

**UNC GREENSBORO
GENERAL EDUCATION COUNCIL
MINUTES**

**Friday, January 19, 2024
1:30 - 3:00 PM • Faculty Center**

Members Present: Jessica McCall, Hunter Bacot, Cindy Brooks Dollar, Sarah Cervenak, Jim Coleman, Andrew Hamilton, Izzet Lofca, Jessica Obermeyer, Jodi Pettazzoni, Gary Rosenkrantz, Dana Saunders, Terry Wicks

Guests: Regina McCoy, Associate Vice Provost for Retention & Student Success; Wade Maki, Chancellor's Fellow for Strategic Planning

AGENDA ITEMS:

I. Approval of Minutes from November 10, 2023

Motion to approve November 10, 2023 meeting minutes (Coleman, Cervenak). Minutes approved.

II. MAC Foundations

Andrew Hamilton shared that there are challenges with Foundations courses. We have identified a number of students that do not take the course in their first year or second year. It defeats the pedagogy of Foundations if students take the course after their first year. Andrew asked Council to consider a requirement that all FTIC students must complete the Foundations requirement within the first 30 hours of enrollment. Andrew will share data with the Council. It is important to think about the impact of this requirement within academic programs.

III. QEP & MAC Update

Regina shared the draft proposal for MAC Foundations QEP Integration. The goal is to have MAC Foundations courses implement a module that will integrate the Spartans Thrive QEP.

In Fall 2023, 12 sections of FYE 101, encompassing approximately 352 FTIC students participated in the QEP pilot. Regina provided a brief overview of the pilot process; a post survey will be conducted.

The plan to integrate the QEP into Foundations courses includes adding a module which links QEP activities to existing Foundations SLOs, using the MAC Foundations rubric for assessment.

Wade Maki will work to implement the QEP and work with UTLC to provide training for faculty teaching MAC Foundations courses.

The QEP will be rolled out over two years. Phase 1, scheduled for Academic Year 2024-25, aims for integration into at least 30% of the MAC Foundations courses. Phase (AY 2025-26) will follow with full implementation which will include all FTIC students. Approximately 30% of MAC Foundations instructors will be invited to attend training during the summer of 2024.

Council asked if training will be required for everyone teaching Foundations. The MAC program is not at the point of requiring training for MAC faculty. Regina advised training materials will be available to all, there are funds to pay faculty who elect to participate in the pilot/attend the summer workshop.

It was noted that one of the fundamental problems discussed during the assessment workshop is that there are assignments that do not align with the MAC SLOs. The QEP could move us in the direction of encouraging faculty to revisit their assignments.

We need to identify how well faculty are engaging with the MAC SLOs and where we need to offer them support. When the program was developed, faculty fellows were identified as an important part to provide support faculty teaching in the program.

Discussion concerned connection between Health & Wellness courses and Foundations courses with QEP integration. These two courses would have a complementary element. Requiring Foundations courses within the first 30 credit hours, would make the assessment process easier. Regina added the QEP budget includes funds to hire additional health coaches.

Regina and Wade thanked Council members for their time and offered to answer any additional questions.

Council continued discussion. Jodi shared that the SACSCOC onsite visit is March 18-21, 2024; they will meet with faculty and ask about the QEP. There is a possibility that Council members will be asked about the QEP content being integrated into the general education program. Council members should be prepared to discuss the QEP.

Jessica reminded council members that integration of the QEP content has not been approved. Council members shared concerns/comments:

- How will this fit in with the current teaching load? Faculty will have to add this to their courses.
- How much can we ethically ask of these instructors?
- Foundations courses contain a lot of content. There is a limit of how much instructors can take away from the current courses.
- Timeframe – process feels rushed.
- Labor and resources – concern that there are not enough resources to
- Putting into a course content that might also be for the instructor almost too much to implement.
- Mandatory reporters must be identified.
- Need to look at the content of the modules included in the pilot FYE 101 sections.

We are seeing that the content of Foundations courses run the gamut. It is the role of the Gen Ed Council to direct departments and ensure that disciplinary courses are Foundations courses. Suggestion made to request a syllabus from the FYE 101 Foundations course.

QEP leadership should explain why this is good for the university and the students. SACSCOC does not identify the population for the QEP. We identified First Time in College (FTIC), QEP may not touch 100% of the FTIC population. If content is removed from existing Foundations courses, who makes that decision? We have never identified what “must” be included in the course, only teach the learning outcomes. Integrating the QEP will become a “must include”.

IV. Assessment Update – Jodi Pettazzoni & Jessica McCall

Jessica provided an overview of the assessment process and workshop results held in January. Oral Communication and Diversity & Equity competencies were reviewed.

Some overall considerations:

- 19-26% of student samples were marked “unable to rate.”
- 67% participation rate from course instructors
- Course instructors rated students higher than peer validators in both competencies and all SLOs.
- Both competencies include courses that are new/adapted in recent years

Peer Validator Feedback (Diversity & Equity):

- Targeted prompts and open-ended assignments were more effective.
- SLO 2.2 was lacking; may need to clarify self-definition/identity.
- SLO 3 requires an explicit prompt.
- Considerations:
 - What is meant by “ideas of difference”?
 - Require students to explore thinking and system leading up to historical events?
 - Possible that recency bias may be present? Lack of historical resources presents challenges
 - Small distinction between SLO 1 and SLO 2; can these be merged?

Sarah stated that SLO 3 is not an advocacy SLO, it does not always translate into the discipline.

Peer Validator Feedback (Oral Communication):

- Challenging to assess student competence if the assignment is not a verbal activity/performance; written work did not seem to cover SLO 1
- Assignments that target SLOs are more effective.
- Principles of oral communication may not be covered in all courses/assignments.
- Considerations:
 - Does the assignment need to be an oral presentation?
 - Does the presentation need to be synchronous?
 - Who is the audience—reader or person receiving oral presentation?
 - Can we assess “applies purposeful ethics”?
 - Is lack of citations ethical?

The full report will be available soon. Council will have an opportunity to review the full report and ask questions prior to accepting it.

V. IC Update – Jodi Pettazzoni

VI. Recertification update

VII. Other Discussion Items

Gary Rosenkrantz shared a resolution to address the proposals to discontinue programs in the College of Arts and Sciences. Council would like to know how many MAC courses are offered in these programs. As Gen Ed Council, we should present a resolution to address our concerns. A large body of MAC courses are housed in the College of Arts & Sciences. Council requested an electronic copy prior to voting. Council will vote electronically by Monday.