General Education Committee Meeting
September 2, 2020
12:30-2 pm, via Zoom (instructions and link are in the calendar invite.)

Agenda & Notes (in red)

Introductions

Old Business
I.) Revisit timetable for re-envisioning and Global Challenges proposal – see Appendix I.
   Bridget will work on having a transition plan ready for us in 2 weeks. (VERY draft-ey)
   Will the Oct deadline for program changes impact us? Probably not. (Bridget will check with Jeff Appling.)
   Bridget will write a draft transition plan within the next two weeks, from there decide if it's reasonable to go to curriculum committee this Fall. UCC meets October 2, November 6, December 4. In passing a proposal, we would not have catalog changes until AY22-23, so program change deadline is moot. Goal: Present to UCC at one month, ask them for a vote the next month.

New Business
II.) Committee composition – see Appendix II for draft. (Would have to go to Faculty Senate for Faculty Manual change.)
   Summary: We need to revise the language anyway to allow for Principle Lecturer. There is also a request from the College of Business to consider adding other special rank faculty.
   Pros: There are many faculty colleagues with many different types of ranks that may be interested in and appropriate for voting membership on the Committee. At least one of the voting members would still be regular faculty. It is also likely that we will be continuing to have more special rank faculty as T/TT faculty work shifts more toward scholarship.
   Cons: It is important that the Committee members have a longevity at Clemson. They need to have been here for long enough to understand curriculum and need to be able to serve a 3 year term. Is there a way to ensure this in the Committee charge?
   Do we want to add a clause like what Honors College Committee has (note below)? (Not really criteria. More like a reminder of the mission & the purpose.)
   NOTE: Those elected should have experience and interest in the Clemson University Honors College as indicated by such activities as teaching Honors courses, directing Honors theses and research projects, and serving on Honors committees at the department and college level.
   What are we missing by not including all special rank faculty? Did not think we were missing anything. In reading the Faculty Manual, we see that the specified roles of professor of practice or clinical faculty are very technical and major-specific. Most professor of practice or clinical faculty are unlikely to be teaching courses that would be appropriate for a general education curriculum, as per SACSCOC guidelines. The snapshot of general education faculty roles indicates that faculty composition is: ~39% T/TT faculty, ~35% lecturers, ~22% grad instructors of record.
   Decision: Add principle lecturer to the wording. For library, check their bylaws and if applicable, add principle lecturer.

III.) Assessment and review
   • According to our assessment cycle, we are assessing general education outcomes of social sciences and arts & humanities this year. Sampling will be used. Link to assessment plan.
We have not yet contacted faculty about this, but need to soon.
COVID=everyone is teaching in different modes and using different methods than ideal.
However: a.) assessment of student accomplishment on learning outcomes is not an
assessment of instructor teaching; b.) we have not yet used these new learning outcomes
and rubrics for SS & AH courses; c.) need this year as a data point prior to our SACSCOC
2023 review; d.) potential message: “You are collecting student work for making grading
decisions in the class you teach. Please submit some of this student work as well for
institutional assessment.” (We collect through Canvas and it only takes a few minutes.)

Discussion: Have instructors/ students had enough time to adjust to the new modalities? Are instructors
still hitting the same learning goals? If so, it shouldn't effect this assessment. (Our student learning
outcomes are very general.)

Assessment this year would not be appropriate for comparison to previous semesters. We have not
assessed using the current learning outcomes & rubrics anyway, since they just went into place in 19-20.
Educational assessment is not a controlled pre-/post- research project. Having assessment data lets us
have meaningful conversations about teaching and learning. The assessment plan is very clear that
assessment is not judgement of faculty teaching abilities, and the general education coherent rational
infographic (link) also makes clear that data allows for revision of different components.

- We agreed last spring to conduct a review of our Mathematics course list this academic year, using
Curriculog’s “Course Review Form.”
  - We have not yet contacted the department about this, but need to soon.
  - Some of the same issue as above....colleagues are busier than normal right now and we do
    not want to put more on their plates.
  - Current list of courses in Mathematics:
    - MATH 1010 - Essential Mathematics for the Informed Society 3 Credits
    - MATH 1020 - Business Calculus I 3 Credits
    - MATH 1060 - Calculus of One Variable I 4 Credits
    - MATH 1070 - Differential and Integral Calculus 4 Credits
    - MATH 1080 - Calculus of One Variable II 4 Credits
    - MATH 2070 - Business Calculus II 3 Credits
    - STAT 2220 - Statistics in Everyday Life 3 Credits 1
    - STAT 2300 - Statistical Methods I 3 Credits
    - STAT 3090 - Introductory Business Statistics 3 Credits
    - STAT 3300 - Statistical Methods II 3 Credits
    - Cluster of MATH 1150, 160, 2160 for Early Childhood/Elementary/Special Education
      majors
    - Might also have some requests for additions from other departments. (General
      Engineering....have to ask SACSCOC about this though.)

