

General Education Core Curriculum Review Committee
Minutes: Dec 1, 2004

Present:

Robert Davis, Sanjiv Sarin, Scott Simkins, Lea Williams, Shirley Bell, Rita Lamb, Shea Burns, Trent Larson, Jean Williams, Devang Mehta, Michael Roberto, Nita Dewberry, John Kelly, Peter Meyers, Perry Howard, Sandra Hicks.

- I. Davis shared copy of the position announcement for the Dean of the College of Arts and Sciences and gave an update on the status of the search process. He also shared a draft version of the position announcement for the proposed Dean of University Studies (see attached). Note that this position has not yet been approved by the University administration. A suggestion was made to change the application deadline to Feb 1 2005 and to include a provision to continue accepting applications until the position is filled.
- II. Committee members reviewed the titles and revised (abridged) descriptions of the cluster themes. Since the committee was not prepared to vote on approving the theme descriptions, it was agreed that cluster committees would meet separately to finalize the statements and submit revisions (if any) by Friday Dec 3, 2004.
- III. There was some discussion regarding the architecture of the clusters. Kelly and Meyers reported on their cluster (Science, Society and Progress?) committee's meeting. They noted that the revised cluster courses would not, in general, be equivalent to traditional general education courses. For example, if a degree program requires MATH 101, it would continue to require MATH 101 but "outside" of the cluster. The course(s) dealing with analytical abilities will likely integrate communication, current events, history and statistics with an ability to interpret data and make critical judgments. They further argued that new courses in the cluster would have a significant impact on enrollments in current courses such as SPCH 250, if, for instance, oral communication skills were integrated into one or more other courses in the cluster. This will likely result in a shifting of resources. Davis emphasized that it was important for all departments to "come to the table" now and not take a "wait and see" approach. Committee members agreed with this assessment.
- IV. Bell announced that the pilot course she is involved with this semester will hold its final public forum on Thursday and invited committee members to attend it. She also shared details of the cluster that she is leading.
- V. Lamb and Lea Williams reminded committee members to attend the First Year Experience workshop (Dec 2, 1-4PM, McNair LR4) that is being jointly organized by TCSS and the Institutional Assessment office.
- VI. Davis gave a brief summary of the meetings held with various departments and stated that he (or Sarin) have met with most departments in Arts & Sciences and Engineering and with the School of Agriculture. Meetings have also been planned with the Schools of Nursing and Education.
- VII. Simkins shared a draft agenda for the Peggy Maki/Terry Rhodes workshop on Interdisciplinary Course Development and Assessment workshop will be held on Jan 12-13, 2005. Simkins will communicate further with the presenters and further plan the event.
- VIII. The next meeting of the full committee will be held on Dec 15, 2004.

The meeting adjourned at 11:00 AM.

Recorded by Sanjiv Sarin

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
GREENSBORO, NORTH CAROLINA 27411

ADMINISTRATIVE AND FACULTY POSITION ANNOUNCEMENT

POSITION TITLE: Dean of University Studies

OVERVIEW:

North Carolina Agricultural and Technical State University invites applications and nominations for the position of Dean of University Studies. As an 1890 land-grant university and one of sixteen institutions of the University of North Carolina (UNC), North Carolina A&T State University is a Doctoral/Research Intensive institution that offers 85 BS, 48 MS degree and 3 PhD degree programs. The University has an enrollment of approximately 10,500 students and offers academic programs through the Colleges of Arts and Sciences and Engineering and the Schools of Agriculture and Environmental Sciences, Business and Economics, Education, Nursing, Technology, and Graduate Studies. The University is accredited by the Southern Association of Colleges and Schools (SACS), and its strategic vision emphasizes interdisciplinary programs and activities in a learner-centered environment (for more information see www.ncat.edu). The university is focused on becoming an interdisciplinary, learner-centered community promoting collaborative learning, discovery, and engagement. In fall, 2005 the university will implement a new University Studies core curriculum that is grounded in a developmental, inquiry-based model of liberal education. Through discovery, inquiry, analysis, and application, the University Studies curriculum promotes student learning in four key thematic areas: broad-based critical-thinking skills, effective written and oral communication of ideas, appreciation for diversity and world cultures, and commitment to ongoing civic engagement and social responsibility. The purpose of the new University Studies program is to provide a framework for critical inquiry that serves as a foundation for continuing academic development and life-long learning. Additional information about the University Studies program can be found at www.ncat.edu/~univstud.

