

General Education Committee (GenEd)

Thursday, November 6, 2014, 9:30am-11:00am

KL 324

I. Announcements

A. External team top nominees:

- Terry Rhodes, AACU
- Barbara Sawrey, UC San Diego
- Jillian Kinzie, Indiana University
- Linda Adler Kassner, UC Santa Barbara

B. Self-study report, due date (Jan 1, 2015)

C. Oct. 28, 2014 PROC Meeting – Kelvin Lwin & Laura Martin

II. Discussion

A. GE Program Review + Development, timeline (see p. 2)

- Given this timeline, what short-term outreach should be scheduled where?
- Long-term outreach and faculty engagement processes?

B. Brief discussion about self-study sections from teams

- What is the focus of your section
- Suggestions so far for improvement and focus?
- Questions that emerged? (can be addressed in section or Future Directions)
*Notes will be gathered from discussion and part of Future Directions planning session for next GE meeting (Nov 20)

C. Review Items

- Student Questions (see p. 3)
- Faculty Process (see p. 4-5)

GE Draft Timeline (based on [Oct. 2011 program review policy](#))

*Special thanks to Fatima Paul for developing and providing the PROC timeline for GE

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

REVIEW ITEM 1: Student Questions, DRAFT 1

*Special thanks to Katie Brokaw for this initial draft for discussion

- (1) Why did you decide to go to college?
- (2) What did you decide to come to UC Merced?
- (3) what have you learned **outside your major** that will matter to your career, life, and ability to be a good citizen after you graduate from UCM
- (4) what have you learned **inside your major** that will matter to your career, life, and ability to be a good citizen after you graduate from UCM
- (5) Please review Section 2 of the GE retreat doc. What does this include that matters to your educational path and academic/professional goals? Less so?
*Class interviews would aim for capstone courses across a set of disciplines

Note: We might consider adding a question from the Graduating Senior Survey (or not!), which reads: Please indicate your level of agreement with the following statements about your General Education experience. (SCALE IS STRONGLY AGREE TO STRONGLY DISAGREE)

General education has prepared me to:

- communicate effectively in writing
- communicate effectively orally
- work well with others
- engage in research
- interpret quantitative information
- evaluate the credibility and bias of information sources
- think critically
- understand and value the diverse perspectives of modern society
- demonstrate creativity
- follow ethical practices of community and profession
- fulfill personal potential

REVIEW ITEM 2: **Faculty input request, DRAFT 1**

*Special thanks to Katie Brokaw for this initial draft for discussion

Note to Bylaw Chairs:

Our campus is engaging in General Education program review through February 2015, followed by a redesign plan. At this time in our campus history, GE is primarily delivered through the majors, so it is very important to us to hear from major programs about how the disciplines serve GE and vice versa. We will be asking for input now (about GE via majors) and in late spring 2015 following program review recommendations.

Please share the following questions with your Bylaw programs and associated faculty, 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. Please submit a completion of your discipline or bylaw's responses to these questions by x/x/xxxx to xx@xx.

Dear faculty:

After a two-day General Education retreat in May 2014 attended by ladder faculty, lecturers, administrators, and advisors from most disciplines, the following attached synthesis provides an overview of the structure and conclusions. For commentary, please review specifically Section 2 (appended below, as well) summarizing General Education "**what should General Education contribute to the baccalaureate degree of every UC Merced student?**", staff and student responses to this question will help inform potential development and revisions of GE at our campus, in the short term after program review this spring and long-term with 2020 growth and associated academic planning.

We are seeking faculty input on these hallmarks, and more specifically, wanting faculty to help shape the future of GE, particularly *regarding the way your discipline can and will serve the education of all UCM undergraduates*. The way each program serves GE may have implications for resource allocation and future hiring as well as the ability for programs to educate a wider audience of students in the skills and ways of thinking important to each discipline.

After reading the overall retreat synthesis, with specific attention to Part 2 (potential hallmarks of general education), attached and appended below, please respond to the following questions:

1. Consider your major and/or minor program's PLOs that address GE hallmarks or skills (listed below). Which you find important to the BA/BS for all students, but a more extensive narrative would also be helpful.
2. Relative to this description of GE (appended below), how does your discipline contribute to the general education of students? How can it better contribute to general education in the future? That is, what ways of thinking are taught in your program that address the hallmarks of general education? Or are there skills and modes of inquiry that your discipline teaches that you find important to the BA degree but don't see represented in the GE hallmarks?
3. You have also been provided with 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? Which of the hallmarks of education do most of them address? Are there other courses you offer or may offer in the future that could serve a general education program?

Comment [a1]: This is really concrete. Perhaps this should be the first question? What could follow is a reflective question based on the first few notes here.

4. Do you have other ideas for GE goals, design, or implementation? Do you know of other universities or colleges that have exciting models of GE that might inspire UCM as it moves towards its redesign?

Part II: GE Retreat, Synthesis Report

What should General Education contribute to the baccalaureate degree of every UC Merced student?

General Education at UC Merced: *not listed in rank order

- (a) Supports, enhances, and prepares students to engage in the research mission of the university.
- (b) Provides broad exposure to, and understanding of, multiple disciplines and fields of study, including multiple approaches to knowledge, inquiry, meaning-making, and problem-solving.
- (c) Provides interdisciplinary and integrated learning experiences inside and outside the classroom.
- (d) Facilitates discovery through intellectual risk-taking and creativity.
- (e) Engages students, faculty, and staff in communities of scholarship and service, both on campus and off.
- (f) Transcends and contextualizes the major, affording opportunities to forge connections among educational experiences.
- (g) 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.
- (h) 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.