



General Education Oversight Committee

Monday, September 13, 2021 at 10:00am-11:30am

Via WebEx

Meeting Minutes

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

Manuela Wagner – Chair, (**Karen McDermott – Admin**, Pooja Hingorany – Student Admin), **Michele Back**, **Oksan Bayulgen**, Lisa Blansett, Brenda Brueggemann, **Jason Chang** (Ex-Officio), **Keith Conrad**, **Robert Day**, **Kelly Dennis**, **Richard Dunn**, **Alex Gatten**, Ali Gokirmak, **Lori Gresham**, **Linda Halgunseth**, **Oliver Hiob**, Tania Huedo-Medina, **Morty Ortega**, **Eleanor Ouimet**, **Annelie Skoog**, **Jennifer Terni**, **Kathleen Tonry**, **Eduardo Urios-Aparisi**, Suzanne Wilson (Ex-Officio)
Guest: Beth Ginsberg

Called to order at 1:01 pm

1. Welcome and Regrets

- A. Regrets: Brenda Brueggemann
- The new member representing the social justice institutes, Jason Chang, was introduced.

2. Past and Future

- A. Minutes of September 13, 2021 meeting.

M. Ortega motioned to approve. J. Terni seconded. The Minutes were accepted as submitted.

- B. Future Meetings:
- Wed. September 29, 10:00am-11:30am
 - Mon. October 11, 1:00pm-2:30pm
 - Wed. October 27, 10:00am-11:30am
 - Mon. November 8, 1:00pm-2:30pm
 - Wed. December 1, 10:00am-11:30am

3. Chair's Report

- A. Senate and Delta2GE Update (Website: <https://delta.senate.uconn.edu/> - updated before 9/20)
- Some logistical questions about procedure have been raised. M. Wagner will keep everyone updated.
 - The Senate will review the new Gen Ed proposal on Sept 20. The vote will be in November.
 - There can be amendments, and they are encouraged. The Senate asks for amendments ahead of time, but they will accept them on the floor.
- B. 2021-2022 Preview of GEOC Business

- a. Provost's Competition, Proposer Workshop
 - We are assembling a panel of experts to weigh in on the call for proposals, advertising, and proposal selection.
- b. Alignment: AAAS, ACCT, AFRA, AMST, CHEM, CSE, ECE, ECON, FINA, GPS, MARN, MAST, PSYC, SPSS
 - K. McDermott gave a brief overview of the process. We seems to have a manageable number of courses this year. PSYC has five courses – one from every area except CA1 – but otherwise there are not a huge number of courses for any one subcommittee.
- c. FYW Working Group
 - The group has not met.
- d. We can do another review of GEOC policies and procedures if desired
 - M. Wagner noted that we could set something up if there is interested. There did not appear to be any interest.

4. Subcommittee Dockets

A. CA1 Docket (See Report)

- a. AFRA/HIST 3752 History of Pre-colonial Africa [CA1, CA4-Int] (#1991) [Revise level]
- b. CLCS 2010 Media Literacy and Data Ethics [CA1, CA4-Int] (#6015) [Returned by Senate C&C for consultation with proposer]
- c. ENGL 2107 The British Empire, Slavery, and Resistance [CA1] (#4315) [New course]
- d. HIST 1805 East Asian History Through Hanzi Characters [CA1, CA4] (#6636) [Revise title]
- e. INTD 3260 The Bible [CA1] (#6938) [Revise title]

Discussion

- J. Terni presented the CA1 report.
- One member questioned whether the time period of the AFRA/HIST 3752 course was adequately advertised in the course. There was concern that the time period should be noted in some way. The previous copy specified “pre-colonial.” Does the course now cover history to the present, for example? The proposer and Senate C&C will be notified of GEOC's concerns.
- One member noted in the chat, “The renumbering also works with goals of institutes to make courses easier to find for undergraduates to minor/major in AFRA, AAAS, ELIN, etc.”

The CA1 Report was accepted as submitted (approval of AFRA/HIST 2752, ENGL 2107, HIST 1805, INTD 3260).

B. CA2 Docket (See Report)

- a. URBN 3400E Urban Parks and Sustainable Cities [CA2, EL] (#6656) [New course]

Discussion

- B. Day presented the CA2 report.

The CA2 Report was accepted as submitted (approval of URBN 3400E).

