



General Education Oversight Committee

February 15, 2021, 10:30am-12:00pm

Via WebEx

Meeting Minutes

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

Manuela Wagner – Chair, (**Karen McDermott** – Admin, **Pooja Hingorany** – Admin), **Michele Back**, Fabrice Baudoin, **Oksan Bayulgen**, Lisa Blansett, Brenda Brueggemann, Kun Chen (sabbatical), **Robert Day**, **Kelly Dennis**, **Alex Gatten**, George Gibson, **Beth Ginsberg**, Ali Gokirmak, Lori Gresham, Suman Majumdar, **Morty Ortega**, Tom Scheinfeldt, Eric Schultz (Ex-Officio), **Jennifer Terni**, **Kathleen Tonry**, **Eduardo Urios-Aparisi**, **Jason Vokoun**

Regrets: George Gibson, Ali Gokirmak, Suman Majumdar

Called to order at 10:33 am

- 1. Preliminaries**
- 2. Welcome and Regrets**
- 3. Past and Future**

A. Minutes of February 3, 2021 meeting.

- There were no suggested edits to the minutes.

M. Ortega motioned to approve the minutes. J. Terni seconded. The minutes were approved as submitted.

B. Spring Meeting Schedule

Wed. March 3, 11:00am-12:30pm

Mon. March 15, 10:30am-12:00pm

Wed. April 7, 11:00am-12:30pm

Mon. April 26, 10:30am-12:00pm

4. Chair's Report

A. AAC&U Conference on General Education, Pedagogy, and Assessment (Feb 10-13)

- M. Wagner, B. Ginsberg, and K. McDermott attended.
- M. Wagner attended panels on equity, assessment, and Information Literacy. She noted that the presenters did not think about digital literacy, so she was glad we have.
- B. Ginsberg attended panels on writing, multi-disciplinary methods, and online teaching. She made connections with a number of people, including a community college faculty member from near Stamford in Connecticut.
- K. McDermott attended panels on institutional learning goals, competencies in the workplace, backwards designing a Gen Ed program, learning outcomes, bridging disciplinary divides, and creating an interdisciplinary skills minor.

- For anyone who is interested, there is a free conference this Friday and next Friday being run by UConn on anti-racist feedback/assessment with big names in anti-racist work in Writing Studies: <https://ritm.initiative.uconn.edu/>

B. LTE Update

- There was an event last week, and Pam Eddinger from Bunker Hill Community College in Boston will speak in the near future.

C. Delta2GE Update

- The webpage will be up soon; please give feedback. There will also be a timeline on the website.
- USG is very active and is bringing a proposal to Delta2GE.

5. Subcommittee Dockets

A. CA1 Docket (Attached)

- AAAS 2316/W Asian Theatre and Performance [CA1, CA4, W] (#1955) [Cross-listing?]
 - CHIN 3280 Networking in China [CA1, CA4] (#3818) [New course]
 - HIST 1200 World History, 1200-1800 [CA1, CA4-Int] (N/A) [Intensive Session Request]
- K. Dennis presented the CA1 Report.
 - The subcommittee felt strongly that CHIN 3280 did not meet any of the CA1 criteria. The other two courses were fine.
 - The subcommittee was impressed that HIST 1200 covered a great amount of information in the 3-week period. However, there was a problem with the submission that needed to be cleared up, so HIST 1200 was withdrawn from the CA1 report for now.

The CA1 Report was accepted as submitted (Approval of AAAS 2316/W; Declined for CHIN 3280; HIST 1200 was withdrawn).

B. CA2 Docket

- NURS 1500 Introduction to Correctional Healthcare [CA2] (#3995) [New course]
- SOCI/HDFS 3240/W Aging in American Society [CA2, W] (#5215) [Cross-list with HDFS]
- WGSS 2124 Gender and Globalization [CA2, CA4-Int] (#4094) [Revise prereqs]

C. CA3 Docket (N/A)

- CHEM 1124Q Fundamentals of General Chemistry I [CA3-Lab, Q] (#4994) [Revise prereqs]

D. CA4 Docket (Attached)

- HIST 1200 World History, 1200-1800 [CA1, CA4-Int] (N/A) [Intensive Session Request]
- M. Ortega presented the CA4 Report.
 - There was confusion about the intensive session request from HIST 1200 and what materials were provided. It was clarified that the proposer was actually seeking Intensive Session approval and not approval for a 5-week summer session – which is not necessary – so the subcommittee will reach out to the proposer for a more fully-realized 3-week syllabus.

The CA4 Report was rescinded.

