# General Education Committee Annual Report 2020-2011

## MembershipFaculty

Keith Graham, Journalism (2021) Chair
Libby Metcalf, Forestry (2021)
Paul Muench, Philosophy (2022)
Ione Crummy, MCLL (2022)
Linda Eagleheart, Applied Ars & Science, MC (2023)
Anna Sala, DBS (2023)
Joel Iverson, Communication Studies (2023)
Tammy Ravas, Mansfield Library - fall
Ray Fanning, Radio-TV (2021)
Coreen Duffy, Music (2023)

### Students

Brian Fulton- fall
Christian Pfeifer - spring
Lyssa Schei
Paul Tran

### Additional Representatives (Ex-Officio)

Nathan Lindsay, Associate Provost
Brian French, Executive Director, Office of Student Success

## Responsibilities outlined in the Faculty Senate Bylaws

The primary responsibility of the General Education Committee is ongoing evaluation and assessment of the appropriateness and effectiveness of the general education requirements and criteria. The General Education Committee acts as an advocate for general education, proposes revisions to its requirements and criteria, reviews proposals, and ensures that all general education requirements are feasible within campus constraints, Board of Regents policies and legislative actions.

## General Education Course Review

In the fall the Committee reviewed and approved 10 new general education courses, 7 of these are in provisional status until the assessment report is received. The consent agenda was finally considered by the Faculty Senate on January 28th. The review of these courses was included in the fall rolling review. An additional 21 new general education courses were submitted in the spring and approved in March. Seventeen of these courses are in provisional status and 5 are one-time only approvals. New general education courses will not be accepted in the spring semester in the future. The spring review does not provide enough processing time for the common course numbering review or the Registrar’s Office to create courses in time for fall registration.

Coursedog

It is likely that units are creating new general education courses to increase student credit hours given the focus of the new budget model. All but three of the new courses are in the College of Humanities and Sciences.

One course was submitted for three groups. Thee is nothing in the current policies or language that prohibits this. There currently are several courses that have three designations, but in each case one is intermediate writing. The course, PHL 319 *Law and Discrimination* satisfied the criteria for each group and was given provisional approval. The Committee will discuss further and may consider including clarifying language in its procedures to prohibit courses fulfilling multiple categories given the intent of the general education program is for students to gain exposure to a variety of liberal arts courses, and explore outside their major.

## Rolling Review

The General Education Committee also conducted the rolling review of Literary Studies (L), Mathematics (M) and Natural Science (N) courses. Assessment reports for Historical Studies (H), Democracy and Citizenship (Y) and Cultural and International Diversity (X) were also reviewed along with forms for courses given extensions from last year’s rolling review. Most forms were submitted in Coursedog, but units that started work on the forms last summer were allowed to submit the old Word forms that were posted on Box. A fairly significant glitch caused frustration for several faculty. Faculty were able to make changes to the form template, which corrupted draft proposals. Coursedog was quick to respond and corrected the problem- the form was removed from faculty view. Camie sent clarifying language to create Coursedog proposals. In the future Coursedog will be the only platform to use.

Similar to the last rolling review, many courses did not supply adequate evidence of assessment and several required assessment plan clarifications and some were missing general education learning outcomes on course syllabi. The subcommittee chairs sent several follow-up communications specifying the need for revision. Extensions were granted given the challenges associated with teaching during a pandemic. A few courses are no longer offered and departments chose to remove designations on others.

There are concerns that the assessment review via the form may not be meaningful and have the effect of improving general education instruction. The next accreditation visit will be 2024. Vice Provost Lindsay will be asked to describe the process, provide samples and highlight strong programs. The university needs to work on a culture of learning and responsibility to students rather than busywork required for compliance.

Several example assessment forms were identified. These included BIOB 101, 109, and 210 for natural sciences, COMX 140 for Literary Studies, M105 for Mathematics, and NASX 105 for Cultural and International studies. We will seek permission form the instructors to use their forms as examples on our website.

Subcommittee Chairs discussed their observations. Suggestions for improvement to the process include an orientation for new members, a common rubric and providing faculty with information on how the assessment is used by UM’s accrediting body. It is hoped that giving faculty the bigger picture will lead to a better understanding of the value of the work. Vice Provost Lindsay suggests documenting strengths and weaknesses to close the feedback loop. A help guide is needed that provides specific instructions and clear examples. The review process should be simplified so the committee can focus on modifying the requirements/ learning outcomes so that general education offerings are intentionally engaging courses that focus on students rather than the needs of the departments (101 model). Camie will work this summer with Assistant Registrar Troy Morgan to create a spreadsheet that lists all general education courses including instructor(s), when offered, and which majors require those courses.

Proposed Certificate in General Studies
On November 18th Professors Kim Reiser, Georgia Cobbs (ASCRC Chair), Doug Dalenberg (ASCRC Social Science Subcommittee Chair), and Associate Registrar Troy Morgan attended the meeting to discuss the proposed Certificate in General studies. Professor Reiser provided the rationale for the proposal. The Board of Regents’ General Education Council advocated for the certificate which is now offered at several two-year campuses. The intent of the certificate is to encourage student completion and create another pathway to transfer. It will also help Missoula College tract students’ productivity and complement their transfer ability.

