

GERC action plan: an effort to Engage faculty, students, administration in curricular reform in order to generate well integrated general education + major curriculum

I. Request formation of a new Academic Structure, headed by a full-time 'Dean of University Studies'

- a. This person would have the full time job of inspiring, advocating for, leading, supervising, assessing....courses that are part of the University Studies program.
- b. This person would play a vital role in making 'University Studies' at UAF something the faculty and students would be proud of.... and would serve as a recruiting tool

II. Campus-wide discussion

- a. Starts with email to faculty articulating a new philosophy of gen ed. and stating "we will be conducting a poll in Oct." Publish materials on the web and in Sun Star and Cornerstone. Finally, we will hold a series of discussion meetings to more fully engage the university community in this process. These will be done on a school/college basis.
- b. Chancellor will announce (and promote!) such in his Convocation address to Faculty
- c. Individual deans will announce (and promote!) such in their Convocation Addresses and they will pass out the referendum (again).
- d. There will be at least one UAF-wide forum. Members of GERC and/or the 'turf valley 5' will attend. One will serve as moderator. In addition, GERC members will volunteer to attend individual department faculty meetings as needed to spread the word. At these sessions we will also identify faculty interested in working on GE curriculum.
- e. Hookups for audioconferencing will be made for the UAF forum.
- f. prepare FAQpossibly as a sheet to be given out with the convocations???

III. Faculty-wide GEN-ED referendum (early October)

- a. Formal reason is to determine faculty support for proposed changes to the core curriculum and general education goals and philosophies.
- b. MOTIVE: while reducing credits, faculty will redesign the GEN ED program so as to better meet overall objectives of critical reasoning, analytical thinking, and communication skills as well as incorporate the objectives (globalization, sustainability, civic engagement, diversity appreciation....) expressed in the objectives & student learning outcomes passed by the UAF faculty senate.
- c. Specific Questions on Referendum (will presumably change at least a little)
 1. Should UAF 'core' requirements be reduced from the current 39 credits to the BOR policy minimum of 34? (with the University Regulations distribution of content given, eg. 10 credits of sci/quant including 4 of lab science and 3 of math). Note: we will attach these guidelines to the referendum.
 2. Attached are the UAF faculty senate approved learning objectives for associate of Arts and Sciences and baccalaureate programs. Number three could be addressed in either your major or in the core. Should this objective be addressed in the core, your major, or both?
 3. Should your baccalaureate major program(s) have a capstone experience that all graduates are required to take to meet objective 4?
 4. Should the bulk of Gen Ed (core) classes include a minimum writing and/or reading component?
 5. Should an upper-division writing component (akin to a W) continue to be required for baccalaureate degrees?
 6. Should an upper-division oral communication component (akin to an O) continue to be required for baccalaureate degrees?
 7. Should students from schools outside of UA be allowed similar in transfer of 'core' courses as students from UA? (Every UA student is guaranteed that if the student has taken a core course applicable to one MAU it is applicable to the core for all MAUs).

IV. Initiate discussion with departments and colleges about curricular ideas, suggestions, and learning outcomes

- a. Distributed as follows (with consultation with other departments and colleges) : 15 Credits of 'humanities and social sciences' = College of Liberal Arts (CLA); 10 credits of science/quantification = College of Nat Sci & Math; 6 credits of written communication' = English and Library; 3 credits of Oral communication = Comm dept.
- b. The General Education Reform Committee (GERC) and individual units will be strongly encouraged to seek advice/suggestions from outside of their units for the suggestions about the revised curriculum
- c. GERC will act as 'facilitators' for in discussions with the departments and colleges about each of the 4 BOR blocks (H&SS, SQ, Writ Com; Oral com)
- d. Units will be informed: you've got until X to come up with a plan. This plan will include an assessment mechanism!!! If no plan, then GERC will create one.
- e. GERC will continue meeting through the school year as the members and facilitators discuss progress (and regress?) in the various blocks

V. A forum? Conference? Among W (written-intensive) course instructors will be created. Faculty at this forum/conference will discuss 'what seems to be working/not working'? What can be done to improve things?

VI. Similarly a forum/conference among the O (oral-intensive) course instructors

VII. Find way to get upper division students involved in the whole business

- a. engage ASUAF
- b. peer-mentoring: have upper division students help advise and orient Freshman -- complementary to Freshman seminars
- c. solicit student input in the design of the general education requirements
- d. capture and systematize current student involvement in service learning, civic engagement, co-curricular activities

VIII. Conference among departmental assessment chairpersons--perhaps especially related to University Studies aspects of the assessment...

IX. GERC gets the Curriculum proposals for the 34 credits by some date—spring 2013?? and reviews....makes suggestions...

Cycles back for several rounds?

X. Faculty referendum on revised core by late 2013?