General Education Revision Task Force - Process
in Fall Semester, 2018

Campus conversations during Fall 2018

During Summer, 2018, the Task Force designed a variety of model Gen Ed programs to provide examples for the campus community. During Fall Semester, we presented and discussed the four Model programs (Simple Category, Fundamental Skills, Competency Based, and Cross-disciplinary) plus the Thematic Clusters Enhancement Model.

- We held three Forums (one Senate Faculty Forum and two Open Forums).
- We met with administrative groups/councils of CVPA, HHS, and CAS and with the Provost’s Council, Advising Council, Student’s First Office, Honor College Council, and Library CANDLE.
- We presented at Faculty meetings of the Nursing School, Bryan School, School of Ed, thirteen departments in the College of A & S, the Theatre Dept and CTR.
- We held student focus groups or panels: Honors College, Ashby Strong College, and SGA.
- We held faculty focus groups with: undergrad advisors, undergrad studies directors, and SI/WI/GRD faculty.
- We had a meeting with Community College Partners from four CCs (Randolph, Alamance, Guilford Tech, and Forsyth Tech).
- The website survey received 31 responses. We also received several independent commentaries.

For all of these meetings and forums, at least one person took notes for the record. We compiled a summary of the comments we received, grouping them by topic.

Areas of consensus based on conversations and feedback

Compiled comments revealed the following:

- Overall, Models 2 (Fundamental Skills) and 3 (Competency Based) received the most favorable feedback, thus our draft Gen Ed program is based mainly on them.
- Model 1 (Simple Category) received relatively little attention and many perceived it as too similar to the current Gen Ed program.
- Model 2 (Fundamental Skills) received positive feedback regarding the thematic seminar feature. Many also liked this model because it attempts to make Gen Ed about practicing thinking and communicating skills, but also being exposed to a range of content knowledge. Concerns about this model were mainly related to requiring some courses early and it became clear in discussions that this was because of problems with course availability in the current Gen Ed program. (Response: We would therefore need to be prepared to manage course availability proactively, if some courses should be taken early.)
- Model 3 (Competency Based) received positive feedback because of the idea of extending Gen Ed themes into the major and the possibility of broader participation in
Gen Ed. Concerns about it included how a competency-based program would work, in terms of defining and measuring the competencies. (Response: In our current draft Gen Ed program, we have tried to make the mechanics of how it would work much clearer.) There was also concern about how transfer students would be impacted by Gen Ed additional requirements upon coming to UNCG. (Response: We have mostly resolved that concern in the draft Gen Ed program by improving correlation with typical Community College coursework.)

- Model 4 (Cross-disciplinary) received positive attention because of its novel approach to designing and delivering Gen Ed courses. However, it was generally recognized that this would be the most difficult to implement in terms of logistics, resource-related issues, and transfer student impacts.
- There was overall positive feedback regarding the new course types, Health/Wellness and US Diversity. These, along with Global Perspectives, coordinate well with current campus initiatives. Practical concerns were related to how the new course types would be defined, what they would include, and who would take on the burden.
- The Thematic Clusters Enhancement model was regarded favorably, because of its potential for student interest and highlighting the relevance of Gen Ed coursework. It was recognized that it would require a high level of faculty buy-in and administrative support.

A Haddy
2-6-19