

**General Education Subcommittee
Meeting Agenda
Wednesday, February 4, 2015
3:00-4:00pm
KL 326**

- I. Announcements – 10 min**
- A. Conference travel, LEAP initiative - VP/Dean Whitt
 - B. Conference call with GESC site visit team – Dr. Martin and Senate Analyst Paul p. 2
 - C. Program Review confidentiality clause – Chair Zanzucchi
GESC memo and PROC’s recommendation pp. 3-11
 - D. Periodic Review Oversight Committee updates - Drs. Lwin and Martin
- II. Welcome Professor Kurt Schnier – (All) 10 min**
- A. Overview of GESC Committee Charges p. 12
 - B. Brief reflection on goals and activities for this spring semester
- III. Site visit [agenda](#) and focus – 25 min**
- A. Discuss the site visit agenda and general focus of the review pp. 13-15
- IV. Retreat Synthesis, Feedback – 15 min**
- A. Student Perspectives - Drs. Martin and Lawrence
 - B. Alumni Feedback - Chair Zanzucchi
 - C. Faculty Bylaws, Questionnaire - Professor Brokaw pp. 16-18
*GESC faculty: Please remind your contacts to complete this activity and summary. Responses must be **completed by Feb 28***
- V. Closing – 5 min**
- A. Next meeting agenda: Reflection on site visit and exit interview; AACU GE conference (week of Feb 16); Discussion about alumni outreach and input
 - B. Regular meeting times will be announced. Next meeting will be week of Feb 23 on:
Tuesday, February 24 or Thursday, February 26, between 1:00-4:00pm

Agenda for General Education (GE) Periodic Review Team
Conference Call Meeting: Preparatory Session
Friday, January 16, 2015
1:00-2:00pm PST / 4:00-5:00pm EST

Call-in Information
[866-740-1260](tel:866-740-1260)
Access Code: 7244980

Participants:

Barbara Sawrey, GE Review Team Chair
Jillian Kinzie, GE Review Team Member
Terry Rhodes, GE Review Team Member
Christopher Viney, GE Faculty Liaison and Vice Chair of the Undergraduate Council (*pending*)
Jane Lawrence, GE Administrative Liaison and Special Assistant to the Chancellor
Laura Martin, Coordinator of Institutional Assessment
Fatima Paul, Assistant Director, Academic Senate Office

1. *Chair Sawrey*: Introductions & Overview of Agenda (5 mins)
2. *Dr. Martin*: Overview of the process & Team Guidelines (10 mins)
3. *Chair Sawrey* (30 mins)
 - a. Discussion of team members' preliminary thoughts about the self-study in relation to the guidelines.
 - i. Identify emerging questions or areas to follow up on during site visit meetings.
 - ii. Identify any additional materials (easily gathered) that might help the team better understand the administration in preparation for the visit.
 - b. Review draft visit schedule.
 - i. Are there meetings you would like to have that are not scheduled? Do the groupings seem appropriate?
 - ii. Identify what team members will attend what meetings.
 - c. Consider report drafting assignments – who will be the lead on what elements of the report?
4. *All*: Other questions or thoughts?
5. *Dr. Martin*: Next steps. (5 min)



UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CALIFORNIA 95343
(209) 228-2244

January 21, 2015

Dear Provost/EVC Peterson and Senate Vice Chair Ricci,

I am writing to summarize access to the GE self study during the February 8-11 General Education site visit.

Currently, the General Education Subcommittee (GESC), Program Review Oversight Committee (PROC), Interim Vice Provost for Faculty Camfield, and the external review team have received a copy of the GE self study and relevant appendices. Undergraduate Council reviewed an early draft of the self study to provide commentary; UGC will receive the self study (with the review team report and final implementation plan) after the site visit.

Self study reports are confidential to the program, review team and PROC, as per [p. 14-15](#) of our program review policy. Typically, an academic program would be readily identifiable by faculty membership in a home bylaw unit; however, in the case of GE (at least at this stage), it is not completely evident how to define this aspect. For the site visit, it would likely be beneficial for Senate and non-Senate faculty participants and School Deans to be informed of the self study. Otherwise, the general GE memo (appended) that outlines the purpose of the review and provides the retreat synthesis is sufficient information to participate in a discussion with the review team.