Didn't get to the last two items, moving them to 9/16/20 agenda.

IV.) General Education Program Retreat
  - Was originally August 13, 2020, but cancelled. (Faculty were all scrambling to make the change
    from f2f/blended to all online. It just didn't seem like the time to be able to focus on larger
    issues.)
How about this: Do a Friday (or other day? furloughs?) in 2 sessions: one is about data & signature assignments and the other is about updates. All are recorded.
About half of the committee sent suggestions in July about what would be most valuable and the comments all gelled around data/sig assignments and updates.

Didn't get to the last two items, moving them to 9/16/20 agenda.

Adjourn
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Seat Type</th>
<th>Department and College</th>
<th>Term End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preston Byrd</td>
<td><a href="mailto:apbyrd@clemson.edu">apbyrd@clemson.edu</a></td>
<td>Voting</td>
<td>Agricultural Sciences; CAFLS</td>
<td>May/2021</td>
</tr>
<tr>
<td>Open</td>
<td></td>
<td>Voting</td>
<td>CAFLS</td>
<td>May/2023</td>
</tr>
<tr>
<td>Andrea Feesper</td>
<td><a href="mailto:afeeser@clemson.edu">afeeser@clemson.edu</a></td>
<td>Voting</td>
<td>Art; AAH</td>
<td>May/2021</td>
</tr>
<tr>
<td>Angela Naimou</td>
<td><a href="mailto:ANAIMOU@clemson.edu">ANAIMOU@clemson.edu</a></td>
<td>Voting</td>
<td>English; AAH</td>
<td>May/2022</td>
</tr>
<tr>
<td>Open</td>
<td></td>
<td>Voting</td>
<td>CoB</td>
<td>May/2021</td>
</tr>
<tr>
<td>Jack Wolf</td>
<td><a href="mailto:jackw@clemson.edu">jackw@clemson.edu</a></td>
<td>Voting</td>
<td>Finance; Business</td>
<td>May/2021</td>
</tr>
<tr>
<td>Darren Linvill</td>
<td><a href="mailto:darrenl@clemson.edu">darrenl@clemson.edu</a></td>
<td>Voting</td>
<td>Communications; BSHS</td>
<td>May/2021</td>
</tr>
<tr>
<td>Mike Coggeshall</td>
<td><a href="mailto:raucus@clemson.edu">raucus@clemson.edu</a></td>
<td>Voting</td>
<td>Sociology/Anthropology/Criminal Justice; BSHS</td>
<td>May/2021</td>
</tr>
<tr>
<td>Open</td>
<td></td>
<td>Voting</td>
<td>CoE</td>
<td>May/2023</td>
</tr>
<tr>
<td>Jackie Malloy</td>
<td><a href="mailto:malloy2@clemson.edu">malloy2@clemson.edu</a></td>
<td>Voting</td>
<td>Teaching and Learning; Education</td>
<td>May/2021</td>
</tr>
<tr>
<td>Scott Brame</td>
<td><a href="mailto:brames@clemson.edu">brames@clemson.edu</a></td>
<td>Voting</td>
<td>Environmental Engineering &amp; Earth Science; CECAS</td>
<td>May/2021</td>
</tr>
<tr>
<td>Karen High</td>
<td><a href="mailto:khigh@clemson.edu">khigh@clemson.edu</a></td>
<td>Voting</td>
<td>Engineering &amp; Science Education</td>
<td>May/2022</td>
</tr>
<tr>
<td>Matthew Macauley</td>
<td>macaule@clems on.edu</td>
<td>Voting</td>
<td>Mathematical Sciences; Science</td>
<td>May/2021</td>
</tr>
<tr>
<td>Christine Minor</td>
<td>mminor@clems on.edu</td>
<td>Voting</td>
<td>Biological Sciences; Science</td>
<td>May/2021</td>
</tr>
<tr>
<td>Jessica Kohout-Tailor</td>
<td>jkohout@clems on.edu</td>
<td>Voting</td>
<td>University Libraries</td>
<td>May/2022</td>
</tr>
<tr>
<td>Bridget Trogden</td>
<td><a href="mailto:trogden@clemson.edu">trogden@clemson.edu</a></td>
<td>Non-voting Chair</td>
<td>Associate Dean; Division of U'grad Studies</td>
<td></td>
</tr>
<tr>
<td>Pam Mack</td>
<td><a href="mailto:pammack@clemson.edu">pammack@clemson.edu</a></td>
<td>Non-voting; Resource</td>
<td>History and STS</td>
<td></td>
</tr>
<tr>
<td>Rene' Schmauder</td>
<td><a href="mailto:aschmau@clemson.edu">aschmau@clemson.edu</a></td>
<td>Non-voting</td>
<td>Director of U'grad Assessment; Division of U'grad Studies</td>
<td></td>
</tr>
<tr>
<td>Abby Boyd</td>
<td><a href="mailto:eboyd2@g.clemson.edu">eboyd2@g.clemson.edu</a></td>
<td>Non-voting</td>
<td>Division of U'grad Studies</td>
<td></td>
</tr>
<tr>
<td>Kyle Anderson</td>
<td><a href="mailto:kdander@clemson.edu">kdander@clemson.edu</a></td>
<td>Non-voting</td>
<td>Office of Global Engagement</td>
<td></td>
</tr>
<tr>
<td>Sarah Winslow</td>
<td><a href="mailto:SWINSLO@clemson.edu">SWINSLO@clemson.edu</a></td>
<td>Non-voting</td>
<td>Honors College</td>
<td></td>
</tr>
<tr>
<td>Appendix I.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Global Challenges curriculum – details and policies** | • Work with advisors to identify & mitigate problems | • Lots of course review to get in 2022 catalog  
• Curriculum proposals for new courses as needed |
| • Global Challenges is a 3.0 area in the catalog  
• Get Ready for 2022 launch | **Analytics & teaching loads & budget model**  
(Also include u/grad growth at 2-3%/year) | • COT is building a dashboard  
• Provost Office is working on budgets |
| • Double-dips with major?  
(*do not narrowly focus...*) | **Clarification on SACSCOC policies** | • Keep SACSCOC VP updated  
• Keep SACSCOC VP updated |
| **Faculty development for Global Challenges courses** | • Soft launch – May 2020 – Global Learning Academy  
(attendees will be ambassadors for their departments) | • SACSCOC 10 year review is in spring 2023 |
| **Develop transition plan & teach-out plan** | • Mapping  
• Identification of courses that can transition | **2022**  
• Launch of new GE curriculum with global challenges |
Appendix II.

