

2024-2025 GENERAL EDUCATION DIRECTOR'S ANNUAL REPORT

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As incoming Director this year, I worked across campus with colleagues, administrators, staff, and the Senate General Education Committee, and especially drew upon the generous guidance of previous co-Directors.

I. MAIN ACTIVITIES AND ACCOMPLISHMENTS

- Assessment:
 - Using data already gathered, writing and submitted the General Education assessment report for 2023-2024.
 - Based on the established assessment rotation (with one-third of Gen Ed components assessed each semester and with those results then disseminated and discussed in the following semester), holding stakeholder workshops for Gen Ed components. In the fall 2024 semester, this included separate workshops for Computer Literacy, Visual Literacy, Diversity in U.S. Society, Global Cultures, and Health & Wellness; in spring 2025, these included workshops for Writing and each of the Common Core components: Art, Aesthetics, & Creativity, Human Behavior & Social Institutions, Literary & Intellectual Traditions, and The Natural World. Workshops were productive and well-attended by faculty teaching in each of those areas.
 - Collecting syllabi for the courses being taught as part of General Education in the fall and spring.
 - Collecting (and supported faculty as needed) completed assessment rubrics for the components being assessed in the fall (First-year Writing, plus the four areas of the Common Core) and then in spring (Oral Communication, Quantitative Reasoning, Critical Thinking, and Information Literacy).
- Senate General Education Committee: working closely with the two incoming co-chairs, Natasha Somerville and Vincci Kwong, in a variety of ways:
 - Ensuring smooth, consistent, and well-documented process for student petitions and appeals.
 - Coordinating committee agendas and priorities
 - Coordinating/facilitating work-flow, communication, and record-keeping
 - Holding emergency meetings to resolve outstanding concerns with students and units not clearly following Gen Ed curriculum
 - Ensuring that each campus unit is in accord with campus-wide Gen Ed requirements and working closely with units to support needed changes.
 - Drafting longer-term plan, challenges and goals, which include:
 - Working with committee members to develop process and documents for auditing Gen Ed courses approved more than 5 years ago to ensure continued consistency with and watch for “drift” away from approved SLOs. (Process to begin in fall 2025.)
 - Reviewing and revising the “essential characteristics” and SLOs for each General Education component.
- Faculty assistance and mentoring:

- Working one-on-one with several faculty, sometimes meeting multiple times, to help them successfully navigate the General Education course approval process and revise, as needed, their materials.
- This included navigating the difficult terrain of online courses/programs and General Education.
- Student assistance:
 - Responding to a small number of students appealing the decision of the General Education Committee to deny their petition to have specific transfer course count for specific Gen Ed requirement.
 - Developed alternate student petition form and process when IU web pages were down for several weeks.
- Documentation and IUSB systems:
 - Working with College of Arts and Sciences Associate Dean Kyoko Takanashi to help with Gen Ed questions in the transition to Stellic.
 - Working with Teresa Sheppard to update the IUSB Bulletin, especially in terms of approved Gen Ed courses.
 - Monitoring/reviewing IUSB web pages to ensure accuracy.
- Advising:
 - Working with Associate Vice Chancellor Lee Kahan, and individual campus advisors, on pressing issues pertaining to advising and enrollment in Gen Ed courses.
- Scheduling:
 - Working closely with College of Arts and Sciences Associate Dean Henry Scott on planning and processes for scheduling and enrollment management.
 - Working with Deans, Associate Deans, Chairs, and Registrar to ensure accurate coding of Gen Ed courses as listed in the iGPS schedule of classes.
 - This included meeting with members of the IU and IUSB Institutional Analytics team to develop tools and practices that will aid in scheduling and enrollment.
- Coordination and Committees:
 - Serving on the EVCAA's Academic Cabinet to communicate, coordinate, and problem-solve with other campus, unit, and program leaders.
 - Coordinating with appropriate school leaders as needed to ensure compliance with General Education curriculum and assist in addressing areas of need.
 - Meeting regularly with Hope Davis, Associate Vice Chancellor for Academic Affairs.

