Voting Members Present: Joan Curry (chair), Kevin Cassell, Theodore Laetsch, Adam Daly, Isabel Barton, Tanya Quist, Steve Kortenkamp, Jennifer J Ravia, Bayo Ijagbemi, Brennen Feder (he/him/his), Kim Jones (she/her), Amy Fountain (she/her), Mark W Stegeman, Kyle DiRoberto, Jeremiah Paschke-Wood, Rob Groves, Brian A Moon, Brandon Harris, Bill Neumann, Maha Nassar

Ex-Officio Members Present: Abbie Sorg, Elaine Marchello

Guests: Mónica de Soto Vega, Tom Murray, Aimee Mapes, Devon Thomas, Emily Jo Schwaller, Jessica Kapp, Katie Southard, Matt Ostermeyer, Ryan Winet, Itzel Íñiguez, Micheal Damein Beauragard

Chair Joan Curry called the meeting to order at 3:32pm with a quorum of 19 voting members.

I.  Approval of 17 February, 2021 minutes
    a.  Brian Moon moves to accept. Bill Neumann seconds. 19 yes, 0 no, 2 abstentions.

II.  Presentations of GE Refresh to Colleges
    a.  Ryan W: Reaching out to different parts of campus and making sure to proceed in a collegial inclusive way by providing a packet for members of UWGEC, college representatives who don’t have representatives on UWGEC and campus representatives who aren’t represented in UWGEC. Three components as part of the packet.
        - First component: UWGEC members go to respective colleges and communicate basic contours of Gen Ed curriculum and implementation plan.
        - Third component: Presentation in the form of Google Slide to visualize information.
        Invite everyone to add questions, comments and concerns to the shared document: https://docs.google.com/document/d/1wdpSxbqCFezlIi7zwzyCqoilheqdrQuQntlRr5fRgURg/edit?usp=sharing
    b.  Ryan W: Want to make sure Colleges and campuses can make informed decisions about what is best for them.
        1)  Tanya Q (chat): Ryan, did you mention when this packet will be available? I have been asked a lot of questions from nervous faculty waiting to get up to speed and prepare to on board.
    c.  Susan MC: Making sure that different colleges have had the opportunity to hear an overview of what’s going on with Gen Ed. Consistency in the messaging.

III.  Quick Start Live Online
    a.  Katie S: Inform and run an idea by the group. Working on general education Quick Start course to provide information for instructors. Curriculum components but focusing on how to assist instructors in creating a course proposal. Possibility of a live online version and pair up with UWGEC course approval.
b. Joan C: Idea of live online quick start in a workshop style for instructors. New syllabus by the end. Coached and build community with other instructors. Two weeks, first week for course and second week to finish details and approve.

1) Brian M (chat): I like this idea a lot, Joan. Would it be possible to require cohorts to work through this class, before they can teach a Gen Ed Refresh course? The reason I ask is because some classes are taught by multiple professors.
   - Joan C (chat): @Brian I'm not sure about the required part. Definitely encouraged and hopefully with good access for anyone who wants to participate.
   - Katie S: Quick Start course that is asynchronous, highly encouraged for those teaching in Gen Ed.

2) Kyle D (chat): This seems like it might help with the issue we talked about last time. Using ideas and examples rather than forms

3) Isabel B (chat): If I can bring up another challenge: We need to make sure that the boot camp content is accessible to all parts of campus, not designed with a particular discipline or group of disciplines in mind. Not all content in e.g. science or engineering can be well, or even adequately, presented in all teaching styles.
   - Katie S (chat): @Isabel, absolutely. We have worked very intentionally to design the Quick Start to be accessible from any and all disciplinary backgrounds. That is something I'm really passionate about- high accessibility!

c. Katie S: Support and promote evidence based and inclusive pedagogy that's integrated into professional development experiences. Participation in live online, synchronous and asynchronous work. Hope is to build community, provide high access and streamline the process of getting everyone up to speed. 3 part 10.29 – 12.55

1) Kim J: When you talk about approvals, other than UWGEC are you thinking of higher level university level approvals.
   - Katie S: More about department level, college level, the whole 10 day wait time. Will be less applicable for the Spring rollouts from a curricular affairs standpoint, these should be under that 25% change to the course mark that they won't need to undergo any sort of review from the department or college level.

2) Steve K: What will technically be considered a new course? An existing course but new name and new number will be a new course?
   - Katie S: Meeting with Office of the Registrar and Curricular Affairs, progress on multiple ends to figure out what counts as modification/new course and what is a large scale transition.
   - Steve K: Courses taught by multiple professors and courses changing. Issue brought up by Brian M.

