**In what ways could LMC as a whole improve our teaching of diversity and multicultural perspectives? Please provide the GE committee with any thoughts/feedback that you have:**

**Need for Professional Development for GE SLO 5**

1. It might help to have ex workshops where faculty share their GE SLO 5 (diverse, multicultural
2. perspectives) curricula.
3. Require professional development so that instructors learn multicultural and global perspectives
4. It could be interesting to have a theme or book that the whole college teaches to help promote diversity and multicultural perspectives.
5. Require faculty to attend cultural awareness trainings, micro-aggressions, privilege, and/or personal biases every semester as FLEX or at all college day
6. Professional Development, Fun-non shaming ways to enhance our own perspective.
7. All good ideas begin with professional development and leadership that embraces and encourages change. Without the backing of department chairs, programs and adjunct faculty, then this will not happen as a college wide goal. Faculty need to collectively agree to the importance of the concept and make a commitment to see the goal through, knowing this may be a 5-20 year goal. (those that are retiring need to support the long term vision so that the new faculty can carry the torch)
8. We could offer more lectures on-campus and provide funding for departments to create these multicultural events for their disciplines and the community at large. We could also offer Seminar courses centered on diversity and multicultural perspective that students could take for non-transferable units.
9. PD focused on incorporating multicultural perspectives into diverse disciplines and sharing the evidence that supports its efficacy
10. I would appreciate presentations from faculty about how they incorporate diversity and multicultural perspectives in their courses. Not just to give me ideas for the courses I teach, but also to provide a sense of perspective about the courses students take in different departments.
11. Guest speakers
12. The college could work on religious pluralism and opening a discussion about how religious believes are being taught at the college (or really not at all).
13. Create and foster an environment that does not browbeat a professor for teaching what she/he knows, finding it misguided or close-minded, but rather, incentivize them to continually expand their cultural knowledge, develop their ethical commitment to greater diversity and acknowledge those who do.

**Comments outside of Professional Development**

1. I think we do a pretty good job, but as the Audre Lorde quote goes- "For the master's tools will never dismantle the master's house...." There needs to be a lot of work done and much of it needs to be done before students get to college.
2. I would like to see my department incorporate these perspectives into the Activities Packets written by the department for Math 12, 25, 27, 29, 30, and 34
3. Stop limiting our exposure to what the data from the equity plan suggests. There are many student groups who were not highlighted in the data (which is a bit skewed)
4. I do not have enough of a broad-based perspective to make suggestions. Part-time faculty are not usually brought into those discussions, nor are they made aware of the overall posture of the college.

**If you could revise the GE SLOs, what changes would you make?**

**No Change or NA**

1. I do not have any recommendations.
2. I wouldn't change them, just make it easier to asses/deal with the paperwork burden.
3. As someone who does not often teach a GE course, this would be difficult for me to answer I would need to be more informed as to the discussion
4. None
5. N/A
6. The SLOs are fine as is. What is needed is a greater sense of mission and esprit de corps among GE instructors. When I surveyed GE faculty years ago regarding these same SLOs, I was shocked to find how many expressed no knowledge (or understanding) of them, much less any clarity on how to utilize them. In-service training is necessary.

**Make SLOs clearer**

1. In my class, there are really seven GE SLOs because I treat reading, writing, and speaking as three separate SLOs. It would make the GE SLOs simpler and more manageable if we could eliminate one of them. The remaining GE SLOs would still be pretty comprehensive.
2. I think that GE SLO #4 is vague at best and could be written in a way that is more easily assessed. I don’t actually know what that would look like though.
3. I wouldn't -- I think they're a good representation of what we do as a college.
4. Fewer and more clearly written SLOs. 5 max.
5. I'd have them be more focused on teaching students to learn how to learn.
6. None. Only to clarify the interdisciplinary issue. Like, if they really are supposed to be that.
7. I would remove the speaking portion of GE SLO #1 because it severely disadvantages our introverted students. It is also a criteria that is extremely difficult to assess because of the subjective nature of grading spoken work.

**Reduce to 3 or remove an entire SLO**

1. Lower the amount to 3, with a single objectively measurable outcome in each. Right now we have about 8 objectives shoved into 5 SLOs. Let's consolidate, streamline, and better focus in on what can actually be assessed and improved.
2. 3 memorable SLOs that we could all align our CSLOs with
3. I would take out the interdisciplinary one. I understand we want interdisciplinary courses, but not every course should be and many courses seem to be forcing it. I would also consider the ethics SLO. I am not sure many people know what it means or how to implement it. It would be good to have an off brand holiday themed ex about it. But truthfully I don't know if it should really be in every course. I don't know if it is really being done service by being spread across GE. Considering the colleges commitment to ethics, it might make more sense to have a required ethics course as part of the GE requirements.
4. I would remove the speaking portion of GE SLO #1 because it severely disadvantages our introverted students. It is also a criteria that is extremely difficult to assess because of the subjective nature of grading spoken word.

**Add one:**

1. Add an information literacy SLO, using the Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework) as our guide.

[https://docs.google.com/forms/d/1gzVRj0SNn0J\_ayMdCqYdDlB4qDfye1hrHX5YAGTRCoo/viewanalytics 5/5](https://docs.google.com/forms/d/1gzVRj0SNn0J_ayMdCqYdDlB4qDfye1hrHX5YAGTRCoo/viewanalytics%205/5)

**Cafeteria Style:**

1. Change the GE program to be more of a cafeteria-style program based on a diversity of content.

**No SLOs**

1. What is stated in the SLO's and the COOR's may vastly differ from what is actually taught in class. Until

this is fixed, why does it matter what is written in the SLO's?

1. SLOS are a joke, the trend du jour, and a soul-killing time suck, invented and embraced by desiccated pedants who wouldn't recognize an original thought or concept if it smacked them in the face. Lose them.