

Morehead State University's Final Team Report
AAC&U Institute on General Education
Newport, Rhode Island
May 22, 2007

Projected Process

Upon returning to campus, the team will meet with the new Provost for briefings on what we've learned at the institute and to discuss the integration of these concepts with her notions of an "Academic Audit." The team is prepared to make concrete recommendations regarding a redefinition of General Education at Morehead State University and will solicit her leadership in making it part of broader academic improvements at the university.

Stage One: Undertaking the Process

Initial announcement to the campus community about the national discussion related to an emphasis on teaching and learning in higher education and the process of the general education study can occur at the opening fall convocation for the faculty and staff, followed by reinforcement at opening college, department, unit meetings, Faculty Senate, and Staff Congress, President's Council, and Board of Regents. The Center for Teaching and Learning will focus the next academic year on providing workshops/seminars on the aims of General/Liberal Education and current trends and models in Gen. Ed., inviting outside consultants and speakers to participate, in addition to Institute Team Members.

Stage Two: Data Gathering

After reviewing existing data, the Team, supported by the Provost's office, will post a survey through Facilitate.com or Snap software that will invite current students, alumni, faculty, staff, and representative employers of alumni to respond to questions such as:

- What *knowledge* should be characteristic of a graduate of Morehead State University?
- What *skills* should be characteristic of a graduate of Morehead State University?
- What *experiences* should be part of a baccalaureate education at Morehead State University?
- What *dispositions* should be characteristic of a graduate of Morehead State University?
- If you are familiar with the *current* General Education program at MSU, what are its *strengths*? Its *weaknesses*?

Stage Three: Data Analysis

The Team or expanded Task Force will synthesize, distill, and publish the collected aims for our general education program. This will lead to the development of a trial set of learner outcomes within categorized goals to be used as a basis for campus dialogue.

Stage Four: Expanding the Input

The Provost will extend an invitation to all faculty interested in the General Education program to

- Review the results of the synthesized survey feedback
- Participate in Faculty Senate sponsored "town hall" meetings
- Attend professional development sessions about trends, aims, and models of General Education programs in American colleges and universities

Stage Five: Getting to Work

- The Provost will establish a structure for curriculum development and assessment processes
- The Provost will invite an AAC&U consultant to campus to meet with smaller task forces
- Task forces will continue to develop the goals, the assessment process, and the curriculum for the new program
- The work group will construct and endorse a General Education Program to be presented to the faculty for adoption

Stage Six: Refinement toward Implementation

- Faculty Senate-sponsored “town hall” meetings will be utilized to seek further input by faculty
- The Provost’s office will invite an AAC&U consultant to review the process and the plan and offer reflections on the progress
- Curriculum process and content as well as assessment processes and instruments will be fine-tuned for piloting
- General Education faculty will engage in additional professional development on the scholarship of learning and teaching and effective pedagogy

Working Draft of a General Education Mission Statement (Developed during the Institute)

The aims of General Education, or liberal education, are University-wide goals that accompany a student through a major field of study into a profession for life-long learning. A liberal education at Morehead State University explores, in and beyond the classroom, diverse contexts of inclusive human experience, knowledge, and skills that foster a lifetime of informed critical inquiry; independent yet cooperative thinking; tolerant circumspection; ethical deliberation; reflective problem-solving; and creative discovery. A liberally educated student develops literacies to explore connections between the physical and metaphysical universe; the familiar and the unfamiliar; the microcosm and the macrocosm of human understanding; the past, the present, and the future to contribute meaningful stewardship and leadership in their immediate and global communities.