least fourteen days to receive Global Diversity credit, the credit must be approved by the General Education and Instructional Effectiveness Committee, by the Faculty Senate and the Chancellor.

Courses that transfer to ECU as equivalent to an ECU course that is approved for diversity credit receive diversity credit. Transfer courses that are not equivalent to existing ECU diversity courses may be approved for diversity credit by the Foundations Curriculum General Education and Instructional Effectiveness Committee.

**Domestic Diversity Course Goals**

1. Students understand problems that arise in the USA from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.
2. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.

**Global Diversity Goals**

1. Students understand how cultural beliefs and values shape people’s perceptions and impact global decisions and actions.
2. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives.

9. The committee was adjourned at 3:10 PM