

Committee on Undergraduate Education

Meeting Minutes

Approved via email by CUE on 5/18//2011
To ACC on 5/24//2011

Date:	May 5, 2011
Time:	4:00 pm – 5:30 pm
Room:	OM 340

CUE called to order at 4:03 pm by Matt Miller and Carmen Werder

CUE minutes of 4/21/2011 have already been approved via email and forwarded to ACC.

Agenda

ACGM - BCGM

Prior to the formal agenda, discussion centered on the implementation of new language describing the ACGM and BCGM GUR categories which had been passed by CUE in the Fall of 2010.

Then a **MOTION** by Sylvia Tag, second by Nick Wonder, was **passed as follows**:

“CUE recommends that the approved change in the description approved last Fall (for distinguishing between ACGM and BCGM) be implemented now, allowing a transition period with all courses aligned to the new design by January 15, 2012. Course revisions for implementation in 2012 must be submitted by the course revision deadline.” ~end text of motion.

- David Brunner noted that there are not as many of these courses as people may think, and it can be implemented now but the holdup is that this is an issue for students.
- CUE suggested that when it makes these types of decisions it needs a more systematic way of informing people of the changes so departments can then implement.

Rebasing

David Rossiter asked if the committee ought to consider the documents that came out on rebasing and that they be connected to the quality and numbers of GURs, issues about coherency, and the need to communicate the importance of the GURs.

- Matthew Miller agreed that as a committee CUE ought to formulate a response to rebasing as part of the formal record. Members suggested that the conversation could take place in parallel with our assessment materials, and that we ought to collect some baseline information. No one can see the GURs changing in a wholesale way next year. Miller is confident that rebasing suggestions are fairly aligned with what CUE has on the table, but that the committee ought to carve out a statement of intent to rearticulate the importance of the GURs. The committee plans to do so in the next two meetings.

MOTIONS PREPARED FOR THIS AGENDA:

(The following were crafted by CUE members and then revised via Bb discussion threads):

1. COMMUNICATION CAMPAIGN

Following amendments by the committee, a **MOTION** by Diane Johnson, second by David Rossiter, was **passed as follows**:

“CUE proposes to initiate a **communication campaign** to better convey the purpose of the WWU General Education program and of the GUR courses in particular including the following:

1. Endorse the following statement of the purpose of the General Education program as an official message for use in this communication campaign: “Western believes that higher education enables people to lead full and interesting lives, to perceive and to understand the world around and within themselves, and to

participate intelligently, sensitively, and deliberately in shaping the world. Our general education program includes knowledge of human cultures and the natural world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning.

2. Communicate this common statement of purpose to WWU students, faculty and staff and the wider community in multiple ways and in partnership with, but not limited to, the following: Academic Advising, Admissions, Alumni office, chairs of departments, deans of colleges, Registrar's office, Residence Life, the Teaching-Learning Academy, and the Western Foundation." *~end text of motion*

Miller explained that the opening statement under "1" comes from an older catalog and the committee added specific language related to the LEAP outcomes similar to the new course proposal form. Some alignment was done so that the message is clear. Miller added that the LEAP language is ours since we endorsed it.

2. HOMEPAGE

A **MOTION** by David Rossiter, second by Anu Singh-Cundy, was **passed as follows:**

"CUE recommends the creation and appropriate resourcing of a General Education homepage where students and faculty may easily access information pertaining to the General University Requirements program at Western Washington University. In order to highlight the centrality of the GUR program to the university's mission, the General Education homepage should link directly from a prominent place on the university's homepage." *~end text of motion.*

Rationale

CUE members pointed out that the idea is to craft a common statement that faculty will want to use or to link in their syllabi. Some of the language was in the catalog 15 or more years ago, and the committee strove to make it more concise in the language given in the motion above.

3. SYLLABI ALIGNMENT

A **MOTION** by Emily Borda, second by Nick Wonder, was **passed as follows:**

"In order to improve the communication of the GUR competencies to students, CUE recommends that all GUR course syllabi identify the one or two GUR competencies that align best with the learning and student work products in the course. CUE will provide models of such language, but it is left to the discretion of the instructor how to frame the language within the syllabus and introduce it to students." *~end text of motion*

4. VIKING LANDING

A **MOTION** by Sylvia Tag, second by Emily Borda, was **passed as follows:**

"To support students in navigating the GURs, CUE recommends partnering with Academic Advising, the Libraries, the A.S. Board, and academic departments to sponsor a series of "Viking Landing Days" in the Library's Learning Commons beginning Fall Quarter 2011 that would afford students opportunities to learn more about academic domain areas of interest (such as the humanities, social sciences, and sciences) and their connections to the GURs. These co-sponsored days would bring together students, Academic Advising counselors, and departmental faculty advisers during the week before winter quarter registration begins and repeated at the same time before spring quarter registration begins." *~end text of motion*

Rationale

CUE emphasized the importance of providing information on what these larger academic domains (such as the social sciences) *are*, or defining what is meant by the *humanities*, for example, or what is a liberal arts education, or what are the GURs, rather than telling a student that a "GUR" is needed for their major.

With proposed budget cuts Summerstart may become only a one day event so Viking Landing days are even more important. Developmentally appropriate information has to be as specific as possible and ought to provide a helpful articulation of the GURs to inform students.