Transfer students from other MUS campuses can use the MUS transfer core which does not require language, although there are language courses listed under the Humanities/Fine Arts or Cultural Diversity area. Missoula College students should not be held to a higher standard than other MUS two-year campuses because the College is embedded in the University of Montana. Although Missoula College students do not transfer to UM the process is similar and they have to get an override to take Mountain Campus Courses. The proposal language was edited so that it was clear Missoula College Students that matriculate to UM into a major without a language exemption will be required to take language courses. The Certificate was approved with 7 members in favor and 2 apposed.

### Proposal for International StudentsProfessors Mizuki Miyashita (Director of Linguistics) and Brian Dowdle, Chair of World Languages and Cultures joined the Committee on September 30th to request three updates related to the language requirement. The goal of the proposal was not clear from the presentation. Vice Provost Lindsay volunteered to follow-up with the requestor to flesh out the proposal and timeline for the Committee to consider.

## Communication Items:

## General Education Ad Hoc Committee

Professor Metcalf provided regular updates on the efforts of the General Education Ad Hoc Committee. A webpage was established for the committee and included the membership, charge, timeline, and minutes.

### Membership

Libby Metcalf, Forestry [Professional School]
Steve Schwarz, Comm [Social Science]
Paul Muench, Phil [Humanities]
James Randall, Music [Professional School]
Keith Graham, Journalism [Professional School]
Ethan Hanley – ASUM [Student]
Kimber McCay, Public Health [ECOS- Chair-Elect]
Hilary Martens, Geosciences [Science]
Kelly Webster [Involved with Strategic Planning/ President’s Cabinet]

### Charge

The University of Montana is committed to providing a broad-based Liberal Arts education.  The General Education Committee is a subcommittee that reports directly to ASCRC. The purpose of this committee is “ongoing evaluation and assessment of the appropriateness and effectiveness of the general education requirements and criteria. The subcommittee shall advocate for general education, propose revisions to the requirements and criteria, review proposals, and ensure that all general education requirements are feasible within campus, Board of Regents and legislative constraints.”

The General Education Ad Hoc Committee (GEAHC) is charged by the Executive Committee of the Senate (ECOS) with developing and proposing a re-envisioned general education curriculum at UM. Faculty, students, and the larger campus community should be consulted and given the opportunity to help shape this project. GEAHC should review and build upon the AY 2018-19 Core Pilot program developed by the General Education Committee. The GEAHC has three principal tasks for 2021:

* Develop guiding principles for the general education program at UM;
* Develop revised/streamlined general education perspectives/competencies;
* Develop curriculum pathways within the revised/streamlined general education perspectives/competencies.

### Timeline

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| **Spring 2021** |   |
| January & February  | Conduct Focus Groups |
| February or March  | Faculty Senate update -Feedback opportunity |
| March or April  | Deliver statement of guiding principles and objectives for the General Education Curriculum to Faculty Senate |
| **Summer 2021** |   |
| May-Aug | Refine draft model and sample pathways |
| **Fall 2021** |   |
| September -October | Continue to refine draft model and pathways; collect feedback; provide update to Faculty Senate  |
| October - November | Present draft Model and sample pathways to Faculty Senate for Vote |
| **Spring 2022** |   |
| January & February  | Request proposals from campus to develop pathways; Create implementation plan for revised model |

The Ad Hoc Committee met with several stakeholders, including President Bodnar on November 11th Dean Hufford and Associate Dean Semanoff on September 29th, GLI (Jeanne Loftus and Leora Bar-el- GLI Board Chair) on March 3rd, ElevateU (Andrea Vernon and Brian Reed) on March 18th

Workgroups conducted focus groups with the entities listed below, held three open focus groups that had attendance of 9, 13, and 18 and conducted a [survey](https://umt.co1.qualtrics.com/jfe/form/SV_40CD08nslh5EtlX). A focus group with advisors still needs to take place as well as additional outreach to students and alumni.

Administration (Vice Presidents, Vice Provosts)
Deans
Global Leadership Initiative, Honors, Student Success
Academic Standards and Curriculum Review Committee
General Education Committee
Writing Committee
University Library Committee
Executive Committee of the Faculty Senate
ASUM

The [survey results](https://umt.box.com/s/706q3unz5j39ui8ow86n32shigvjebm3) were presented to the Faculty Senate on March 25th. The Ad Hoc Committee also initiated data analysis

The Ad Hoc Committee drafted a [response](https://umt.box.com/s/oloqkzxu871afte7axx73emkhsxyfjod) to the Academic Planning Working document and shared it with the academic deans, and members of the Academic Planning Group. Academic Deans were invited to the April 15th meeting.

The Ad Hoc Committee drafted guiding principles during finals week so the timeline was adjusted.