GERI in One Page—March 2019

The General Education Review and Inquiry committee has provided regular updates to the campus, with everything (minutes, reports, background readings) archived on our portfolio site at <http://portfolio.du.edu/GenEdReviewInquiry2017>. From time to time, we’ve provided synopses of our work, such as [this overview from November 2018](http://portfolio.du.edu/downloadItem/474359). For the sake of convenience, we’ve pulled key dates, activities, and resources into a single page. All links go to the GERI portfolio site. Some are public and will download directly. Others are set to “university” privacy level and will need you to log in.

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| Time and Activities | Key Documents/Reports |
| 2017: Start of Inquiry Phase* Committee Formed in June
* Fall spent reviewing literature, surveying faculty, conducting student focus groups, conducting faculty listening sessions.
* General education as an Individual Good, Societal Good, Institutional Good.
* Four main models: Core, Distribution, Competency, Thematic
 | [Detailed Message to DU Faculty, explaining the process and initial timeline](http://portfolio.du.edu/downloadItem/376702) (10/18/17)[Parameters of General Education: A Primer for the DU Community](http://portfolio.du.edu/downloadItem/385072) (12/17) |
| Winter 2018: Inquiry* Continue reviewing literature, including studying Gen Ed at peer institutions;
* student survey; more student focus groups, more faculty listening
 | [Winter 2018 Report of General Education at DU](http://portfolio.du.edu/downloadItem/393155)(3/2/18) Reports/analyzes findings from the inquiry phase; identifies seven conclusions; summarizes other schools; provides history and timeline |
| Spring 2018: Inquiry* Drafting Mission, Vision, and Outcomes;
* Designated faculty response sessions (departments invited to send discussants);
* Revised Mission, Vision, Outcomes
 | [“Final” Draft, Mission, Vision and Outcomes for General Education](http://portfolio.du.edu/downloadItem/455799), June 15, 2018 |
| Fall 2018: Design* Working out politics and processes, including how GERI interacts/collaborates with the Faculty Senate;
* Chancellors Roundtable and Senate meetings; revised timetable; planning Design-a-Palooza
 | [Where Things Stand with General Education Review and Inquiry: A Synopsis](http://portfolio.du.edu/downloadItem/467763), (10/17/18)[Quick Documents for the Faculty Senate](http://portfolio.du.edu/downloadItem/474359) (11/18)[Updated GERI Timeline with Faculty Senate Role](http://portfolio.du.edu/downloadItem/484582) (11/18) |
| Winter 2019: Design* Design-a-Palooza; 11 thematic design sessions; meetings with units, as invited.
* GERI synthesizing and interpreting ideas from the design sessions, starting to draft models
 | [Designapalooza Plan](http://portfolio.du.edu/downloadEditorItem/4149) (1/11/19)[Designapalooza Raw Compilation](http://portfolio.du.edu/downloadEditorItem/2679) and [Synthesis](http://portfolio.du.edu/downloadEditorItem/3765)[Idea/Design Sessions](http://portfolio.du.edu/downloadEditorItem/3878)[Faculty Design Idea Generation Report](http://portfolio.du.edu/downloadEditorItem/14224) |
| Spring 2019: Design* Presenting broad models; fleshing out and designing one final model by the end of the academic year
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| Summer 2019: Impact analysis |  |
| Fall 2019: Senate for recommendation vote and Undergraduate Council for Approval |  |

GERI is: Alejandro Cerón, Anthropology; Doug Hesse, Writing and English, (chair); Barbekka Hurtt, Biological Sciences; Tonnett Luedtke, Academic Advising; Kateri McRae, Psychology; Nic Ormes, Mathematics; Greg Robbins, Religious Studies; Matt Rutherford, Computer Science; Billy J. Stratton, English; John Tiedemann, Writing; Cheri Young, Hospitality. Lauren Salvador provides support.

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