3) Rob G: By completing this boot camp they skip the UWGEC step entirely or getting really high quality proposals?
• Katie S: The second. Can’t exempt anyone from UWGEC approval process. Idea to make process review easier. No bypassing review.

4) Brian M: Demand starting in Fall.
• Katie S: Being able to offer as asynchronous, walk through instructors through each step. Live online would be workshop/office hours.
• Joan C: Not the only way. Courses will come along in other ways. Preferred way to move things through. Imagine things will change over time. Way to make things go faster. Collegiality, higher level.
  - Jessica K (chat): It is almost like a GE Refresh FLC.
  - Joan C: People part of a program.

5) Larry B (chat): Would approval happen during the workshops, or as a subsequent step?
• Joan C: Approval as soon as possible. After proposal is completed.
• Larry B: Pre-approval process. UWGEC then fast track, go through them and approve.

6) Brian M: Would it make sense for someone from UWGEC to shadow the course to be part of the conversation?
• Joan C: Can be an element. Know what’s coming, prep and understand how things have evolved that week.
• Katie S: Is anyone in UWGEC interested in being an instructor for live online courses to represent UWGEC? Would be great to have people who understand and know the UWGEC approval process and rubric.

7) Rob G (chat): I like the batch system, and given most departments’ desire to get on board quickly, folks will complete the boot camp, if not necessarily happily. The tricky part of batch system will be handling the queue/demand come the fall. Especially depending on how courses get "into" the queue. First come/First served will reward colleges/departments speeding through approvals. Quota systems will likely be contentious.
• Joan C: No concrete answer. Communicating, calmness and frequent scheduled live online course so that there’s availability for everyone.

IV. ABOR meeting update
a. Susan MC: ABOR presentation on February 11th. ABOR wanted a sense where all campuses were at in terms of curricular revisions. Three universities in close communication about Gen Ed revisions. Working together on required ABOR assessments.

b. Susan MC: ABOR policy passed June 2019: Revisions to GE policy that includes clarified language about civic knowledge and clarified language about assessments and expectations.
  1) Clarified language surrounding what they’re expecting and different areas of Gen Ed policy.
  2) All three universities staying in consistent communication with ABOR staff as things move forward.
c. Susan MC: Working with a couple of the colleges, to identify courses that can help direct students to, to give them a sense of what classes would fulfill different Gen Ed requirements and increase their competency in those areas.

d. Susan MC: ABOR crosswalk table.
   1) Making sure that all aspects are addressed of the ABOR policy.
   2) Figuring out what needs to be preserved on the curriculum, what needs to be emphasized and where we might be lacking.

e. John P: UCAAC – Challenges of rolling out a curriculum of this magnitude is communication.
   1) Subcommittee will be working on tackling and focusing on the rollout challenges and communication with colleges.
   2) Susan MC: Clearer line of communication already.

f. Amy F (chat): Is there a moment to talk a little more about what is meant by 'assessing' - is this eportfolio assessment, not i.e. standardized testing?
   1) Susan MC: Two levels of assessment – ABOR assessments and written assessment and quantitative reasoning assessments.
      - Written assessment: portfolio based assessment for writing still figuring out some logistics of how that rolls out on the different campuses. Designing the assessments, while we're also revising our curriculum, able to focus on making sure that we're following principles of constructive alignment in the curriculum.
      - Piloting this Fall to try out the rubric.

g. John P: Moving towards test optional. Learning outcomes of one off assessments do not represent a deep understanding and formative understanding of types of thinking, reasoning, and knowledge base developed as a university student. Conversations with ABOR very productive.

h. Aimee M: Able to coordinate direct discussion so that we're not maligning student writing, and doing our best to highlight the strengths, that students have. Spend next year getting examples of students' writing in their first year and examples of students' writing in their later years. Writing needs to be sustained. Doing best to educate ABOR in terms of rethinking standardized assessments such as ACT, SAT and even GRE.

V. Questions:
      1) Susan MC: UGC and U-CAAC considering deliberating this simultaneously. deliberation would be by the last meeting of this month which is March 23rd and scheduled to present curriculum and faculty senate on April 5th.
2) Joan C: Discussion about having faculty senators also part of this committee and part of UGC. Adding people to fulfill some shared governance requests etc…

b. Jessica K (chat): So, we should aim to have some Boot Camps ready to roll in early April, assuming approval by Fac Senate. With a June 1 deadline for courses being submitted for changes, we gotta be ON this.

1) Katie S (chat): Absolutely Jess. At least the Quick Start Live Online element will be ready to go... (As well as the asynchronous/self-paced Quick Start course)

VI. Chair Joan Curry adjourned the meeting at 4:41PM.

Respectfully Submitted by Itzel Íñiguez, 3/4/2021