



## 2022 - 2023 Annual Faculty Senate Committee Report

**Faculty Senate Committee Name: General Education Council (MAC Council)**

**Faculty Senate Committee Chair Name: Jessica McCall**

**2023-2024 Incoming Committee Chair Name: Jessica McCall**

**Unit Representation:**

## Members

The General Education Council is composed of faculty from across the University, representing each of the Schools and Colleges (except the Joint School of Nanoscience and Nanoengineering).

Council members are appointed by the Provost on the recommendation of the Deans of the various Schools and Colleges. Ex-officio, non-voting members are appointed by the Provost as needed.

### Council Members For 2022-23

Jessica McCall (Chair)	CAS: Communication Studies	(2021-2024)
Hunter Bacot	CAS: Political Science	(2022-2025)
Sarah Cervenak	CAS: Women's, Gender and Sexuality Studies	(2020-2023)
Jim Coleman	CAS: Biology	(2022-2025)
<i>Vacant</i>	CVPA: School of Theatre	(2021-2024)
Indika Dissanayake	BRY: Information Systems and Supply Chain Management	(2020-2023)
Amy Harris Houk	University Libraries	(2019-2023)
Jeremy Ingraham	Faculty Senate	(2021-2023)
Izzet Lofca	SOE: Library and Information Science	(2021-2024)
Gary Rosenkrantz	CAS: Philosophy	(2022-2025)
Jessica Obermeyer	HHS: Communication Sciences and Disorders	(2021-2024)

Terry Wicks  
*Vacant*

School of Nursing  
CAS: Classical Studies

(2021-2024)  
(2021-2024)

### **Ex-Officio & Non-Voting Members**

Angela Bolte	Assistant Dean of the Lloyd International Honors College
Frances Bottenberg	Assessment Coordinator
Chris Partridge	University Registrar
Jodi Pettazzoni	Associate Vice Provost & Director of the Office of Assessment and Accreditation
Dana Saunders	Assistant Dean for Advising & Student Success

### **Academic Year Report Covers: 2022-23**

**Date Prepared: 7-13-23**

#### **List of dates the committee met:**

August 19<sup>th</sup>

September 16<sup>th</sup>

October 21<sup>st</sup>

October 28<sup>th</sup>

November 11<sup>th</sup>

December 2<sup>nd</sup>

January 20<sup>th</sup>

January 22<sup>nd</sup>

February 10<sup>th</sup>

February 21<sup>st</sup> (electronic Vote)

March 3<sup>d</sup>

March 24<sup>th</sup>

March 31<sup>st</sup>

April 21<sup>st</sup>

April 28<sup>th</sup>

Small Committee meetings to manage ongoing appeals: May, June, July

**List and briefly describe major accomplishments of the committee for the year:**

**This has been a busy year for the Council as we continue to oversee the integration and implement of MAC. The MAC Implementation Committee, the Office of Assessment, and the Registrars' Office have addressed many specific questions/concerns. Many of these must also be addressed in the Council to ensure that all appropriate parties are aware of the circumstances and have a voice in the decision making.**

**This year we were able to accomplish the following:**

1) More than forty faculty from various disciplines came together to create working groups to refine the current MAC competency rubrics. Rubrics for student learning assessment were created for MAC's launch in Fall 2021 by faculty working groups. These rubrics have been used in course design workshops and assessment processes in the 21-22 AY and it became evident that some refinements are needed for improving their clarity, appropriateness, and cross-rubric consistency. The revisions were submitted by the working groups and approved by the Council in Spring 2023. All new/revised rubrics are posted on the website.

2) Several semesters ago we redesigned 3 web forms: Appeal, Petition, and Administrative Review to ensure we were receiving the information that would allow us to make decisions appropriately concerning awarding credit for MAC courses. With the Office of the Registrars' help, these surveys were made available in Fall 2023.

3) We have been focused on website and message refining. A student group developed a final project recommending many ways to brand and enhance the MAC image. Surveys were distributed to faculty, advisors, and students. All recommendations and information are being used to redesign the MAC website this summer. Frances Bottenberg is taking the lead on this project.

4) We began discussing awarding credit for experience/military service. This will take a great deal of commitment from our faculty as we will need to rely on faculty in each competency area to determine how credit should be awarded. Students will need to demonstrate competency through assessment. This is an ongoing project and a much bigger discussion and effort that the university will need to address in 2023-2024.

5) To reveal and acknowledge all hidden components of our curriculum (must take a course/achieve GPA to proceed) of program curriculums, we have distributed a survey and are collecting data from all academic units. We are also asking all units to identify and share the major courses that continue to enhance and expand upon the MAC competency courses. This will allow us to focus on the second stage of the MAC implementation involving the identification of MAC threads that run throughout all of our curriculums and majors. Jodi Pettazzoni managed this project.

6) We continuously worked with Andrew Hamilton to develop plans/process for communicating with departments about MAC/GEC seat supply/demand. Andrew Hamilton spoke with multiple departments to help them choose strong and appropriate offerings for Fall 2023.

7) Many MAC institutes and workshops have been offered. The Office of Assessment has been carrying a heavy load as we continue to educate the campus about MAC and maintain the

assessment process. Here are a few points from the most recent events from Frances Bottenberg. Frances Bottenberg and Jodi Pettazzoni as well as the UTLC have been driving and managing these programs. Their work is greatly appreciated.