- E. Q Docket
 - a. CHEM 1124Q Fundamentals of General Chemistry I [CA3-Lab, Q] (#4994) [Revise prereqs]
 - b. COMM 2010Q Applied Communication Research Methods [Q] (#5137) [Add Course]

F. W Docket (Attached)

- a. ANTH 4097W Honors Thesis [W] (#4894) [New course]
 - b. DRAM 4135/W Period Studies in Theatre [W] (#3274) [Revise title and description]
 - c. ECON 3431/W Public Economics [W] (#5114) [Revise title and description]
 - d. ENGL 3003W Advanced Expository Writing [W] (#2994) [Revise title and prereqs]
 - e. NURS 3715W Nursing Leadership [W] (#3934) [Revise title]
 - f. NURS 4230W Quality Improvement and Evidence Based Practice in Nursing [W] (#4001) [Revise prereqs and description]
 - g. SOCI/HDFS 3240/W Aging in American Society [CA2, W] (#5215) [Cross-list with HDFS]
 - h. WGSS 3270/W Masculinities [W] (#4239) [Revise prereqs]
- B. Ginsberg presented the W report.
 - B. Ginsberg also mentioned that proposers creating syllabi for W classes often copy and paste the W requirements from the website into their proposals, thinking that they have fulfilled the requirements by doing so. B. Ginsberg also mentioned that we should provide departments with more guidance as to what we expect in regards to this matter.
 - GEOC is hoping to prepare some guidance for the GEOC website on how we teach writing. The W subcommittee will be putting together a packet with this information.

The W Report was accepted as submitted (Approval of ENGL 3003W, ANTH 4097W, WGSS 3270W).

G. EL Docket

- a. MARN 1002 Introduction to Oceanography [CA3, EL] (#15079/1892) [Revise description, add EL]
- b. MARN 1003 Introduction to Oceanography with Laboratory [CA3-L, EL] (#15078/1891) [Revise description, add EL]
- c. NURS 4250 Public Health Nursing [EL] (#4002) [Add EL; revise prereqs and description]

H. Information Literacy Docket

I. Second Language Docket

6. Alignment Reports

- A. CA1 Report
- B. CA2 Report
- C. CA3 Report
- D. CA4 Report (Attached)
 - M. Ortega presented the CA4 Alignment Report. The subcommittee noted that there are five different syllabi for EEB 2202 that represent the course being taught very differently across the five campuses, but they all meet the CA4 criteria.

- There was a question about the format of the report. M. Wagner noted that details are only necessary when feedback needs to be given to the proposer regarding a course not being aligned.
- K. McDermott puts all documents into a standard report format. She takes the comments made by the subcommittee and highlights them in the all-encompassing report. She noted that providing details is always good, but the details prove to be the most important in cases where the course does not align.

The CA4 Alignment Report was accepted as submitted (Alignment of ANTH 1006, ANTH 3028W, ANTH 3401, DRAM 3133, EDCI 2100, EEB 2202, HEJS 2104, PHIL 1106).

- J. Vokoun noted that “high variability among sections is under unknown jurisdiction”; however, there is nothing we can do about this right now.
- One member ask about when courses are offered online. Can they be taken by students at any campus? Full time students are allowed to take up to six credits a semester outside of their ‘home’ campus.
- One member asked if M. Wagner has been invited to the “Future of Learning” committee. Yes, she was invited, but she declined because she is already on 10 committees. She mentioned that Gen Ed is being represented well on that committee. R. Day, is currently serving on the committee, as well as a number of past GEOC chairs and members.
- There was discussion at the first meeting about how to benefit students at the regional campuses.

E. Q Report

F. W Report

7. New Business

A. FYW as General Education

- M. Wagner gave a brief history of conversations about FYW’s status as Gen Ed.
- A working group will be formulated that will look at how FYW will be part of Gen Ed.
- K. McDermott noted that FYW’s status in Gen Ed has always been because of the Information Literacy component of its courses, not the writing component of them. Moreover, she suggested that the status of FYW courses as the prereqs for W courses is an issue that is separate from their Gen Ed nature.
- A. Gatten noted that FYW as a program is housed within the English department, but Writing Studies is a discipline that differs from Literary Studies. There have been conversations about faculty who are not part of the English department teaching FYW. A. Gatten mentioned he would be concerned if the FYW courses could spread wildly in any direction without oversight, since the current FYW faculty are heavily overseen and these individuals are required to attend workshops as well. The current FYW course is based on information and digital literacy.
- FYW operates relatively independently from the ENGL department as a whole. The question is to what extent should should oversee FYW.
- Should GEOC be in the business of taking away the waivers for FYW?
- K. Tonry mentioned that FYW does not have a programmatic status within the university and that there is sometimes tension between those who focus on different studies within English. She

suggested that we move FYW under GEOC as a unit. She wants to keep FYW's tie to GEOC through Information Literacy without moving FYW into full oversight.