By establishing invited sessions, we have, in effect, identified faculty who are part of a GE program either through leadership or routine instructional roles. As GESC chair, I would recommend that we include the self study and its appendices as a confidential, informational item to the following sessions. Those sessions include:

Monday, Feb 9

- 11:45am-1:00 pm Lunch – Review Team, School Deans
- 1:00-2:00 pm Review Team and School Curriculum / Executive Committee Chairs
- 2:00-3:00 pm Review Team and Unit-18 Lecturers who are involved in teaching GE
- 3:00-3:45 pm Review Team and Core 1 Team

Tuesday, Feb 10

- 9:00-9:45 am Review Team and Undergraduate Council

We would greatly appreciate receiving your feedback no later than January 28, 2015. Thank you for your guidance and input into this process.

Sincerely,

A handwritten signature in cursive script that reads "Anne Zanzucchi".

Anne Zanzucchi
General Education Subcommittee, Chair

Cc: GESC Members
GE Liaisons Lawrence and Viney
PROC Members
Fatima Paul, Acting PROC Analyst/Senate Assistant Director

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SANTA BARBARA • SANTA CRUZ

ACADEMIC SENATE, MERCED DIVISION
GENERAL EDUCATION SUBCOMMITTEE
ANNE ZANZUCCHI, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
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MERCED, CA 95343
209-228-7930

January 20, 2015

To: Adriana Signorini, CRTE Assessment Coordinator

From: Anne Zanzucchi, Chair, General Education Subcommittee

Re: General Education Site Visit

The UC Merced General Education program is currently undergoing [program review](#) with an external team visit during the week of February 9th. Undergraduate students are invited to participate in a session on [Tuesday, February 10, from 1:00pm-1:45pm, in KL 232](#) to discuss General Education. The purpose of this memo is to provide some background and context to this program review process.

Background: This is the first comprehensive review of our General Education program, the design of which was established before the university opened in 2005. The review comes at an important time in our institutional history. UC Merced is currently engaged in strategic academic focusing, which will establish the intellectual priorities of our institution. We are also planning to expand enrollment from our current enrollment of 6,250 students (about 5% are graduate) to 10,000 students with 90% undergraduate and 10% graduate by 2020. The outcomes of this review, then, are essential to the development of a cohesive, coherent, assessable, and sustainable General Education program that reflects our goals for student learning in light of our emerging institutional priorities.

Review Team Guidelines: The hopes and purpose of this review are to re-examine GE and to develop a sustainable, integrated program. Therefore, as part of the program review of GE, we have asked the review team to provide guidance in the following areas:

- Development of a broadly inclusive GE program that is reflective of our institutional context
- Processes for systematic and sustainable assessment of GE
- Structures for allocating appropriate resources and incentives to engage Senate faculty in the oversight and delivery of GE

Future Directions: In May 2014, a campus GE retreat was organized to bring together a representative group of faculty and staff. Broadly speaking, our goal was to re-imagine UC Merced's GE program in light of the institution's mission. A comprehensive team was assembled, including 32 ladder faculty (representing 80% of undergraduate majors), a lecturing faculty member, and staff members representing academic advising, career services, housing and student life. The University Librarian, Dean of Students, and Provost participated as well. The retreat was organized to address three related questions:

1. Thinking ahead to 2020, what is the meaning of the baccalaureate degree at UC Merced?
2. What is the role of General Education in the baccalaureate degree at UC Merced?
3. Building on the hallmarks of a baccalaureate degree and the role of GE in the degree at UC Merced, what should General Education "look like" at UC Merced?

Please find attached the synthesis of this GE retreat, which may provide some insight into emerging concepts and recommendations.

Final thought: The General Education Subcommittee appreciates your involvement in February's program review process. Thank you for taking the time to meet with the team to discuss your thoughts about GE and undergraduate education priorities, in the interest of developing this program. We hope that this background information is informative in preparing for your invited session.

Copy: GE Subcommittee
Undergraduate Council Chair
Robert Ochsner, Director, CRTE
Amy Fenstermaker, Associate Director, CRTE

Enclosure: GE Retreat Synthesis

Overview and Results: Retreat on General Education at UC Merced, May 22-23, 2014

Retreat Process: Overview

General Purpose: This retreat is designed to engage faculty and staff in redefining and reimagining UC Merced's General Education program in light of the institution's mission.

Specific Goals:

- Re-imagine UC Merced's GE program in light of our institutional mission
- Explore and define GE experiences specific to UC Merced
- Establish priorities for fall planning and the GE program review self-study

Participants (Based on assumption that GE is an institutional program):

- 32 faculty and staff members (see appendix for list of names)
- Faculty from about 80% of undergraduate majors
- Staff members representing academic advising, career services, housing, student life
- U Librarian, Dean of Students, Provost
- GE Subcommittee

Process:

Team-based and plenary discussions focused on addressing the following questions:

1. What is the meaning of a baccalaureate degree at UC Merced? Identify goals, aims, aspirations, expectations and hallmarks of our baccalaureate graduates in the context of our institutional mission.
2. Given those hallmarks, what should General Education contribute to the baccalaureate degree of every UC Merced student?
3. Given the role of GE in UC Merced baccalaureate degrees, what should GE "look like"? What experiences should it include?

Retreat Results: Summary

1. What is the meaning of a baccalaureate degree at UC Merced? Identify goals, aims, aspirations, expectations and hallmarks of our baccalaureate graduates in the context of our institutional mission.

Distinctive Institutional Context:

A Small Research University

An ethos of discovery, creativity, and rigorous questioning of extant knowledge permeates all aspects of UC Merced. The skills, knowledge and attitudes of a researcher are synonymous with attributes essential for post-graduate success.

In Merced, California

Merced is at a crossroads – culturally, socioeconomically, environmentally, geographically, historically -- for addressing problems of local, regional, and global significance.

With An Undergraduate Student Body Unique in the UC System

UCM undergraduates are predominantly first generation students from groups under-represented in higher education (e.g., race, ethnicity, family income).

Therefore, the Hallmarks of Baccalaureate Degrees at UC Merced are:

1. *Depth and breadth in academic and intellectual preparation, consistent with the values of UCM as a small research university, such that UC Merced graduates*

- Demonstrate a strong disciplinary foundation
- Engage in interdisciplinary thinking which could include appreciating different approaches to problem solving, informed by an understanding of humanities, arts, STEM, social sciences
- Bring a critical, evaluative lens to problems, questions, situations
- Employ effective problem-solving skills in multiple settings
- Evaluate facts, knowledge and information, applying the varied aspects of information literacy
- Know what they know, as well as *how* they know it, and monitor and guide their own learning
- Describe the origins of knowledge, informed by cultural and disciplinary epistemological and ontological assumptions
- Take an inquiry-oriented approach to the world; possess curiosity, employ inquiry, and take appropriate and creative action in response to ambiguity

2. *Cultural awareness, sensitivity, and responsiveness, such that UC Merced graduates*

- Respect and value diversity
- Seek and recognize new cultures; join a new community anticipating and engaging in potential cultural differences or intersections.

3. *Community engagement and citizenship -- local and global--, such that UC Merced graduates*

- Understand what it means to be a member of a community, including an academic community
- Contribute to the communities of which they members
- Possess a sense of place, and the ability to determine own place within local community and global context, and affect own community through giving back
- Act ethically, including in the realm of environmental stewardship and sustainability
- Are responsive to the needs of society – through application of knowledge and research to address problems, challenges, and opportunities

4. *Self-awareness and intrapersonal skills, such that UC Merced graduates*

- Demonstrate initiative, including an entrepreneurial, innovative, pioneering spirit
- Respond with resiliency to obstacles and challenges, and learn from failure
- Assume responsibility for their own education and develop the skills and attitudes of lifelong learners.

5. *Interpersonal skills necessary to the outcomes identified above, as well as to lead productive lives after graduation, such that UC Merced graduates*

- Are proficient in collaboration and teamwork
- Possess strong communication skills, oral, written, and visual, academic and professional
- Are leaders in their professional and civic lives
- Are ethically aware and proficient in ethical reasoning

2. Given those hallmarks, what should General Education contribute to the baccalaureate degree of every UC Merced student?

General Education at UC Merced:

- Supports, enhances, and prepares students to engage in the research mission of the university.
- Provides broad exposure to, and understanding of, multiple disciplines and fields of study, including multiple approaches to knowledge, inquiry, meaning-making, and problem-solving.
- Provides interdisciplinary and integrated learning experiences inside and outside the classroom.
- Facilitates discovery through intellectual risk-taking and creativity.
- Engages students, faculty, and staff in communities of scholarship and service, both on campus and off.
- Transcends and contextualizes the major, affording opportunities to forge connections among educational experiences.
- Facilitates development of knowledge, skills, and attitudes necessary for lives of engaged learning and citizenship beyond college. Examples include: critical thinking, effective written and oral communication, problem-solving, teamwork, cross- and inter-cultural understanding and experience, ethical practice, and responsibility for one's own learning.
- Is assessed regularly. Assessment foci include, but are not limited to: whether desired outcomes are achieved (including what outcomes are achieved and by whom, what outcomes are not achieved, etc.), what aspects of the program are effective and what aspects are in need of improvement, and how the GE program should be improved.

One team created a schematic to illustrate this approach to General Education:*

ESSENTIAL EDUCATION



* The use of the term “Essential Education” illustrates general consensus that we should reconsider using “General Education” and, instead, find a more creative, clear, and impactful way to describe what we are trying to achieve with a general education program.

3. Given the role of GE in UC Merced baccalaureate degrees, what should GE “look like”? What experiences should it include?

General Education at UC Merced:

Connects ladder-rank Senate faculty to the delivery of GE

- Means to connect students and faculty include:
- Freshman seminars, learning communities, discussion sections, and capstone projects focused on implementing the goals of GE
- Common intellectual experiences across all undergraduate years

- Feature these, and other, High-Impact Education Practices (see appendix)

Creates synergy between major programs and GE

- Focus on the notion of Merced as a “crossroads”: Tie GE and broad research themes of the campus. Courses could be thematic and integrative, featuring different ways of knowing
- Learning communities and linked courses, potentially involving residence life
- Feature GE at orientation, research week, and recruitment activities; Consider a GE “festival” to cultivate and represent broad, institutional engagement from student, faculty, staff and community (including employers)

Provides undergraduates with research skills and experiences

- Exposure to research methods and authentic problems: Modes of inquiry and approaches to research could be more explicitly featured as aspects of GE. Case studies and research problems could engage students in authentic issues and experiences
- Distinctive local experiences with community research: Community-based learning could be one model that is inclusive, local, and foundational
- Access to research-based experiences: Research experiences could be sequenced and inclusive, beginning with exposure to research to applied work

Builds GE experiences and outcomes from lower to upper division courses

- Lower-division GE could focus on themes/topics/key questions from multi- and interdisciplinary perspectives, with learning communities focused on integration
- Upper-division GE in the disciplines could provide in-depth multi- and interdisciplinary perspectives to address problems/questions of interest to the discipline
- Capstone experiences could be within the major, but reinforcing the themes of GE and expanding desired outcomes (e.g., communication, critical thinking, team work, etc.)
- *Across all 4 years*: Out-of-class experiences that build on/reinforce GE themes. Examples may include: community engagement, service learning, teamwork, leadership

Provides GE programming that connects courses *and* experiences

- Co-Curricular and Extra-Curricular Projects: A comprehensive GE experience integrates courses and activities, culminating in GE experiences that go beyond simply coursework. Students could participate in courses with related co-curricular projects; conversely, students could bring to a GE course co-curricular experiences that inform projects (e.g. community-based learning)
- Learning Communities: Linked courses or coursework could strengthen curricular coherence, increase active learning, and promote interaction between faculty and staff.
- GE themes – each year, for 2-year periods, etc. – that provide focus for GE programming in curricular and co-curricular activities.

Retreat Participants

School of Engineering

Valerie Leppert
Christopher Viney
Linda Zubke

School of Natural Sciences

Miriam Barlow
Michael Dawson
Kamal Dulai
Arnold Kim
Erik Menke
Erica Robbins
Jay Sharping

School of Social Sciences, Humanities, and Arts

Virginia Adan-Lifante
Susan Amussen
Alisha Kimble
Nathan Monroe
Kurt Schnier
Michael Spivey
Peter Vanderschraaf
Jack Vevea

Academic Affairs

Donald Barclay
Tom Hothem

Student Affairs

Vernette Doty
Lezley Juergenson
Charles Nies
Martin Reed

GE Subcommittee Members:

