

Present: Mark Largent, Rachel Barnard, Garth Sabo, Alexandria Stanley, Laura Thompson, Jennifer Goett, Amanda Idema, Chastity Warren, Chris Thelen-Creps, Emily Conroy-Krutz, Chrysoula Vasileiou, Tom Summerhill, Helen Mayer, Linda Nubani, Stephen Thomas, Rebecca Malouin, Kathleen Gallo, Ebony Green, Justin Micomonaco, Opal Bartzis, John Spink, Anthony Stanco, Corinne Williams, Laura Thompson.

Absent: Noah Dusseau, Taylor Epp, Kim Dodd, Joy Davis, Kari Stone-Sewalish, Lesa Louch, Stacia Moroski Rigney, Alex Landen, Susan Richter, Bethan Cantwell, Riya Jacob

A virtual meeting of the University Committee on Undergraduate Education was held on April 23, 2026 at 10:15 via Zoom with Chastity Warren presiding. The agenda was approved as presented. The minutes of the April 9, 2026 meeting were approved as presented.

Remarks:

Have been asked to delay a survey regarding faculty concerns about accommodations until September 1-15 due to other surveys happening. [Draft survey linked here.](#)

Vote: Vice Chair for 2026-2027 Academic Year

No nominations received. Will be done in September with new members present. Rachel Barnard is serving as Chair, which is the required element.

Discussion: Draft Learning Goals, led by Emily Conroy-Krutz

Committee spent fall gathering info from internal MSU contacts and doing benchmarking with other institutions to see what learning goals look like at other places. Decided to revise learning goals, as there was support for existing goals and suggestions for moving forward.

Drafted undergraduate learning goals using the 5 Opportunity Areas as a framework.

These are holistic, institutional goals intended to bring together what is happening in classrooms and cocurricular learning.

Faculty, staff, and administrative leaders were asked how they feel about existing learning goals (effective communication, integrated reasoning, analytical thinking, effective citizenship, cultural understanding). Found general satisfaction with learning goals.

The students surveyed identified problem solving, analytical thinking, effective communications, creative thinking, and teamwork and collaboration as having the highest importance. Students think learning should support understanding different perspectives, thinking critically and analytically, making connections across disciplines.

Undergraduate learning goals and the 5 Opportunity Areas are reciprocal systems that inform and improve upon each other.

5 Opportunity Areas are what the institution learns about students.

Undergraduate learning goals are what the students learn from the institution.

Draft proposal includes responsible inquiry and information literacy, communication and collaboration, cultural and global understanding, civic and community engagement, knowledge integration and application, reflection and self-directed learning.

Learning Goals next steps:

Survey will go out in May, will refine descriptions and rubrics in the fall.

Will submit for approval through Academic Governance and Student Services.

Question: how will these impact delivering curriculum?

Will show up most for faculty when proposing new programs and courses. Going forward, it will show up similarly in program review when speaking to how the program contributes to undergraduate learning. The hope is that new learning goals will be used by faculty to see how what we do connects to broader stream and give us shared language. Expect to see it in new course proposals and program reviews.

Some surveyed faculty said certain ULGs don't apply to them. There is no expectation that they will hit all goals in every class. We are providing frameworks to see themselves in each space, so each learning goal can be applied in their own context.

There is much thought about how this aligns with land grant mission and the reciprocal nature of ULGs and 5 Opportunity Areas. Expressed the idea that education doesn't just happen to students, but it is a conversation involving learning, which leans into modern interpretation of a land grant.

The learning goal of cultural and global understanding feels like a passive way of talking about complex ideas. Should convey that it facilitates problem solving by increasing understanding, which is essential for graduates to move into workplaces and problem solve with different kinds of communities.

Some concepts are a strong thread, but do not rise to the level of being their own learning goal, such as ethics. Can roll some concepts out to students differently than the language used in the contractual learning goals.

Will think through communication strategies in the fall.

Question: to what extent are examples of what this looks like in an individual class helpful or not?

Goal is to be helpful without being prescriptive.

Question: has there been more conversation on how to assess?

Largely a fall conversation. Goals are part of university-level assessment for accreditation. Not for UCUE to determine if it will be part of annual review or other processes.

There is little student understanding of what culture and utility of culture is. It is important to communicate and work across differences, but it is not as clear to students why it does matter.

Email Stephen Thomas with any further questions.

Roundtable:

Engineering Design Day on 4/24 from 8-12, including capstone presentations.

Comments from Mark:

UCUE will serve as primary voice in approving new Gen Ed curriculum in the fall.

Mark's last UCUE meeting, as he is stepping down on August 15.

Mark expressed that UCUE has been the epitome of shared governance and has always centered student needs and futures. The group has served as a strong role model at a time when governance has been figuring out who it is.



There will be a brief interim taking over in the fall. The search will hopefully conclude in September for the new VPUE to start in January 2027.

Mark is going back to being a full tenured professor.

Comments from the Floor:

None.

Adjournment

The meeting adjourned at 11:00 AM.

Taylor Marino

Approved: