GEOC Meeting April 4, 2017

*Members in **BOLD** were in attendance:*

Eric Schultz – Chair, (Karen Piantek – Admin), Joseph Abramo, **Michael Bradford**, Scott Campbell, Baki Cetegen, Michael Darre (Ex-Officio), Ana Maria Diaz-Marcos, **Arthur Engler, Bernard Goffinet, David Gross**, Thomas Meyer, Olivier Morand, **Michael Morrell, Gustavo Nanclares, Fatma Selampinar**, Kathleen Tonry (Ex-Officio), **Eduardo Urios-Aparisi**, **Manuela Wagner**, Steve Zinn, **Alvaro Lozano-Robledo, Tyler DiBrino (student rep)**

Meeting was called to order at 12:30pm.

1. **Welcome**

2. **Regrets:**

3. **The minutes from March 28, 2017 were accepted as submitted.**

4. **Next Meeting: April 26, 2017**

5. **Chair's Report**

   A. Communications (aka Gen Ed Charm Offensive)

   - E. Schultz presented the newly designed gen ed logo and discussed his setup for the Open House this coming weekend.

   B. Environmental literacy: discuss next meeting?

   - E. Schultz explained that he has not brought this topic up for discussion at the GEOC meetings thus far because he is still gathering information, and he was also awaiting acceptance at to the AAC&U Summer Institute. Now that we have been accepted, he asked the committee if they would like to discuss possibilities at the last meeting or if they would like to wait until the Fall, when the committee will definitely take it up.

   - M. Bradford wanted to get his head around the scope of the project. E. Schultz noted that the charge from the Senate is to explore ways to incorporate an environmental or sustainability literacy into the gen ed frame work. E. Schultz said that he has three general models that he can present.

   - M. Wagner asked E. Schultz if it would be helpful for him to discuss options before the Summer Institute so that he has an idea where the committee stands.

   - The committee generally felt that they would like to hear the options, so E. Schultz will present these at the next meeting.

6. **Subcommittee Reports**

A. Information Literacy competency

- E. Schultz noted that the committee decided to drop "Digital" from the previously used "Digital Information Literacy." The use of "digital" was largely the preference of one member, but the subcommittee felt that the competency needed to be broader.

- More info will be forthcoming.

B. CA1 Report

a. ENGL 2607 [#658] Literature and Science (Add new CA1) [Awaiting updates]

- M. Bradford explained the report. He also asked if there was a procedure for adding subcommittee members since the CA1 subcommittee has recruited a new member. There is no official procedure for adding subcommittee members. If instructors agree to serve, then they are on.

The CA1 report was approved as submitted (add ENGL 2607).

C. CA2 Report

a. EPSY 1450W Mind Body Health (New CA2, W)
b. LLAS/SOCI 3525/W Latino Sociology (Add CA2, CA4 and W)

- M. Morrell explained the report.

The CA2 report was approved as submitted (add EPSY 1450W, LLAS/SOCI 3525/W).

D. CA4 Report (attached)

a. MISI 92001 [#2023] Foreign Studies in Military Science (Add CA4-INT to transfer credit shell) [Awaiting updates]
b. LLAS/SOCI 3525/W Latino Sociology (Add CA2, CA4 and W)

- E. Urios-Aparisi explained the report. The subcommittee approved the LLAS/SOCI course but is still awaiting updates from MISI.

The CA4 report was approved as submitted (add LLAS/SOCI 3525/W).

E. W Report

a. CE 4900W Civil Engineering Projects I (Revise prereqs and enrollment restrictions) [Awaiting updates]
b. COMM 4200W Advanced Interpersonal Communication (New W)

c. COMM 4222W People of Color and Interpersonal Communication (New W)

d. COMM 4640W Social Media: Research and Practice (W) [Add new W]

e. EPSY 1450W Mind Body Health (New CA2, W)

f. LLAS/SOCI 3525/W Latino Sociology (Add CA2, CA4 and W)

- A. Engler explained the report. He will ask the proposer for LLAS/SOCI 3525W to provide a revised syllabus including a schedule of writing instruction.

- The committee questioned whether writing instruction is specifically required for W courses. They reviewed the W criteria on the website and there does appear to be some ambiguity.

- E. Schultz suggested that the term "supervision" in criteria 2 is not an adequate term. He felt that we are not providing enough guidance here. He asked if GEOC should revise the language to specify writing pedagogy.

- D. Gross suggested that incorporating writing pedagogy might be a problem for thesis courses, but E. Schultz felt that this could be covered in one-on-one instruction for thesis courses. E. Schultz felt that clarification would ultimately be beneficial.