Stephen Hart (SNS)
Jane Lawrence (Student Affairs)
Kelvin Lwin (SOE)
Laura Martin (Academic Affairs)
Rose Scott (SSHA)
Wil van Breugel (SNS/Undergraduate Education)
Elizabeth Whitt (Academic Affairs/Undergraduate Education)
Anne Zanzucchi (SSHA)

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ACADEMIC SENATE, MERCED DIVISION
[PERIODIC REVIEW OVERSIGHT COMMITTEE](#) (PROC)
THOMAS W. PETERSON, CO-CHAIR
CRISTIÁN RICCI, CO-CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
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MERCED, CA 95343
209-228-7930

January 29, 2015

To: Dr. Anne Zanzucchi, Chair, General Education Subcommittee

**From: Thomas W. Peterson, Provost/EVC and PROC Co-Chair
Cristián Ricci, Senate Vice Chair and PROC Co-Chair**

Re: Distribution of General Education Self-Study

On January 26, 2015, the Periodic Review Oversight Committee considered your request to distribute the self-study and its appendices to the individuals identified in your memo.

The Committee unanimously recommended that the self-study only (without the appendices) be shared with campus constituents who will meet with the review team. We also recommend that participants be informed that the self-study is a confidential document and should not be distributed beyond those who will participate in discussions with the review panel.

cc: Periodic Review Oversight Committee (PROC)
Undergraduate Council
General Education Subcommittee
Senate Chair

Encl. GESC Memo

Charge for the General Education Subcommittee of UGC

Approved by UGC on November 6, 2013

The General Education Subcommittee of the Undergraduate Council consists of five voting members, two from UGC (one of whom serves as chair) and three from outside UGC. Among the voting members, each school should be represented.

Ex-officio, non-voting membership include the Vice Provost and Dean of Undergraduate Education, the campus' Accreditation Liaison Officer/Coordinator for Institutional Assessment, and a Core 1 coordinator (unless otherwise represented among the faculty committee members).

Broadly conceived, the committee is responsible for strategic planning for general education, with an emphasis on sustainable curricula and integrated assessment planning in support of intended general education learning outcomes. In particular, the General Education Subcommittee is charged to:

- Provide recommendations to UGC on criteria for approving undergraduate general education courses;
- Oversee and coordinate activities relating to the assessment of general education, including the use of results to inform curricula, practices, and processes in support of intended student learning;
- Advise on staffing and resource needs associated with supporting general education courses, programs, and related assessment; and
- Review and, as necessary, suggest changes in general education principles and policies, to UGC for final consideration and approval.



GENERAL EDUCATION ACADEMIC PROGRAM REVIEW
Review Team

Jillian Kinzie, Indiana University
Terry Rhodes, Association of American Colleges and Universities
Barbara Sawrey, UC San Diego (Review Team Chair)

Christopher Viney, Vice Chair of Undergraduate Council, GE Liaison
Jane Lawrence, Special Assistant to the Chancellor, GE Liaison

Site Visit Agenda
February 8-11, 2015

Sunday, February 8, 2015

6:00 pm **Welcome Dinner Meeting at Noah's Vietnamese Fusion Cuisine**
1327 West 18 Street, Merced, 95340 – 209-349-8660
Review Team Members
Tom Peterson, Provost/EVC and Co-Chair of the Periodic Review Oversight Committee
Cristián Ricci, Senate Vice Chair and Co-Chair of the Periodic Review Oversight Committee
Elizabeth Whitt, Vice Provost and Dean for Undergraduate Education
Charles Nies, Interim Vice Chancellor for Student Affairs

Monday, February 9, 2015

8:00-8:30 am **Initial Organizational Session for Review Team**
KL 362

8:30-9:30 am Breakfast Meeting
KL 362 Review Team Members
 Members of the General Education Subcommittee

9:30-10:30 am Review Team and Tom Peterson, Provost/EVC
KL 362

10:30-11:30 am Review Team and Elizabeth Whitt, Vice Provost and Dean for Undergraduate Education
KL 362

11:30-11:45 am	<i>BREAK</i>
11:45am-1:00 pm KL 362	Lunch – Review Team, School Deans Mark Aldenderfer, School of Social Sciences, Humanities and Arts Erik Rolland, School of Engineering Juan Meza, School of Natural Sciences
1:00-2:00 pm KL 362	Review Team and School Curriculum / Executive Committee Chairs
2:00-3:00 pm KL 397	Review Team and Unit 18 Lecturers who are involved in teaching GE
3:00-3:45 pm KL 397	Review Team and Core 1 Team
3:45-4:00 pm	<i>BREAK</i>
4:00-4:45 pm KL 397	Review Team and Advising Staff

