

**Objective of action plan: Engage faculty, students, administration in curricular reform in order to generate well integrated general education + major curriculum**

**Steps:**

**I. Take proposed action plan back to GERC, Faculty Senate Administrative Committee, Provost, Deans Council for input and (we REALLY hope) approval**

**II. 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
- c. Details to be negotiated among Provost, Chancellor, etc..but get the ball rolling for something along these lines NOW

**III. Campus-wide discussion**

- a. Starts with email to faculty articulating a new philosophy of gen ed. and stating "we will be conducting a referendum 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 forums, one for each school/college. Members of GERC and/or the 'turf valley 5' will attend each. One will serve as moderator. Further, at these sessions we also identify faculty interested in working on GE curriculum.
- e. We will request 15 minutes of class time during September from each instructor of a current core course to initiate dialog with students. We will start with the "elevator speech" about curriculum revision, and solicit their oral and written feedback. We will also provide them with web addresses for both additional information and opportunities for providing feedback.
- f. Hookups for audioconferencing will be made for at least some
- g. prepare FAQ ....possibly as a sheet to be given out with the convocations???

**IV. 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

1. Should UAF 'core' requirements be reduced from the current 39 credits to the BOR minimum of 34? (with the BOR distribution of content given, eg. 10 credits of sci/quant including 4 of lab science and 3 of math).
2. Attached are the UAF faculty senate approved learning objectives for associate 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 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 significant writing component?
5. Should upper-division writing component (akin to a W) continue to be required for baccalaureate degrees?
6. Should students be required to demonstrate writing proficiency before advancing to upper-division writing courses?
7. Should students from schools outside of UA be allowed the same flexibility 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).

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

- a. Distributed as follows: 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 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

**VI. 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?**

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

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

- a. help advise and orient Freshman -- complementary to Freshman seminars

b. solicit student input in the design of the general education requirements

c. take advantage of current student involvement in service learning, civic engagement, co-curricular activities

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

**X. GERC gets the Curriculum proposals for the 34 credits by X and reviews....makes suggestions...**

**Cycles back for several rounds?**

**XI. Faculty referendum on revised core by Z?**

**General education objectives and learning outcomes for the undergraduate students seeking Baccalaureate, AA, and AS degrees at the University of Alaska Fairbanks:**

1. **Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through study of the natural and social sciences, technologies, mathematics, humanities, histories, languages and the arts.
  - Competence will be demonstrated for the foundational information in each subject area, its context and significance, and the methods used in advancing each.
2. **Develop Intellectual and Practical Skills across the curriculum**, including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning.
  - Proficiency will be demonstrated across the curriculum through critical analysis of proffered information, well-reasoned solutions to problems or inferences drawn from evidence, effective written and oral communication, and satisfactory outcomes of group projects.
3. **Acquire Tools for Effective Civic Engagement** in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaskan issues.
  - Facility will be demonstrated through analyses of issues including dimensions of ethics, human and cultural diversity, conflicts and interdependencies, globalization, and sustainability.
4. **Integrate and Apply Learning**, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.
  - Preparation will be demonstrated through production of a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.