**1) MAC Teaching Institute:**

33 registrants (mostly faculty who teach MAC courses, but also some GTAs, staff instructors and administrative staff)

10 faculty and staff panelists and peer consultants

5 coordinators

Lunches sponsored by the UTLC

Participant Feedback Attached here:

[https://uncg-my.sharepoint.com/:w:/g/personal/jedelk\\_uncg\\_edu/EYH6PnWNS-1Ihb82y6tcNxwBE1lc2ieX23IMf-ocW-1nNw?e=OQilKs](https://uncg-my.sharepoint.com/:w:/g/personal/jedelk_uncg_edu/EYH6PnWNS-1Ihb82y6tcNxwBE1lc2ieX23IMf-ocW-1nNw?e=OQilKs)

**2) MAC Assessment Workshop:**

17 faculty and 1 graduate student learning assessors

Reviewer time compensated + lunches sponsored by the Office of Assessment, Accreditation and Academic Program Planning

**A few takeaways:**

It was unusual to hold both of these MAC-related events in the same week; looking at the written feedback participants at both events left us does reveal some striking parallel takeaways:

- There is a sense of community among invested general education instructors & staff members on our campus, and opportunities such as the MAC teaching institute and MAC student learning assessment workshop - both voluntary - are highly valued as such opportunities. For the MAC teaching community to flourish and to maximally benefit student success, faculty and instructional staff need time and space to collaborate, share resources, and network with colleagues, ideally those who teach in the same MAC competency.

- Many participants at these events also voiced this concern: For this new program to be successful for our students, we must make these professional development occasions widely available to all MAC faculty and/or find ways other to incentivize participation among faculty who otherwise would not participate.

- The key pedagogical insight across both the teaching institute and the assessment workshop: MAC faculty and instructional staff must continue to work on foregrounding the MAC SLOs/competencies in their courses. This includes aligning assignment design (and student-facing assignment instructions) with the MAC SLOs in question, as well as learning to use the faculty-designed MAC rubrics as tools both for MAC course/assignment design and MAC student learning assessment.

**List any action items for future consideration (if applicable):**

**As we move into Fall 2023, the General education Council will plan to do the following:**

- 1) Identify a time to lift the moratorium on MAC proposals. This will be done when we are confident that we are able to allow more classes into the program to meet students needs.
- 2) We will continue to manage all student MAC petitions and appeals and course proposals.
- 3) Frances Bottenberg is in the process of preparing the AY 22-23 MAC student learning assessment report for campus stakeholders. That report will look at the cumulative data from all MAC assessment activities this year as well as qualitative feedback from faculty and staff participants.
- 4) MAC assessment of selected competencies will continue in the Fall and Spring of 2024
- 5) We will also begin the process of re-certification. Information has gone out to faculty and we will be following up with this at the beginning of the Fall 2023 school year.
- 6) Due to the new MAC curriculum we want to review/update council membership. We need to decide who should be represented on the council at this point. We will then need to take this information to the faculty senate and ultimately update the faculty constitution.
- 7) We will be focusing on the QEP engagement with MAC. Regina McCoy and Jill Beville (in coordination with Emily Wiersma) will be integrating Health and Wellness content into the Foundations Course. Plans are still being created at this point.
- 8) We will continue to work collaboratively with the Implementation Committee, Andrew Hamilton, and the Registrars' Office to determine the best policies and practices for allowing courses to change approved MAC competencies. This is a complex and taxing process, yet it is timely and necessary.
- 9) We will continue to work on developing policies and procedures for competency-based Education. Based on the UNC System Military Policy, UNCG will need to efficiently and effectively develop a means in which to award credit for military service/courses.
- 10) As the MAC program has rolled out, the council has tried to develop clear guidelines and criteria for judging transfer appeals. Understandably we have run into challenges. We need to take time to step back and outline the standard criteria for an approved appeal.
- 11) The General Education Council will continue to assist in finding the best solution for granting credit for students during study abroad. We need to develop a procedure/protocol to efficiently and accurately approving courses (taken while studying abroad) as MAC competency courses. Currently there is not a policy and many people trying to find ways to help students gain credit.

**Discuss strengths and opportunities for improvement:**

Partnerships with and among the Office of Assessment, The UTLC, The Division of Student Success (Dana Saunders), and the Dean of Undergraduate Studies (Andrew Hamilton) have been extremely helpful and necessary. For MAC to be effectively and efficiently implemented we need to be in continuous conversation with many offices and departments.

Our council as a whole is quite strong. We chose to have most of our meetings face-to-face and this has been incredibly helpful for developing rapport and engaging in vibrant discussions. Faculty who previously felt disconnected in meetings and not part of the decision making, have voiced their appreciation for the group and the meetings. While the face-to-face meetings have limited some individuals' participation, we believe it is an important part of our work.

**Here are a few areas for improvement:**

- 1) More support for the council and the implementation of MAC programming is needed. Currently the Office of Assessment is taking on this task as there is not another unit able to do this. We likely need a MAC fellow to work collaboratively with the Office of Assessment (Frances) to continuously train faculty and maintain quality, consistency, and continuous impression management and marketing.
- 2) More guidance is needed on who should be involved in decision making and when/how these decisions should be implemented. An example is the impending Military Credit Policy. We know this must be supported by and led by upper-level administration. The specific requests for credit are often first seen on a MAC level (through appeals from advisors and students). A larger discussion of all involved parties would be helpful.
- 3) Clear and explicit information must be provided to all faculty and departments concerning Gen Ed Council decisions. We seek to be transparent and help all departments understand the regulations and requirements. Currently there is not an effective means of distributing information in a timely manner. While Faculty Senate Committee Reports are helpful, we know that many people are still uninformed. This causes confusion and frustration when policies and decisions are made and not conveyed.

**I am looking forward to a second year as council chair. This position requires that the faculty member learn quite a bit about various programs, projects, and systems. Now that I feel confident with the information and responsibilities, I am hoping that we can make even more progress in the coming year.**

**Please let me know if you have any thoughts and/or suggestions.**