Tuesday, February 10, 2015

8:00-9:00 am KL 232	Organizational Session and Breakfast for Review Team
9:00-9:45 am KL 232	Review Team and Undergraduate Council
9:45-10:30 am KL 232	Review Team and Student Affairs Leadership Elizabeth Boretz, Director, Bright Success Center Fuji Collins, Assistant Vice Chancellor for Student Health and Wellness Martin Reed, Director, Housing and Residential Life Brian O’Bruba, Director, Center for Career and Professional Advancement Vernette Doty, Associate Director of Student Life-Civic Leadership Le’ Trice Curl, Director of Student Life and Judicial Affairs
10:30-11:00 am KL 232	Review Team and Charles Nies, Interim Vice Chancellor for Student Affairs
11:00-11:45 am KL 232	Review Team and Gregg Camfield, Vice Provost for Faculty
11:45-1:00 pm KL 232	Lunch – Review Team Only
1:00-1:45 pm KL 232	Open Forum for Undergraduates

2:00-2:45 pm Open Forum for Unit 18 Lecturers
KL 232

3:00-3:45 pm Review Team and General Education Retreat Participants
KL 232

4:00-4:45 pm Open Forum for Senate Faculty
KL 232

Wednesday, February 11, 2015

8:00-9:00 am Organizational Session and Breakfast for Review Team
KL 362

9:00-10:00 am *EXIT INTERVIEW*
KL 362 Review Team Members
 Gregg Camfield, Interim Vice Provost for Faculty
 Elizabeth Whitt, Vice Provost and Dean for Undergraduate Education
 General Education Subcommittee Members
 Fatima Paul, Senate Assistant Director and Acting PROC Analyst

If you have any questions about this agenda, please contact fpaul@ucmerced.edu or 209-228-7930



UNIVERSITY OF CALIFORNIA, MERCED
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24 November 2014

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 Merced¹?
- 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.*

¹ 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?

SAMPLE FACULTY NOTE

Dear Sholeh,

UC Merced's General Education (GE) 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, I am writing on behalf of the GE Subcommittee of UGC to request your bylaw's feedback on what the GE committee has learned so far from campus discussions we have hosted – most recently, the GE retreat held last May. The retreat and this request for feedback are intended to clarify for the campus 1) the meaning and hallmarks of the baccalaureate degree at UC Merced¹, and in light of these hallmarks 2) what General Education should contribute to the baccalaureate degree of every UC Merced student. *The expectation is that answers to these questions will form a much needed foundation for any re-design of GE.*

As currently designed, the majority of a student's general education is taught in discipline-specific programs², so it is very important to hear from major programs (and standalone 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 receipt of the report from the external program review team.

Attached please find a synthesis of the GE retreat discussions together with a brief set of questions. The GE Subcommittee asks that you please share these materials with the faculty in each of your individual major and/or standalone 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, call a special meeting for interested faculty in your group to discuss these items, or query faculty over email and compile results.

Your colleague Susan Amussen participated in the May GE retreat, and as such may be a helpful source of guidance and insight. Alternatively, I am also happy to fulfill that role.

Please submit one completed document for each major and/or standalone minor by February 1, 2015 to Fatima Paul <fpaul@ucmerced.edu> labeled with your program name, e.g. GEfacultysurvey2014_History. Your program's input is much appreciated.

Sincerely,
Katie Brokaw

On behalf of the GE Subcommittee who include:

Harish Bhat, Applied Mathematics

Katie Brokaw, English Literature

Jane Lawrence, Special Assistant to the Chancellor

Kelvin Lwin, Computer Science Engineering

Laura Martin, Coordinator of Institutional Assessment

Charles Nies, Interim Vice Chancellor: Student Affairs

Fatima Paul, Senate Assistant Director

Rose Scott, Psychology

Wil Van Breugel, Physics

Elizabeth Whitt, Vice Provost and Dean for Undergraduate Education

Anne Zanzucchi, Writing (GE Subcommittee Chair)

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.