

**General Education Subcommittee
Meeting Agenda
Thursday, February 26, 2015
2:30-4:00pm
KL 324**

- I. Current GE Activities, Brief Outline (Spring 2015) – 15 min.**
- Retreat Synthesis feedback [Feb], see pages 2-4
 - Consider program review report to set priorities [March], see GE timeline page 5
 - Majors' role in GE and reflection on GE Program Review recommendations [May], see pages 6-8
- II. American Association of Colleges and Universities, GE and Assessment Conference – 25 min.**
- VP/Dean Whitt led team to Kansas City for this conference. See synthesis (will be distributed as paper copy at meeting) on potential UCM connections from emphasis areas
- Vice Chancellor Nies – Conceptualizing GE
 - Dr. Lawrence – Designing GE
 - VP/Dean Whitt – Garnering support and approval for a new GE program
 - Chair Zanzucchi – Implementing a new GE program
 - Dr. Martin – Assessing GE
- III. GE Syllabus – Chair Zanzucchi – 25 min.**
- If there was a GE syllabus for faculty, what would it contain or address?
- IV. Faculty bylaw/program feedback on Retreat Synthesis – 10 min.**
- Confirm submitted responses [Economics, Spanish, English Lit, Anthropology, Cognitive Sciences] – Feedback available on Crops *GEcommittee2012-2014 Resources / GE Retreat / Faculty Survey*
 - Send reminder with new deadline of March 6
 - Subgroup willing to review responses, summarize patterns and provide recommendations?
- V. Undergraduate Council Bylaws, Revision Process – 10 min.**
- UGC is in a process of revising its bylaws, defining future priorities. This may be an opportunity to suggest GE as a shared priority for our committees (e.g. membership and emphases). Please see the current draft of UGC's bylaws on pages 9-10
 - Feedback would ideally be provided by March 13, with the final version to the Committee on Rules and Elections and to the Senate Chair no later than March 18.
- VI. Closing – 5 min.**
- Our next meeting will continue discussion of UGC bylaw suggestions, initial review of faculty bylaw/program feedback, and re-visit our student focus on (a) course outreach for retreat synthesis feedback and (b) alumni engagement in GE re-design.
 - Next meeting time: Thursday, March 12 from 2:30-4pm (to be confirmed)

[For 1 Feb 2015]
Note to Bylaw Chairs:

UC Merced's General Education program is currently undergoing academic program review. The external review team visit is scheduled for February 2015, and it is expected that the team's recommendations will inform revisions to our GE program.

In anticipation of this review, we request your feedback on what the GE committee has learned so far from campus discussions we have hosted – most recently, the GE retreat last May. The retreat and current feedback request are intended to clarify for the campus 1) the meaning and hallmarks of the baccalaureate degree at UC Merced¹, and 2) what General Education should contribute to the baccalaureate degree of every UC Merced student, *with the expectation that that answers to these questions will form a much needed foundation for any re-design of GE.*

As currently designed, the vast majority of a student's general education is taught in major programs², so it is very important to hear from major programs (and minor programs) to confirm, refine and expand retreat concepts and recommendations. We will be asking for input now, and again in late spring 2015, following external program review recommendations.

Please share the following questions with the faculty in each of your individual major and/or minor program(s), including both Senate faculty and Unit 18 lecturers. Enclosed are tailored letters to each undergraduate major and minor.

To encourage faculty and instructor input: You may want to put this on the agenda of a faculty meeting; or call a special meeting for interested faculty in your group to discuss these items; or query faculty over email and compile results.

Regardless, **please submit one completed document for each program (labeled with your program name: e.g. GEFacultysurvey2014_Sociology) by February 1, 2015 to Fatima Paul <fpaul@ucmerced.edu>**. Each program that serves a major OR a minor should submit one document (major-minor program need only submit one document).

¹ Identify goals, aims, aspirations, expectations and hallmarks of our baccalaureate graduates in the context of our institutional mission.

² General education includes not only coursework but also experiences. For this comprehensive perspective, we are soliciting feedback from Student Affairs units for this comprehensive perspective.

Feedback on GE Retreat Synthesis

Due by 1 February 2015

What is General Education? The [Association of American Colleges & Universities](#) defines [General Education](#) as “providing broad exposure to multiple disciplines and forming the basis for developing essential intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.” GE is the coursework and co-curricular experiences that contribute to an undergraduate’s major and entire baccalaureate education.

At UC Merced, General Education currently includes, Core 1, a required foundational course “designed to introduce students to UC Merced’s faculty and research, with an emphasis on writing, quantitative reasoning, critical thinking, and understanding events in their historical and cultural contexts” (AY [2013-2014 Course Catalog](#)). Additional requirements include lower-division courses in communication and quantitative reasoning, consistent with [UC system-wide GE](#) priorities, as well as school-based upper-division breadth requirements.

Where are we now? A two-day General Education retreat was held in May 2014, with 32 campus representatives. Ladder-rank and lecturing faculty representing most disciplines, as well as administrators, and academic advisors from across the schools, collaboratively addressed the following questions. The expectation is that answers to these questions would form a much needed foundation for any re-design of GE.

- 1) What is the meaning and what are the hallmarks of the baccalaureate degree at UC Merced³?
- 2) Given the meaning and hallmarks, what should General Education contribute to the baccalaureate degree of every UC Merced student?

The concepts and recommendations that emerged from the retreat are summarized in the attached synthesis.

What do we need from you? As a faculty, please review the attached GE Retreat Synthesis, responding to the questions below. Your response could take the form of a list or more extensive narrative. As you think about these questions, you may find it productive to cross-reference these ideas with the catalog description of your major and/or minor and your program’s PLOs.

Your responses to these ideas will help inform development and revisions to UC Merced’s GE program, both in terms of responding to recommendations stemming from the program review process this coming spring and over the long term as the campus moves forward with 2020 planning. *These GE program revisions will relate to the delivery and quality of programs, as GE affects the ability of your discipline to educate a wider audience of students in the skills and ways of thinking important to your field.*

³ Identify goals, aims, aspirations, expectations and hallmarks of our baccalaureate graduates in the context of our institutional mission.

- (1) Please review Part I of the Retreat Synthesis, which includes a description of the distinctive institutional context and hallmarks of baccalaureate degrees at UCM. What do you find important to the BA/BS for all students? From your major field perspective, what makes a degree from UC Merced distinctive? What would you want to see emphasized or added to these descriptions?
- (2) Please review Part II of the Retreat Synthesis, which describes what retreat participants thought General Education should contribute to the baccalaureate degree of every UC Merced student in light of the aforementioned hallmarks of the baccalaureate degree. What resonates with your faculty? What would you want to see emphasized or added to these descriptions?
- (3) Please review Part III of the Retreat Synthesis, which describes the experiences GE might include in light of the role of GE in an undergraduate degree in UC Merced. What resonates with your faculty? What would you want to see emphasized? What might be added to these descriptions? What might your program contribute to this vision? And/or how might your major and/or minor play a role in GE at our campus?

Date	Action Needed
Jan 2014	GESC notified of upcoming review
May 2014	GE retreat
Sept - Nov 2014	GE synthesis GE Senate committee outreach: UGC + Divisional Council
Oct 2014	PRC undertakes confidential surveys of faculty, students
Nov– Dec 2014	PROC reviews external and internal team nominations PROC invites review team PROC set dates for visit
1 Jan 2015	Self Study sent from GESC to PROC
Jan 2015	<ul style="list-style-type: none"> Send to Review Team: 1) Cover letter signed by PROC co-Chairs, 2) self-study, 3) results of confidential surveys of faculty and students, 4) current UCM Catalog and 5) guidelines and questions for reviewers; Send to Program, Dean and EVC the package without the faculty survey but with redacted student survey from which questionnaire responses have been redacted
Feb 2015	Review team site visit
March 2015	Review Team submits report to PROC and UGC within 1 month of the visit
	<ul style="list-style-type: none"> Review team reports received by PROC. Forward any corrections to UGC; PROC sends a copy of report to the program; Program Chair reviews the report for factual inaccuracies and misperceptions; Program is asked to submit any corrections to PROC within 2 weeks; PROC forwards the RT report and any corrections to UGC; UGC receives the report, forwards it to the Chair of the program, relevant dean(s), VPDUE, EVC and any other relevant parties
May 2015	Review Team Reports forwarded by UGC to EVC, VPDUE, Deans and Program
Nov 2015	Program and Dean submit response to Review Team Report to PROC
Dec 2015	Implementation plan approved by PROC
Jan 2015	Revised strategic plan submitted to Schools. Any programmatic changes submitted to UGC for review
Feb 2015	Budget requests to reflect recommendations

(1) Initial Outreach

- (a) Goals
- (b) Action
- (c) Timeframe

(2) Ongoing Faculty and Student Engagement

- (a) Goals
- (b) Action
- (c) Timeframe

[15 May 2015]

Note to Bylaw Chairs:

In November 2014, we requested faculty program lead feedback on the GE retreat synthesis to include minor and major program perspectives on recommendations. That feedback informed conversations with the external team, resulting in recommendations and processes for continued revision of UC Merced's GE program.

As currently designed, the vast majority of a student's general education is taught in major programs¹, so it is very important to hear from major programs (and minor programs) about how the disciplines serve GE and vice versa.

At this stage, **it is imperative to gain faculty feedback on the design of GE, particularly its mission and outcomes. This framework will inform the design of a GE program**, which will be developed this summer based on external and internal recommendations.

Please share the following questions with the faculty in each of your individual major and/or minor program(s), including both Senate faculty and Unit 18 lecturers.

To encourage faculty and instructor input: You may want to put this on the agenda of a faculty meeting; or call a special meeting for interested faculty in your group to discuss these items; or query faculty over email and compile results.

Regardless of your program's approach, **please submit one completed document for each program (labeled with your program name: e.g. GEfacultysurvey2014_Sociology) by 15 May 2015 to Fatima Paul <fpaul@ucmerced.edu>**. Each program that serves a major OR a minor should submit one document (major-minor program need only submit one document).

¹ General education includes not only coursework but also experiences. For this comprehensive perspective, we are soliciting feedback from Student Affairs units for this comprehensive perspective.

[Due 15 May 2015]

How does and will [program name] serve General Education?

What is General Education? The Association of American Colleges & Universities defines General Education as “providing broad exposure to multiple disciplines and forming the basis for developing essential intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.” GE is the coursework and co-curricular experiences that contribute to an undergraduate’s major and entire baccalaureate education.

Our campus has required a GE foundation with Core 1, which is “designed to introduce students to UC Merced’s faculty and research, with an emphasis on writing, quantitative reasoning, critical thinking, and understanding events in their historical and cultural contexts” (AY [2013-2014 Course Catalog](#)). Foundational [UC system-wide GE](#) priorities include lower-division communication and quantitative reasoning as well as upper-division breadth requirements.

Where are we now? We have completed the external review team visit, with recommendations focused on Future Directions. Our short-term goals include *. Long-term our goals are *.

Comment [a1]: We can key this more specifically to our external team recommendations and general response. Read this as a placeholder, then!

What do we need from you?

- Please review the external team recommendations and [*options might include: revised GE Retreat Synthesis (based on 1 February input), institutional memos responding to team recommendations, etc.*]. Responses to these ideas will help inform potential development and revisions of GE at our campus, beginning this summer and throughout next year.
- We are *seeking faculty input on draft GE principles and GE outcomes*, which we have drafted to align with UC Merced hallmarks of an undergraduate education and the role of GE within that vision.
- Our goal is also to involve faculty in shaping the future of GE, particularly *regarding the way your discipline can and will participate in the delivery of GE coursework and experiences for all UCM undergraduates*.
- These anticipated revisions to our GE program will relate to the delivery and quality of programs, as general education affects the ability of your discipline to educate a wider audience of students in the skills and ways of thinking important to your field.

After reading the attached materials and consulting with your colleagues, please respond to the following questions. To answer these questions, consider your major and/or minor program’s catalog description and PLOs in the context of the meaning of the degree and a GE program. Please review the following questions; to respond, you may provide a list or more extensive narrative.

1. **Your Discipline’s Contributions to GE:** Relative to the way GE is described, how does your discipline participate in the general education of students? What

skills and modes of inquiry are taught in your discipline, which address emerging GE priorities? Are some particularly important and worth emphasizing?

2. **PLOs and GE Guiding Principles:** Please complete the following chart to map the relationship between your major/minor program's learning outcomes and GE Guiding Principles.

The PLOS for [xx program] are:

- 1.
- 2.
- 3.
- 4.
- 5.

Commentary: What does this chart confirm to you about your discipline and GE? Anything surprising, especially relative to your responses to Question 1?

3. **Courses offered in your program**

- A. Below is a list of current courses in your discipline that are currently designated as serving GE. Do you think that most of these courses should continue to have GE designation? Why or why not?

