

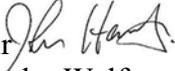


## Academic Senate

### COMMITTEE ON FACULTY WELFARE

December 7, 2021

To: Jason Stajich  
Riverside Division Academic Senate

Fr: John Heraty, Chair   
Committee on Faculty Welfare

Re: [Campus Review] Proposal: Report and Proposal of the Senate Ad Hoc General Education Review Committee including Supplemental Reports 1, 2, and 3

The Committee on Faculty Welfare met on November 16, 2021, to discuss the Report and Proposal of the Senate Ad Hoc Committee.

The committee all felt that this was both an ambitious and timely review and reorientation of the General Education program. A positive aspect of the proposal may be the extensive collaboration and coordination by faculty. We do have some specific comments.

- This will be a significant amount of work for some faculty, especially those on the General Education Committee, Committee on Courses, Educational Policy, College Executive Committees, and other allied review units. Moreover, the cross talk between faculty with regard to course development and implementation, coding each course for compliance with different requirements, rubric sharing, and the like also expands workload for faculty. Similarly, how will the faculty involved in developing courses be compensated? There is some mention on getting teaching release towards the end of the proposal, but details are missing.
- Are the advising staff informed of the proposed changes? Much of the workload will fall on their shoulders.
- It was unclear what was meant by a "scaffolded skills tracking system" (pg. 20). Is this software to be developed or is it a platform already in place? (e.g., is this a form of curriculum mapping similar to what is used for meeting WASC requirements?)
- "we can calculate that 10,000 lower-division students will take 1.5 WOC courses/year, for a requirement of approximately 600 WOC courses/year, or 200/term." (pg. 35). How does this compare to our current program? Will these WOC courses be spread across different colleges to be able to help address focused learning by students?
- Strong emphasis is placed on opportunities for students to give presentations. Similar to WOC, will there be emphasis placed on assessing courses as part of a "Presentations Across the Curriculum (PAC)" program? Are class sizes being taken into consideration for student presentations?

- What are the financial implications of the program? Will there be increased support for the Advising Centers in each of the Colleges?
- Designing these courses puts additional burden on Department chairs and how will this be handled?
- Some of the technology- driven interdisciplinary courses require new lab space. The feasibility of using the existing resources or development of new ones is not articulated.
- Should there be committees at various levels to design these courses? How will this coordination be achieved? This has not been clearly articulated.
- Has consideration been given to the impact on particular programs? As an example, programs in BCOE are accredited by ABET (Accreditation Board for Engineering and Technology). ABET requires programs to satisfy a stringent set of "student outcome" requirements as well as additional set courses in Math, Physics, and other areas. For BCOE (and potentially other programs) can the R'Horizons committee illustrate how the new GED requirements could be satisfied by a sample program without increasing the number of required units and interfering with satisfying the ABET requirements.
- There was general support for thematic programs of GED, which did not seem to transfer from the supplementary documents to the main proposal. Suggested tracks could be of greater interest to students and potentially by advisors suggesting courses that need to be taken. It was raised that other universities often parse the dorms into thematic colleges with all the students taking a focused track in something like Sustainability. Is something like this feasible given our extensive new dormitories on campus?
- If there are tracks, who is responsible for assisting students with the completion of the tracks? Will this information come from their student advising or are faculty meant to be affiliated with specific tracks?
- If there are too few course offerings, will this create bottlenecks for students or for finding the faculty necessary to teach all these new/evaluated courses?
- Is there a vision of how Gen Ed courses will be spread across colleges to distribute workload and the potential distribution of new hires? Can upper division courses be certified as Gen Ed, again allowing students flexibility to be more focused on their major but attaining the criteria of the Gen Ed requirements (with the exception of some requirement such as ethnic studies).
- Can existing courses be codified as to what components of the Gen Ed program can be met? Perhaps instead of accumulating courses to meet the requirement, students could have to attain a certain number of credits for courses spread across the curriculum.
- Does this take into account the increasing student enrollment that is planned to take place coincident with the new Gen Ed rules?
- Currently, UC is having to have a general entry pathway for Community Colleges and California State University. Has there been a consideration of how the new program can fit into this model and streamline the transfer pathway?
- What is the impact on strategic plans? Will the strategic plans in faculty hiring be geared towards recruiting faculty who work at the interface?
- Will grad students/ TAs be affected by these curriculum track changes, and does it necessitate TA training?

We want to thank the entire working group for putting together such an ambitious and well-articulated proposal. Overall, it will be a big step forward, but there are potentially many hurdles to cross before it becomes a seamless process.