Tina Loudon has advised that the language that defines the adviser at Summerstart will now refer to that person as the “Orientation Adviser” for that one day only. This renaming will clearly separate that idea from the need to connect to a departmental adviser. This is a different message from past events.

Additional^[A2] Information

Fabiola Arvizu, Ramon Rinonos-Diaz and Carmen Werder worked on this motion. Contact has been made with various groups mentioned and they have expressed willingness to participate in this outreach effort, including the AS, the Libraries, and Academic Advising.

5. DIRECTOR OF ADVISING

A **MOTION** by Emily Borda, second by Nick Wonder, was **passed as follows:**

“CUE recommends that the Director of Academic Advising & Career Development Services or the Director’s designee from Advising Services become a non-voting, *ex officio* member of the Committee on Undergraduate Education. This member can be excused from meetings that do not pertain to advising.” ~*end of text of motion*

Agreement

CUE has approached the Advising Director who is very willing to participate. The committee also proposed including David Brunnemer, of the Registrar’s office, as an *ex officio*, non-voting member of CUE and will forward that change in the charge.

6. COURSE COMPETENCY ALIGNMENT

A **MOTION** by Anu Singh-Cundy, second by Nick Wonder, was **passed as follows:**

“CUE recommends that within four years of the passage of this motion, CUE will review every GUR course in the WWU Catalog except those exempted by CUE on account of a recently accepted GUR proposal or course revision form. The department or program offering each course to be reviewed must submit a GUR course revision form indicating the one or two competencies assessed in the course and the means of assessing those competencies by categories.” –*end text of motion*

Comment

CUE may propose a deadline or timeline which would be published to every department. A certain number of courses would be reviewed each year and that would be selected based on percentage of courses taught, or categories, all of which can be determined at some future date. The drafter of the motion suggested that departments would probably rather take care of their full set of GURs in a single year (be it the first, second, third, or fourth) rather than doing some each year.

Rationale

To facilitate assessment of the general education program, we need some mechanism for examining the 1-2 main competencies the courses are addressing. Otherwise, this articulation of 1-2 competencies for each GUR course will support the assessment of the general education ^[A3]program.

7. GUR TEACHING AWARD

A **MOTION** by David Rossiter, second by Nick Wonder, was **passed as follows:**

“CUE recommends the creation and appropriate resourcing of an annual university-wide award that recognizes excellence in teaching in the General University Requirements program. This award should be high in profile so

that it communicates the value that the university community places upon faculty engagement with General Education.”~ *end text of motion*

Rationale

The intent of the motion on the GUR teaching award is to include all faculty both tenured and non-tenured, instructors and limited term faculty, and the guidelines should specify that.

- Werder thanked Sylvia Tag for her proposal to deliberate on the motions in one larger working group for today’s meeting, and a big thank you was exchanged among the members for the excellent collaborative work that was done on Bb in drafting/refining the motions. Many commented they had also learned a great deal about using the Bb threads.

Future Motions Related to Competencies

CUE will consider additional motions at future meetings particularly ways in which Classfinder might reference the competencies a course might emphasize, and another that will maintain a database of courses for which competencies have been determined along with a contact person and the date CUE accepted the course proposal or revision. This would be a desirable way to make information available to students in advance, and if it is challenging to capture in an abbreviated form such as an attribute, a separate file might be maintained of the courses and their competencies.

Agenda for Next Meeting

- Matt Miller and Carmen Werder will begin to articulate a conversation on rebasing, focusing on the GURs in alignment with the Needs Draft and other drafts that relate to the communication campaign The co-chairs emphasized the importance that faculty establish ownership of rebasing proposal.
- Proposals at the next meeting would set a trajectory for work in the Fall including how to proceed on Need 3 regarding enhanced coherency and relevancy in the GUR curriculum. CUE will consider whether a Retreat would further that action and discussion.

Adjournment – 5:31 pm.

Minutes submitted by Rose Marie Norton-Nader, 5-5-2011

	Present	Name	Role	Area	Term until
1	P	Borda, Emily	Faculty	CST	2012
2	--	Grimm, Jeffrey	Faculty	CHSS (2)	2012
3	P	Johnson, Diane	Faculty	At Large – GUR	2013
4	--	Symons, Larry	Faculty	CHSS (1)	2011
5	P	Miller, Matthew	Faculty	Woodring	2012
6	--	Rinonos-Diaz, Ramon	Student	Appointed by AS – GUR	2011
7	P	Rossiter, David	Faculty	Huxley	2011
8	P	Singh-Cundy, Anu	Faculty	At Large – GUR	2011
9	P	Tag, Sylvia	Faculty	Western Libraries	2012
10	--	Larner, Dan	Faculty	Fairhaven	2012
11	--	Folk, Holly	Faculty	ACC representative	2011
12	--	Vassdal-Ellis, Elsi	Faculty	CFPA	2011
13	P	Wonder, Nicholas	Faculty	CBE	2012
14	P	Fabiola Arvizu	Student	AS Appointment – GUR	2011
16	P	Luke, Linda	Ex Officio, nv	Registrar’s Office	
17	P	Werder, Carmen	Ex Officio	Writing Programs	
18	--	VanderStaay, Steven	Ex Officio	VP Undergrad Education	
19	P	Brunnemer, David	Ex Officio, nv	Registrar’s Office	
20	P	Norton-Nader, Rose Marie	Recorder, nv	Faculty Senate, ACC	
		May 5, 2011		TOTAL	12