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4/4/2023

Dear Student Learning and Success Teamwork Award Committee,

I am honored to write a letter supporting the Baccalaureate Core Reform Committee (BCRC) for the Student Learning and Success Teamwork Award. This nomination letter highlights the BCRC's work related to Strategic Plan 4.0, student success, innovation in the curriculum, university collaboration, and professional development. An interdisciplinary team of 30 faculty and professional faculty from across the university came together to develop the newly approved General Education (GE) program. The BCRC collectively spent 1,000 hours in the name of service between October 2021 through June 2022. This committee has been involved in this process since 2020, and I can say, without a doubt, poured their hearts, souls, and emotional and physical labor into developing the new curriculum. I have never seen a group at OSU rally around something like this in the decade I have spent at the institution. I am forever proud and grateful for each person involved.

Strategic Plan:

Oregon State University's Strategic Plan 4.0 (SP 4.0) specifically called out reforming the Baccalaureate Core as part of an action item to: "Provide distinctive curricula and support innovative pedagogy to advance our mission and vision." The reformed GE curriculum aligns with Goal II of the plan to provide: "Transformative education accessible to all learners." All action items related to this tactic of SP 4.0 have been accomplished jointly by Academic Affairs and the Faculty Senate, including creating an excellent learning environment.

Student Success:

The guiding principles of the reform effort were centered on student success, the twenty-first-century learner, and the needs of our diversifying student body across the entire organization. Several high-impact practices that promote equity and retention and increase graduation rates, specifically for historically underserved students, are embedded in the curriculum. Further, the committee grounded its work on a shared set of principles and continually brought all discussions and decisions back to focusing on students and their needs. The committee did not let the budget or individual faculty desires drive the conversation. The BCRC also focused on modern best practices through the National Association of College Employers (NACE) Career Competencies and the American Association of Colleges & Universities (AAC&U) Essential Learning Outcomes). Transfer students were the heart of the conversation, and the new curriculum was structured to meet the needs of this population and their transfer credits. Finally, by reducing the curriculum's credit requirements from 62 down to 48, the BCRC opened up flexibility for electives and students to explore interesting classes, engage in experiential learning, and potentially add minors or certificates.

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Innovation in the curriculum:

Related to high-impact practices embedded in the curriculum, the BCRC sought to identify what makes OSU unique and what elements we could embed in our curriculum to create an OSU signature experience. We leaned into our land grant mission and developed a GE curricular mission and goals reflective of our values and commitment to the state, nation, and the world. The curriculum is divided into a foundational set of categories and a signature curriculum. The Mission and goals of general education speak for themselves in grounding the curriculum in innovation and forward-thinking and preparing our graduates to engage in a strong democracy. The complete Mission and goals can be found on the General Education website. An excerpt from the Mission states: *Our General Education is designed to foster student potential to innovate and change the world by solving complex problems, adapting to change, and becoming community members in a global society.*

University Collaboration:

The Bacc Core reform was an effort of shared governance between the faculty and the administration. Though a group of 30 served on the committee tasked with creating the curriculum, we engaged with over 400 stakeholders through 35 meetings to collect feedback and ideas, answer questions, and socialize the proposed model. Students, faculty, advisors, administration, community college partners, employers, and alums engaged in roadshows. Feedback and ideas on the model were also collected via surveys. The committee created special interest task forces to address concerns that came out of the roadshows. All feedback informed decisions and ultimately helped announce the final model proposed to the Senate. Four separate Faculty Senate meetings led to the curriculum's approval and widespread university engagement. The BCRC took the initiative to share their work, facilitated all the roadshows and senate meetings, and worked within their colleges and divisions to spread awareness.

Professional Development:

Members from the BCRC engaged with communities of practice with the AAC&U and the Association of General and Liberal Studies (AGLS). A team of us participated in AAC&U's Summer Institute on General Education and Assessment, which was instrumental in preparing us for the reform task ahead. We also participated in AAC&U's annual General Education, Pedagogy, and Assessment (GEPA) conference. As a BCRC committee member and the Director, I engage in monthly nationwide conversations hosted by AGLS and attend the annual meetings. These professional development opportunities allowed our team to understand our needs as a university, what general education is in the 21st century, and how to embed high-impact and best practices in our curriculum.

Thank you for taking the time to consider the BCRC for the Student Learning and Success Teamwork Award. I cannot think of another group at OSU more deserving of recognition for their contribution to improving undergraduate education and fostering inclusive excellence.

Sincerely, DocuSigned by: McKenzie Huber F586554969644E9...

McKenzie Huber
Director of the Baccalaureate Core

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Bacc Core Reform Committee Membership Award Nominees:

John Edwards, Co-Chair, College of Liberal Arts
Lori Kayes*, Co-Chair, College of Science
Ivan Arismendi*, College of Agricultural Sciences
Pat Ball*, College of Science, Cascades Campus
Erin Bird, Transfer Transitions Coordinator
Mary Chuinard, College of Earth, Ocean, and Atmospheric Sciences
Brandi Fuhrman, Career Development Center
Troy Hall, College of Forestry
Laura Hampton, Global Opportunities
Heath Henry*, Assessment and Accreditation
Tim Jensen, College of Liberal Arts
Kerry Kincanon*, University Exploratory Studies Program
Lori McGraw*, College of Public Health and Human Sciences
Todd Palmer, College of Engineering
Kara Ritzheimer, College of Liberal Arts
Patti Sakurai, College of Liberal Arts
Inara Scott*, College of Business
Hannah Rempel, OSU Libraries
Karen Watté*, Ecampus
Hunter Calvert, Student
Khawater Hussein, Student
Sherm Bloomer, Office of Budget and Resource Planning
JoAnne Bunnage, Assessment and Accreditation
Daniel Faltesek*, Bacc Core Committee Co-Chair, College of Liberal Arts
Alix Gitelman*, Academic Affairs
McKenzie Huber*, Baccalaureate Core Director
Nana Osei-Kofi*, Difference, Power, and Discrimination Director
Sarah Perrault*, Writing Intensive Curriculum Director
Selina Heppell, Immediate past Faculty Senate President, College of Agricultural Sciences
Kaplan Yalcin*, Bacc Core Committee Co-Chair, College of Earth, Ocean, and Atmospheric Sciences

*Current and Former Baccalaureate Core Committee Members who have demonstrated continual service to OSU's General Education.