- M. Morrell was still unclear about exactly what needed to be added to the syllabus in this case to satisfy the criteria. Members generally felt that the syllabus needed to clearly state something about how writing instruction or pedagogy was included in the course.

The W report was approved as submitted (add COMM 4200W, COMM 4222W, and EPSY 1450W).

7. **Old Business (likely to be taken up after New Business)**

   A. Revision of Senate By-laws, Rules and Regulations related to General Education

   - *Not addressed at this meeting due to time constraints.*

8. **New Curricular Action Requests**

   a. ENGL/AFRA 3215/W Twentieth- and Twenty-First Century African American Literature (New CA4-INT, W) *[Note: Course is already CA4 approved. It was sent back by W and has been revised.]*

   - The GEOC reviewed the syllabus to see whether the requested information had been added. It appears to have been added, and E. Schultz asked A. Engler if he wanted to move it on to Senate C&C or if the W should re-review. A. Engler indicated that he had not had an opportunity to review the course thoroughly, so he preferred to have it sent back to subcommittee first.

Without objection, the course was referred to subcommittee (W).

9. **New Business**

   A. Q Center Presentation

   - A. Lozano-Robledo went through a set of slides he prepared about the Q Center.

   - The center offers peer-to-peer tutoring. There was a question about whether tutoring was done one-on-one or with a group. A. Lozano-Robledo indicated that the picture in one of the slides

showed one tutor with about five students, but a tutor might handle up to ten students, especially around exam time.

- The center is open 62 hours a week. It is also open during the summer, and they have an online chat feature.

- F. Selampinar asked if the service is open to the regional campuses. Technically it is, but there are no actual Q centers at the regional campuses, so it is difficult to serve the regional campuses. A. Lozano-Robledo indicated that he just recently met with regional campus representatives to discuss options.

- A. Lozano-Robledo indicated that they do not release info to departments about which students are coming, but if anecdotal evidence or trends show that students in any particular section of a course are having more issues than others, the center might unofficially have discussions with a department.

- B. Goffinet asked what percentage of students who take these particular courses are coming for tutoring. A. Lozano-Robledo said that he did not have that data readily available, but he will try to look into it.

- B. Goffinet asked what students are asked in the post-survey that is administered to them. They are asked general info about how helpful the tutoring was, how long the wait time was, etc.

- B. Goffinet asked what happens with the people who were dissatisfied. A. Lozano-Robledo noted that a survey was sent to single-time students, but the general response from those students was that they no longer needed help. The center also looks at why some students are coming so often. Predominantly these are students in large lectures who want more focused attention and/or prefer to speak to peers.

- M. Morrell asked for clarification about high enrollment Q courses in relation to a slide that showed what courses tutors are qualified to handle.

- M. Morrell felt that the Q Center needed to look more at the social sciences because he felt that anyone who could tutor STAT courses could help social science students. Generally the center serves students in MATH, STAT, or PHYS courses, and they do not tutor for social sciences courses because discipline-specific terminology is difficult for tutors to navigate. Tutors can only help if the student is able to strip down the content to the statistical methods without the jargon. A. Lozano-Robledo said that he is wary of expanding availability to some social science courses and not others because center resources limit the ability to do that.

- The Q assessment will hopefully be enlightening to confirm or deny whether the courses that the Q center focuses on are actually the courses that most students are using to satisfy their Qs. The assessment may also help to figure out whether the Q Center is predominantly serving STEM majors or non-STEM majors.

- There was some discussion about why particular departments are not offering tutoring specific to their courses, e.g. Math tutoring MATH, etc. T. Dibrino heard through peers that some department resources might be underutilized.

B. Modifications to Policy on Academic Adjustment

- E. Schultz provided a policy document that was presented to the Senate in 2006. E. Schultz explained the history of the policy and the revisions that were incorporated into it. The text has been through Scholastic Standards, and it is coming to GEOC largely because of adjustments to the number of competencies and Second Language info.

- M. Morrell expressed concern that faculty members may lose control over general education and that these decisions may be made by a Dean instead of faculty. He felt as though this document gave control of the curriculum to the administration.

- E. Schultz asked the GEOC to review this document again for the next meeting and suggest any revisions or identify if more info is needed.

C. ECE Gen Ed Course Substitutions

- *Not addressed at this meeting due to time constraints.*

D. Study Abroad and CA4-Int

- *Not addressed at this meeting due to time constraints.*

10. Business On Hold

B. Next steps on the proposal regarding First Year Writing waivers

Meeting adjourned at 2:02pm

Respectfully submitted,

Karen Piantek
GEOC Program Assistant