II. GOALS FOR THE NEAR FUTURE

Projects for the 2025-2026 year and beyond include:

- Working with the General Education Committee to develop and implement system, process, and goals for assessing “drift” in courses meeting General Education requirements, and offering support as needed to faculty, chairs, and departments.
- Working with the General Education Committee to review and, as needed, revise the posted “essential characteristics” for each General Education component, and similarly to revise the questionnaires required for faculty submitting new courses for approval.
- Getting feedback from leaders at all schools and colleges given that we have been undergoing the AOD process and given that our revised/streamlined Gen Ed curriculum has now been implemented for three years. With these conversations, I will then include the

General Education committee and, as needed, bring issues and concerns to the Faculty Senate.

- Working with Committee, chairs, and both library faculty and non-library faculty to determine effectiveness of Information Literacy “tag” requirement and propose alternatives if needed.
- Communicating/partnering with equivalent Directors at other IU regional campuses to share concerns, resources, and ideas.
- As Stelic is implemented, monitoring and ensuring its effective interfacing with campus General Education requirements.
- Exploring problems and possible solutions pertaining to Gen Ed issues with collaborative online degree programs.
- More effectively and regularly take advantage of the Gen Ed blog established by previous directors in order to disseminate and document key procedures, policies, announcements, etc.

III. INFORMATION ABOUT SUPPORT NEEDED

As noted by previous co-Directors, some activities that could be done more efficiently with a small amount of administrative support—thus freeing up the Director for bigger-picture work. I will monitor this and, as needed, create a concrete proposal for support.

GENERAL EDUCATION DIRECTOR DUTIES

Responsibilities include the following:

General Education Curriculum Support & Tracking

- Act in an advisory role for faculty and units that seek to develop courses to meet General Education requirements.
- Ensure correct coding of general education courses/classes on the schedule of classes in SIS.
- Maintain records of course/class exceptions.
- Coordinate with the School Leaders and Academic Units on scheduling of needed General Education sections based on predicted enrollment needs to ensure student degree progress, healthy enrollments, and appropriate and fair distribution of these classes between units. Work with other stakeholders including FYS, GPA, Undergraduate Advising, New Student Orientation, and Enrollment Management.
- Recruit faculty for teaching First Year Seminar (FYS) sections, and coordinate FYS class schedules, in consultation with Directors of FYS & GPA.
- Coordinate with School Leaders to ensure General Education is implemented in a way that is consistent with the accreditation and licensure of specific programs, including those in the professional schools and other programs with national accreditation and licensure requirements.
- Collaborate with School Leaders and Academic Units on reducing General Education courses that are exclusive to some majors allowing students to seamlessly transition to other majors within the campus.
- Keep current on new trends in general education curricula by attending national & regional meetings.

- Keep current on statewide (ICC) and university wide general education initiatives and programming.
- Implement and update, as needed, appropriate transfer policies and course equivalences for General Education classes, in conjunction with Admissions, Undergraduate Advising, and the Senate General Education Committee.
- Monitor and process faculty course proposals in conjunction with the Senate General Education Committee.
- Monitor and process student petitions for substitutions and exemptions in conjunction with the Senate General Education Committee (serving as an additional adjudicating body for denied student petitions and communicating those decisions to students/advisors).

Student Learning Outcomes & Assessment

- Implement and oversee the Assessment Plan for General Education to ensure compliance with HLC and campus-derived assessment protocols, in conjunction with the relevant Senate committees.
- Use the existing plan to ensure that all instructors who are assigned to teach General Education courses are following the established student learning outcomes for those courses.
- Gather data and submit Assessment Reports.
- Meet with instructors of all components of General Education on a rotating schedule according to the Assessment Plan (5 components per semester)
- Review, and when necessary, update the existing plan.

Administration & Communication

- Provide students, faculty, staff, and other interested parties with information about the General Education program and its requirements.
- Ensure that each semester schedule is accurate for General Education courses and update course tags in the schedule of classes for General Education offerings in conjunction with the Registrar.
- Work with relevant staff and administrators to ensure that all web pages and university publications that include information about General Education are accurate and updated in a timely manner.
- Attend meetings of the Academic Cabinet (monthly) and Deans and Directors (once per semester); serve ex officio on the General Education Committee (monthly).
- Coordinate and work with other relevant Senate committees, e.g., the Executive Committee, the Assessment Committee, and the Curriculum Committee, in fulfilling the responsibilities and duties listed above.
- Meet regularly with Associate VCAA to update on activities and/or consult.