Courses in [xx program] that currently serve GE: xxxx

- B. Are there other courses you offer or may offer in the future that could serve a general education program?

GESC Meeting 2/26/15 (edits below were proposed by UGC on 2/18. Bylaws are currently being reviewed by UGC with comments due by March 18, 2015)

Action requested: Review UGC Bylaws and consider whether any changes are required in light of the upcoming Senate vote on the Bylaw changes.

Undergraduate Council

A. Membership: This Committee consists of at least ten members of the Merced Division and one student member. Senate membership should include at least one representative from each school that delivers undergraduate programs. The Vice Chancellor of Student Affairs and the Vice Provost and Dean for Undergraduate Education will serve as ex officio members.

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B. Duties

1. Consistent with the rights of the Faculties under the Standing Orders of the Regents (105.2.b), establishes policy for undergraduate education on the Merced campus and advises the Chancellor or Chancellor's designee on all matters pertaining to undergraduate education.
2. Considers matters involving undergraduate admission and enrollment at Merced.
3. Reviews, coordinates, and takes final action on all matters relating to courses of undergraduate instruction, including approval of new courses and modification, withdrawal, conduct, credit valuation, and classification of existing courses.
4. Consistent with the rights of the Faculties under the Standing Orders of the Regents (105.2.b), approves or declines to approve, in terms of academic merit, the establishment, discontinuation, or modification of undergraduate programs, majors, minors, and certificates; and reports its conclusions to the Divisional Council.
5. Acts on behalf of the Division in reviewing recommendations from the Colleges and Schools concerning the award of undergraduate degrees, certificates, and honors (see Bylaw IV)¹.
6. Defines the goals and establishes criteria for use in reviewing the quality and effectiveness of undergraduate teaching programs and/or majors and is responsible for undergraduate program review.
7. Establishes policy and exercises authority on academic disqualifications and/or dismissals as well as overall undergraduate academic transcript notations.

¹ PART IV. DEGREES

Title I. DEGREES, CERTIFICATES, HONORS

1. The Division delegates to the Undergraduate Council its authority to recommend to the Chancellor at Merced, for transmittal to the President of the University, candidates for Undergraduate Degrees, Certificates, and Honors. The Division delegates to the Graduate Council its authority to recommend to the Chancellor at Merced, for transmittal to the President of the University, candidates for Graduate Degrees, Certificates, and Honors.
2. In reviewing doubtful cases, the Council will consult with the recommending officer.
3. After forwarding its recommendations, the Council will report such action to the Chair of the Divisional Council and at the next regular meeting of the Division.

GESC Meeting 2/26/15 (edits below were proposed by UGC on 2/18. Bylaws are currently being reviewed by UGC with comments due by March 18, 2015)

8. Initiates, receives, and funds proposals for undergraduate instructional improvement and development.
9. Considers and reports on matters referred to it by the Chancellor or Chancellor's Designee, the Chair of the Division, the Divisional Assembly or any other standing committee of the Merced Division, or by the Faculty of any college or school located wholly or in part on the Merced campus.
10. Initiates appropriate studies and ~~make~~ reports thereon to the Chancellor or the Chancellor's Designee and/or to the Divisional Assembly as it may deem appropriate upon local matters of a fundamental character involving questions of undergraduate educational policy.
11. Exercises in the Division responsibilities regarding preparatory education that are assigned by the systemwide Senate Committee on Preparatory Education and by the Division.
12. Recommends to the Chancellor policies related to the awarding of all undergraduate financial aid on the Merced campus.
13. Provides guidance, advice, and supervision regarding all academic matters related to the Education Abroad Program, [the University of California Washington, DC \(UCDC\) and the UC Center Sacramento Programs](#), including student selection, selection of Study Center Directors, and reviews of Study Centers.
14. Identifies candidates, normally one of its members, to be nominated by the Committee on Committees to serve as the Merced campus representative to the University Board of Admissions and Relations with Schools, to the University Committee on Educational Policy, to the University Committee on International Education, and to the University Committee on Preparatory Education.
15. Nominates members of the Faculty to receive undergraduate Distinguished Teaching Awards and other awards as appropriate.
16. Recommends to the President, through the Chancellor, awards of such undergraduate scholarships as are restricted to students on the Merced Campus.
17. Advises on undergraduate matters of University Extension.