

Shared Competencies Update

by

University Senate Ad Hoc Committee on Shared Competencies

Co-Chairs:

John Dannenhoffer, Associate Professor of Engineering and Computer Science

Mary Graham, Professor of Sport Management, Falk College; and Provost Faculty Fellow

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Member	Representing the Standing Committee on ...	Title
John Dannenhoffer III, Co-Chair	Instruction, Chair	Associate Professor, Engineering and Computer Science
Mary Graham, Co-Chair	Ex Officio Appointee	Provost Faculty Fellow and Professor, Falk College
Lois Agnew	Instruction	Associate Dean, College of Arts and Sciences
Karen Zannini Bull	Ad Hoc Appointee	Associate Dean, University College
Siham Doughman	Curricula	University Registrar, Office of the Registrar
Gerald Edmonds	Guest	Senior Assistant Provost, Academic Affairs
Sophia Faram	Student Association	Student, College of Arts and Sciences
Carol Faulkner	Curricula	Associate Dean, Maxwell School
Gerry Greenberg	Ad Hoc Appointee	Senior Associate Dean, College of Arts and Sciences
Anne Mosher	Instruction	Associate Professor and Department Chair, College of Arts and Sciences
Amanda Johnson Sanguiliano	Instruction	Assessment Associate, Institutional Effectiveness and Assessment
Emily Stokes-Rees	Agenda Committee Liaison	Associate Professor, College of Visual and Performing Arts
Robert Van Gulick	Instruction	Professor, College of Arts and Sciences

Why Shared Competencies for Undergraduate Education?

1. To ensure consistency in student learning experiences and to provide a framework for assessing and improving student learning outcomes.
2. The Middle States Commission on Higher Education requires EITHER:
 - (a) a free-standing, common general education program across all Schools and Colleges, OR,
 - (b) a shared competencies approach.

Open Comment Period on Shared Competencies Draft 10/15 - 10/29/18

We received **402** completed surveys:

Qualtrics survey invitations were sent to:

- All University Senators
- All faculty
- A random sample of undergraduate students
- Selected student experience professionals
- Student Association Senators
- GSO Senators

	Mean (Std. Dev)	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall, the proposed shared competencies framework reflects what Syracuse University undergraduate students should know and be able to do.	3.23 (.66)	10 (2%)	21 (5%)	237 (60%)	134 (33%)
I support the shared competencies framework proposed by the Senate Ad Hoc Committee on Shared Competencies.	3.18 (.70)	13 (3%)	28 (7%)	229 (58%)	128 (32%)

N = 402 and 398, respectively

Scale:

1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

I support the framing language for the competency entitled...

	Mean (Std. Dev)	Strongly Disagree	Disagree	Agree	Strongly Agree
Critical and Creative Thinking	3.27 (.69)	9 (2%)	28 (7%)	209 (52%)	155 (39%)
Scientific and Quantitative Reasoning	3.28 (.68)	6 (2%)	35 (9%)	200 (50%)	160 (40%)
Civic and Global Responsibility	3.26 (.67)	8 (2%)	28 (7%)	214 (54%)	148 (37%)
Communication Skills	3.36 (.65)	8 (2%)	15 (4%)	203 (51%)	173 (43%)
Information Literacy and Technology Skills	3.27 (.63)	6 (2%)	22 (6%)	230 (58%)	141 (35%)
Ethics, Integrity and Diversity Competency	3.22 (.78)	15 (4%)	42 (11%)	184 (46%)	158 (40%)

1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

N=398-401

Revised Competencies	Framing Language
Ethics, Integrity, and Commitment to Diversity	Reflection on the dynamic relationships among power, inequality, identities, and social structures. Thoughtful engagement with one's values, intersectional identities, experiences, and diverse perspectives and people. Application of ethical and inclusive decision-making in the context of personal, academic, professional, and collaborative pursuits.
Critical and Creative Thinking	Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflecting and applying divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.
Scientific Inquiry and Research Skills	Applying scientific inquiry and problem solving in various contexts. Analyzing theories, replicating procedures and rethinking existing frameworks. Supporting arguments through research, data, and quantitative and qualitative evidence that can generate new knowledge.
Civic and Global Responsibility	Knowledge, exploration, and analysis of the complexity surrounding interdependent local, national, and global affairs. Engaging in responsible, collaborative and inclusive civic and cross-cultural learning, with an emphasis on public, global, and historical issues.
Communication Skills	Effective individual, interpersonal, and collaborative presentation and development of ideas through oral, written, and other forms of expression to inform, persuade, or inspire.
Information Literacy and Technological Agility	Identification, collection, evaluation, and responsible use of information. Effective, ethical, and critical application of various technologies and media in academic, creative, personal, and professional endeavors.

Examples: Survey Feedback Incorporated Into the Current Draft

1) Ethics, Integrity, and Commitment to Diversity

- 1) Renamed for clarity.
- 2) Now listed first to emphasize its importance.
- 3) Strengthened the framing language with reference to power, inequality, and social structures.

2) Scientific Inquiry and Research Skills

- 1) Renamed to emphasize research.
- 2) Explicit recognition of qualitative approaches.

3) Inserted the concept of “collaboration” into the framing language for two additional competencies

- 1) Civic and Global Responsibility
- 2) Communications

4) Added “cross-cultural learning” to the Civic and Global Responsibility Competency.

Timeline

- **December 12, 2018** - Ad Hoc Committee on Shared Competencies motion to approve the shared competencies.
- **Spring 2019**
 - Map existing program learning outcomes to the competencies in consultation with the Schools and Colleges. Any gaps will be addressed by faculty teaching in those programs.
 - Institutional Evaluation and Assessment (IEA) is compiling information on assessment options/models for the Ad Hoc Committee to consider and make a recommendation.
 - Planning for assessment of one competency (to be determined) in Fall 2019.
- **Fall 2019** - Assessment of one competency (to be determined) in undergraduate academic programs.
- **Spring 2020** - Evaluation of assessment results and planning for Fall 2020 assessment of two more competencies.



Questions / Discussion