C. CA3 Docket

- a. ANTH 2200 Race and Human Biological Diversity [CA3, CA4] (#7157) [Adding CA3 and CA4]

- b. ENGL 2614 Writing in Algorithms [CA3] (#4375) [New course]
- c. GEOG 2410 New Digital Worlds of Geographic Information Science [CA3] (#6176) [Revise level and description]

D. CA4 Docket (See Report)

- a. AFRA/HIST 3752 Precolonial Africa [CA1, CA4-Int] (#1991) [Revise level]
- b. ANTH 2200 Race and Human Biological Diversity [CA3, CA4] (#7157) [Adding CA3 and CA4]
- c. HIST 1805 East Asian History Through Hanzi Characters [CA1, CA4] (#6636) [Revise title]

Discussion

- O. Bayulgen and R. Dunn presented the CA4 report. They detailed some questions they had about the ANTH course.
- While ANTH 2200 covers CA4 topics, one member questioned the manner in which the topics were presented. One point of contention is that the readings are primarily by white authors.
- One member noted in the chat, “Subject matter alone cannot define multicultural education. A key element is to examine the subject from the perspective of the group that generates the culture. The inquiry needs to be structured by the concepts, ideas, beliefs, and/or values of the culture under study...That is not my opinion. That is from the CA-4 requirements.”
- There was discussion of whether this is really something we can cite as problematic. It may lead to a slippery slope. Where is the line about what we can ask proposers to provide or add?
- It was noted that the CLAS C&C does not read syllabi. They look only at course descriptions.
- There was concern that the course jump right into the subject matter. Is there a way to ease into it? Can this be addressed with a prereq?
- One member explained that the proposer of the course is “uniquely prepared” to offer a course like this and would be open to feedback. The proposer’s work speaks to many questions students often have.
- One member felt as though it looks like an awesome class, but does not at first glance meet the letter of CA4 criteria. The subcommittee is still waiting to hear from the proposer.
- M. Wagner noted that we can put these issues on a future agenda for discussion.
- One member suggested faculty development in all areas. We already have an opportunity in W with workshops through the Writing Center. We should offer more.

The CA4 Report was accepted as submitted with one abstention (approval of AFRA/HIST 3752, HIST 1805).

E. Q Docket

- a. COMM 2010Q Applied Communication Research Methods [Q] (#5137) [Add Course]
- b. MARN 3003Q Environmental Reaction and Transport [Q] (#7019) [Revise number, title, and description]

F. W Docket (See Report)

- a. AFRA 4997W Senior Thesis in Africana Studies [W] (#6837) [New course]

- b. ARE 3440W Writing in Environmental and Resource Policy [W] (#5836) [Revise level and description]
- c. WGSS 3269W Gender, Sexuality and Social Movements [W] (#6576) [New course]
- d. MUSI 3421W Music in World Cultures [W, CA4-Int] (#6797) [Revise title, description, and prereqs]

Discussion

- L. Gresham presented the W report.

The W Report was accepted as submitted (approval of WGSS 3269W, MUSI 3421W).

G. EL Docket (See Report)

- 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. URBN 3400E Urban Parks and Sustainable Cities [CA2, EL] (#6656) [New course]

Discussion

- M. Ortega presented the EL report.

The EL Report was accepted as submitted (approval of MARN 1002, MARN 1003, URBN 3400).

H. Information Literacy Docket

I. Second Language Docket

5. Writing (W) Course Recommendations

- In reference to the first recommendation about requiring one course in English, one member pointed out in the chat, “Students must take FYW, which is in English, already.” About 3500 students take FYW.
- One member, speaking as the department head of LCL, disagreed that a student should be able to take all their Ws in another language. In LCL, students must take at least one W in a second language, but the member heavily supported taking at least one W in English. If FYW is required, that works.
- One member stressed the importance of keeping the 19 student cap. One member noted in the chat that FYW classes are 16 students.
- One member noted that they have not seen many students coming to the W center who have not had some sort of writing instruction.
- It was noted that many students do not like peer review, but it can work well. Peer review should not be taken off the table altogether. No, we not taking it off the table; we just do not want instructors to rely on it in lieu of their own feedback.
- One member noted in the chat that “ the Writing Center has a policy that helps hold the line against offloading the W instruction to our tutors -- we spot ‘mandatory’ writing tutorials about 2-3 times a semester, which is the tipoff. I don't think it's very widespread, and typically comes from well-intentioned instructors. We address that individually.”

- One member expressed that three-credit Ws are a lot of work. Students are having issues trying to handle the work. In short, the work-load does not seem to align with the credit received. M. Wagner indicated that we would look into the history of this.
- In reference to the variable topics issue, K. McDermott gave a sense of how wide-reaching the problem is. About 50 departments have offered more than 400 separate topics in the last five years. We may need to put some onus on the departments to police the syllabi.
- There was some discussion of accommodations for students. One member asked in the chat if we are opening the door for international students to demand accommodation for W papers in their language in non-language courses.
- One member noted in the chat that accommodations can only be granted by the Center for Students with Disabilities.

6. New Business

- A. Discussion of Intensive Session Courses

7. Old Business

- A. Aligning the Alignment Process
 - a. Requiring Regional Campus Syllabi
- B. PR and Mentoring Campaign for Gen Ed in the Spring:
 - a. Nomenclature for New Gen Ed Areas
 - b. 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,...)
 - c. Gen Ed and Covid-19: student survey conversation with colleagues at Stamford
 - d. Mentoring: Lack of knowledge about EL
 - e. Outreach to Student Organizations
 - f. Suggestions for student initiatives
 - g. Something related to Delta2GE
- C. Number of EL Seats

8. 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

9. Course Action Requests in the Queue

A. N/A

Requests on Hold

A. N/A

Requests Awaiting Chair Review

A. N/A