QUALIFICATIONS, DUTIES, AND RESPONSIBILITIES

Applicants should have an earned Ph.D. in an area of study that supports the liberal education mission of the University Studies program with demonstrated excellence in teaching, scholarly productivity, and professional achievements to warrant an appointment to the rank of Professor. Candidates with the following abilities will be preferred: relevant administrative experience with significant evidence of effective leadership and management; evidence of a commitment to the recruitment, development, and retention of a quality faculty; quality communications, team building, and problem solving skills; successful experience in budget management, fundraising, grantsmanship, and advancement; and the demonstrated ability to develop and maintain relationships with internal and external stakeholders. The Dean of University Studies will report to the Provost and Vice Chancellor for Academic Affairs. The dean is expected to provide visionary leadership and strategic management to foster excellence in the operations, productivity, and continued improvement of the University Studies program. Leadership and management responsibilities include the following: the administration of instructional programs; grantsmanship and fundraising; budgetary management; faculty development; academic advising; and departmental and college-wide assessments.

APPLICATION PROCEDURE:

The deadline for applications/nominations is January 15, 2005, with an anticipated start date of July 1, 2005. Qualified applicants should send a letter of interest and application ([Administrative and Faculty Employment Application](#)), comprehensive curriculum vitae, and the names of three references with complete contact information including email addresses, to Ms. Vanessa Bullock, Office of the Provost, North Carolina A&T State University, 1601 E. Market Street, Greensboro, NC 27411.

POSITION AVAILABLE: FALL SEMESTER (JULY 1, 2005)

N.C. A&T COMPLIES WITH THE IMMIGRATION REFORM AND CONTROL ACT OF 1985. WE HIRE ONLY UNITED STATES CITIZENS AND LAWFULLY AUTHORIZED ALIEN WORKERS. YOU MUST BE ABLE TO PROVIDE DOCUMENTATION OF EMPLOYABILITY AND IDENTITY BASED ON THE LAW.

A criminal conviction check will be required for any applicant who is selected as a finalist for a position. A criminal record does not necessarily eliminate you from employment with the University. Each conviction will be reviewed with respect to the offense, circumstances, seriousness, and the position for which you apply.

Cluster Themes (Draft)

1. Science, Society and Progress? (Mavericks, Misfits and Geniuses)

Courses in this cluster will help students understand the methods, social practices, accomplishments, and limits of science as portrayed in scientific communities, as well as in literature and the arts. In addition, students will analyze the relationship between science and technology and debate the ethical implications of contemporary scientific research and its effect on economic progress.

2. Energy, Environment and Justice (Trash, Trucks and Zip Coding)

Courses in this cluster will examine the role of energy in both local and world economies - how energy issues often intersect and collide with political power, social relationships, and economic development. In addition, this cluster will explore how decisions surrounding energy and environmental issues affect social justice within communities, across the country, and around the world.

3. Health, Lifestyles and the Human Condition (Puzzles, Conundrums, Riddles)

Courses in this cluster promote the cultivation of mental, physical and moral behaviors that are essential to informed citizens in a democracy and global community. Students will examine the role of individuals and their personal choices in the larger communities they live in.

Alternate: Courses in this cluster explore the health implications of individual and social choices, human behavior, and economic development. We ask: what are the mental, physical, and moral behaviors that promote a just society – locally, nationally, and globally?

4. Community and Conflict (Ready, Fire, Aim)

Courses in this cluster encourage students to manage conflict and negotiate peaceful solutions to social and political problems in local communities and global societies. Students use critical thinking, communication and ethical decision making skills in hands-on problem solving to create sustainable peace.

Alternate: Courses in this encourage students to explore the determinants of community and the underlying causes of conflict that threaten to undermine community – at all levels. What factors promote the development of sustainable community and retard the forces that lead to conflict?