Institution
- Public land grant; Carnegie: Doctoral Universities, Highest Research Activity (“R01”); SACSCOC accredited
- 7 Colleges; Division of Undergraduate Studies coordinates general education
- 19,402 undergraduate students ~1/3 of new students each year are transfers
- 1,200 full-time faculty

Where We Want to Go

Where We Are Now
- 400 faculty/staff gave input on student learning in AY17-18
- Created a white paper for student learning outcomes and rubrics, using VALUE & LEAP
- Established a standing General Education Committee with elected faculty from each College to create and carry forward a revision plan.

Stage 1: Student learning outcomes
Milestone: April 2018 - Draft of student learning outcomes and rubrics
Milestone: Fall 2018 - Open forums for understanding, tweaking student learning outcomes and rubrics
Milestone: October/November 2018 - Send student learning outcomes and rubrics to Univ Curriculum Committee

Stage 2: Implementation, resources, faculty development, transition plans
Milestone: April 2019 - Draft of transition plan, implementation and resources plan, faculty development plan.
Milestone: May 2019 - Start reviewing courses (Clemson courses, transfer courses)

Stage 3: Prepare for 2020 launch of revised general education
Pilots
Faculty development: Course design and/or assignment design workshops
Faculty learning communities

Who We Are
- Dr. Bridget Trogden, Division of Undergraduate Studies (Associate Dean)
- Dr. Joseph Mazer, Communication (Associate Professor & Associate Chair)
- Dr. Andrea Feeser, Art and Architectural History (Professor)
- Dr. Sarah Grigg, General Engineering (Senior Lecturer)
- Dr. Katherine Weisensee, Sociology, Anthropology, and Criminal Justice (Associate Professor & Interim Chair)

Obstacles
- Current general education curriculum: exposure to disciplines. No real revision in the past 15 years.
- Uncertainty about how a new model will affect faculty hires and grad student pay.

Goals
1. Team works through the process timeline. When should specific tasks be accomplished and who will do them?
2. Team examines models and ideas from other institutions. How do we establish a central message about the value of general education?
3. Team thinks through faculty shared governance. How to lead from the middle?

On Our Minds/Help Needed
- If we move from a disciplinary model to learning outcomes, how do we create pathways for transfer students to meet our general education student learning outcomes without the need for extra courses?
- What general education faculty development plans work well at an R01 – where teaching is done by a mix of T/TT faculty, semi-permanent lectures, and grad students?