- M. Wagner would like those who are interested in taking part in this working group to let her know.
 - B. Ginsberg expressed that she is weary of putting this under the W committee because they are already overwhelmed. She added that there is no easy answer to this predicament.
 - J. Vokoun said that the idea of oversight would need to be explored and spelled out and that there would be a lot of people outside of CLAS that would be unhappy about this. He suggested that the working group needs to have people from outside of CLAS so that the committee is not CLAS-centric.
 - One member asked in the chat if FYW courses, like FYE, have as little as 1-credit, and whether FYW courses fulfill any other foundational W requirements. FYW courses are all 4 credits. The new one, ENGL 1007 is 3 credits plus a 1-credit lab. The courses do have heavy writing and revisions components, but they do not carry a W designation.
 - One member noted in the chat that the requirement for FYW has been consistently watered down by Advanced Placement and SAT score waivers, so not everyone takes it. The percentage of students is down to about 60%?
 - R. Day says the timing of this seems odd since we are just getting used to the new English FYE system. His opinion is that this change would be damaging, since GEOC oversight is different than management of the program, given that we only provide periodic feedback. He suggested that we continue to observe the new ENGL 1007 system for a while and then proceed.
 - It was clarified that GEOC oversight does not mean taking over the program.
 - M. Wagner explained the timing. This arose from when FYW wanted to add ENGL 1007 as the new course, so there was a question about whether GEOC needed to review it. When M. Wagner met with each of the subcommittee members, many had concerns about this matter. We were going to make a case for or against FYW being a part of GEOC. However, when the two English new courses were proposed (originally 1007 & 1008, now just 1007), a colleague on the Senate Executive Committee mentioned that she would like the courses to go through GEOC. It was determined by the SEC that GEOC should review the course, so that is when the courses were reviewed and then the second part of this issue got lost. But it was always clear that this would be part of a bigger conversation. We will make sure everyone who wants to have a voice in regards to this matter has a voice.
 - One member noted in the chat that they satisfied their writing requirement during undergrad with a scientific writing course taught by the School of Engineering, even though they were not an engineering major. It was the most useful course they took during their BS. They were open to discussing a more open model for FYW.
- B. Expand Description and/or Criteria for Content Areas and Competencies
- C. PR and Mentoring Campaign for Gen Ed in the Spring:
- a. Awareness of importance of Gen Ed (students, staff, faculty: presentations of Gen Ed courses, videos about what Gen Ed did for..., student focus groups on specific topics,...)
 - b. Gen Ed and Covid-19: student survey conversation with colleagues at Stamford
 - c. Mentoring: Lack of knowledge about EL

- d. Outreach to Student Organizations
- e. Suggestions for student initiatives
- f. Something related to Delta2GE

D. Number of EL Seats

8. Old Business

- A. TBD

9. Carryover Business

- A. Gen Ed Goals and Syllabi
- B. Q Criteria Discussion
- C. W Guideline Changes?
 - a. Possible requirement that at least one W course should be in the English language
 - b. Possible change of W requirement on paper length, from page length to word number
 - c. W Course Instruction (aka "W Course Faculty Drift")
- D. Study Abroad and CA4 Gen Ed

10. Course Action Requests in the Queue

Full-Committee Review

- A. ENGL 1013W Technical Writing [W] (#4316) [Delete course]
 - ENGL 2020W will replace this outdated course.

B. Ginsberg motioned to approved ENGL 1013W for deletion. M. Ortega seconded. The motion was approved unanimously.

Requests on Hold

- A. N/A

Requests Awaiting Chair Review

- A. ARIS/WGSS 1170 Women's Writing in the Contemporary Arab World [CA1, CA4, W] (#3974) [Add CA1-b, CA4, and W; cross-list with WGSS]
- B. ENGL 3015W Writing Across Cultures [CA4, W] (#4576) [New course]
- C. HIST/AAAS 2688/W Foreign Relations of China Since 1949 [CA1, W] (#5414) [New course]
- D. PHIL 1109 Global Existentialism [CA4-Int] (#5316) [New course]

B. Ginsberg motioned to adjourn. M. Ortega seconded.

The meeting was adjourned at 12:00 pm.

Minutes respectfully submitted by Karen C. P. McDermott and Pooja Hingorany.