

General Education Curriculum Committee

February 23, 2018

2-4 p.m.

Provost's Conference Room (Academic West 101)

Attendance: P. Newberry, J. Tarjan, K. Obannon, B. Larson, K. Reynes (student member),

J. Moffit, A. Duran, C. Kloock, C. MacQuarrie, M. Slaughter (speaker phone)

Scribe: M. Silva

Notes

Discussion and Action

1. Video modules for FYS proposed (See Meeting Materials: "Strategies for Success videos")
 - a. Additional topic suggested: "Why does your university education matter to your future career?"
 - b. The videos would be available for anyone interested, but primarily for FYS.
 - c. Since we will not have the textbook "Runner Life" after this term, it was suggested that we use the videos instead of the text.
 - d. Emphasize plagiarism under video #4 or have it be its own video
 - e. Suggestion that we encourage FYS instructors to use the short book, *Becoming a Learner: Realizing the Opportunity of Education*, Dr. Matthew Sanders.
 - f. The videos are approximately 5-minute videos; issue was raised as to how the "Diversity" video could be completed in only five minutes.

ACTION: Paul will invite Emerson Case to the next meeting to talk about details

2. Fill open positions (See Meeting Materials "AIMS Governance 11/2/2017")
 - a. Concern with all the Fellows being replaced/renewed at the same time. Original conversation was assumed that they would be staggered.
 - b. Governance document is silent on this topic.
 - c. Faculty Director call needs to be done asap.
 - d. Fellows, start sending out calls
 - e. Assessment replacement/renewal is a different procedure.
 - f. Would it be good to put compensation in the call, or not?
 - i. For the Skill or Theme, you should do it because you are passionate, so do not mention compensation.
 - ii. Also, an issue with being transparent. It should be listed.

- iii. “There will be reassigned time compensation” listed. Final.
- g. Should stagger the fellows starting now and add a year to half of the group
 - i. Two-year terms for all fellows. Staggered.
 - ii. The two longest serving skills Fellows (Kelly and Kim) and the two longest serving Theme/GPS Fellow (Rebecca and Aaron) will be up for reappointment or replacement. The other four will continue for one additional year.

Approved.

- 3. Course resubmission and review procedure (finalized) (See Meeting Materials two “Course Review Options” files and two “Course Self-Assessment” files)
 - a. A1-A4, JYDR, GVAR & Capstone (maybe)
 - b. “if you want the recertified, then we need to have X Y and Z & will be contacting the faculty director”
 - c. K. Obannon objects to having fellows being a part of the recertification. They have no power.
 - i. They should be a part of it, however, should not have a vote. Just a suggestion.
 - d. Very formative, not punitive. “Send us your syllabus, utilize checklist. Do you have the following?”
 - e. When the reviews go out, ask instructors to submit the syllabus: we will be checking it.
 - f. Send the Master course outline ahead of time with a checklist so they can self-assess prior to the recertification review.
 - g. The goal is to have this done as soon as possible.
 - h. Will meet as a group with the fellows with a couple forms for self-assessment. One specifically for the skills.
 - i. Two different time groups for each skill to accommodate all the instructors.
 - j. GE Office will form the meeting. Next Friday 2-3pm.
 - k. A1 MS AND KO; A2 KF AND CM; A3 SS AND SD; A4 BL AND CK; JYDR JT AND AD; GVAR KF AND CM; CAP

GEM and Course Submission

- 4. Liberal Studies GEM (See all documents in Meeting Materials folder under “Liberal Studies”)
 - a. Will invite Emerson Case next meeting to explain the LS GEM situation.
 - b. Upper-division course to count for Area D lower-division
- 5. Liberal Studies Capstone

Table both items until next week

Updates and Announcements as needed

6. Carl Kloock at Assessment Conference
 - a. Carl attended the AAC&U GE and Assessment Conference, 2018
 - b. Issues of interest: What fit with our students with FYS and the GE program is that students don't know why they're in college. What they're hearing is college is there to train you for a job. The question is are we telling them this? We're not telling them why they take GE or why they are here in terms of the bigger picture.
 - c. Students need to be informed how a college education is not merely "job training."
 - d. CK offered to be a guest speaker at the next FYS training.
 - i. He recommends the book *Becoming a Learner* by M Sanders for FYS students (only \$6).
 - e. Most departments attitude towards GE is "take what is interesting." Each department should put on their roadmaps "these are the GE courses that work and fit best with our major."
 - f. Information gathering: from the conference, Carl learned that we should survey of the departments and ask them what GE courses they want to recommend to their students.
 - g. Our GPS is an ideal place to get some rich assessment data for the same assessment at 3 different stages
7. FYS Working Group from Graduation Initiative—update on hiring/review process for FYS—Vernon, Paul
 - a. Our teaching faculty for spring is 2/3 staff, 1/3 lecturer faculty. None are tenure track faculty
 - b. 3 areas of problem; curriculum, faculty & students
 - c. There is no procedure for hiring these instructors, especially those who are staff. Not compliant with the CBA. Suggestion that FYS courses should be treated like a department. The calls for interest, hiring process would take place at Academic Programs.
8. Subcommittees
9. Theme, Skill, GPS
10. Becky Larson-update on math regarding EO 1110
 - a. What must happen is that students have to be able to finish a class that will give complete GE within 8 units
 - b. One possibility GECCo can do is to have the students receive their QR after the first of the two stretch math courses.
 - c. Students have to be able to get the GE requirement met within 8 units.
 - d. Whatever course is called the GE class will show in People Soft. When that course is completed, the requirement will show as satisfied.

No action called for at this point.