The voting faculty membership of the General Education Committee is perhaps too narrow and
we wish to propose a revision.

The impetus for a change comes from College and departmental faculty who are finding that in
electing Committee members, there are often faculty in professor of practice or clinical faculty
ranks who would be a good fit, but the Faculty Manual language currently does not permit these
colleagues to serve. In particular, the College of Business ran into this issue in spring 2020 and
asked the Division of Undergraduate Studies for guidance.

Furthermore, in a meeting with the Commission on Collegiate Nursing Education (CCNE)
visiting peer accreditation team in February 2020, the members of the visiting team suggested
that including clinical faculty in undergraduate General Education Committees ensures equity
across the faculty ranks. Many clinical faculty are highly focused on pedagogy and effective
teaching and are often both interested in and effective leaders of curricular issues.

We are open to suggestion on wording to allow special faculty beyond the Senior (and Principle)
Lecturer ranks. We have a few points to consider:

- Faculty of many different ranks may be appropriate voting members of the General
  Education Committee. We would like to have general language that allows this but does
  not list every possible rank.
- Because committee terms are for three years, we need to ensure that voting faculty
  members are not working under year-to-year contracts.
- Faculty with the ranks of Lecturer, Visiting Professor, or adjunct faculty are
  inappropriate. They typically do not have the institutional longevity or history necessary
  to be an effective Committee member.

<table>
<thead>
<tr>
<th>Current wording (p. 135 of The Faculty Manual)</th>
<th>Suggested revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two faculty members elected from each College</td>
<td>Two members elected from [need suggested</td>
</tr>
<tr>
<td>from the ranks of regular faculty or Senior</td>
<td>language as per above]. At least one member</td>
</tr>
<tr>
<td>Lecturer. At least one member must be regular</td>
<td>must be regular faculty. Members serve</td>
</tr>
<tr>
<td>faculty. Members serve staggered nonconsecutive</td>
<td>staggered nonconsecutive 3-year terms.</td>
</tr>
<tr>
<td>3-year terms.</td>
<td></td>
</tr>
<tr>
<td>One faculty member elected from the Libraries</td>
<td>One faculty member elected from the Library,</td>
</tr>
<tr>
<td>from the ranks of regular faculty or Senior</td>
<td>elected by the faculty accorded voting rights in</td>
</tr>
<tr>
<td>Lecturer. Member serves a nonconsecutive 3-year</td>
<td>the Library. Member serves a non-consecutive</td>
</tr>
<tr>
<td>term.</td>
<td>3-year term.</td>
</tr>
</tbody>
</table>