

GEOC Meeting February 5, 2007

In Attendance: Hedley Freake, Anabel Perez, Michael Brezak, William Lott, John Troyer, Manuela Wagner, Katharina von Hammerstein, Dean Hanink, Peter Gogarten, Clare Eby, John Bennett, Thomas Roby, Marie Cantino, Felicia Pratto, Thomas Recchio, Deborah McDonald.

Meeting called to order at 2:05pm.

Minutes from the last meeting were approved as written.

Announcements:

- New undergraduate student representative appointed to GEOC, Michael Brezak.
- Katharina von Hammerstein has agreed to be nominated as new GEOC chair to replace Hedley Freake when his term expires.
- NEASC Accreditation: H. Freake met one on one with one of the NEASC accreditors, J Bharucha, Provost at Tufts University, to discuss how the gened curriculum goals fit together. Provost Bharucha was favorably impressed by the degree of faculty involvement in running the program at UConn.
- Senate met January 22, 2007: all courses we put forward were approved.
- Veronica Makowsky has confirmed funds for the 2007 round of the Provost's Office General Education Course Development Competition.
- Global learning is one of the three targets for undergraduate education at UConn. An AACU report was distributed to GEOC at V. Makowsky's request.
 - Global Learning Soiree with the Provost following February 26, 2007 Senate meeting.
- Online Courses Taskforce: Keith Barker and J. Henkel to co-chair.

Subcommittee Reports:

Writing Competency

Of the W surveys that have come in, the majority are consistently positive about the W requirement in the major and the availability of seats. Only one department has expressed clear dissatisfaction with the requirement.

Departments have different constraints in meeting the university writing requirement, but GEOC and the Writing Center can communicate back to departments about what other departments are doing to get around the resources question, one of which is graduate student teaching of Ws. This comes down to the university concern about those teaching writing courses and could be used to make an argument for increasing resources.

After the institution of W courses, a study found that the total amount of writing across the university decreased significantly. It is possible that educational and social factors also played a role in this decrease. The revision of the W in the major requirement was put in place in order to assuage the existing problems.

The W subcommittee should review the list of majors that have submitted W surveys and identify those that we would like to hear from. They should also discuss ways in which GEOC should follow up on the surveys.

Quantitative Competency

The number of students that have come in to the Q center looking for help has increased dramatically in the past year.

The Q Center tries to serve particular classes but it is not well integrated with course syllabi.

Social Sciences

The social sciences subcommittee is seeking comments on their CA2 learning objectives and goals. Once revisions are reintegrated into the document, the new version will be posted on the GEOC website and will once again be open for suggestions to the campus community.

Assessment language breakdown:

Goals => Objectives => Assessment Data, Outcomes

Revisions to CA2 Assessment Document Draft 2:

- (It will be necessary for individual departments or programs to provide relevant lists of methods.) Statement should be confined to the document introduction.
 - The phrasing of this statement should be broken down to clarify that faculty would determine proper measurements and outcomes.
 - This would require a conversation among instructors teaching a particular course in order to create the required list of outcomes.
 - This will be included in the required CAR information.
- Assessment vs. grading: some aspects of grading can be used for assessment.
- Should the phrasing of learning outcomes be clearly linked to the measurement of those outcomes?
 - Would particular outcomes then limit how faculty teach their particular courses?
 - Would determining outcomes be up to the particular instructors?
- How should the goals>objectives>outcomes>assessment become a cycle to incorporate instructor innovations to improve outcomes?
 - How are these data collected? Will they be collected?
- How will performance comparisons be generated? Does this issue need to be addressed?

2007 Provost's Office General Education Course Development Competition

Following H. Freake's meeting with V. Makowsky, a fifth category of favored course proposals was added: service learning.

Revisions:

- Emphasize the impact of teaching of the new course.
- Add a link for more information about the case method and how it might be used in the sciences.
- Who May Apply: Keith Barker suggests changing the language to reflect department expectations of teaching the course on a yearly basis.

GEOC needs to evaluate the progress of previous winners to understand the consequences on teaching loads when teaching the newly developed courses.

Curriculum Action Request Forms

We are looking to move to a one-form course application process. Each content area was asked to look at the instructions in their particular content areas/competencies.

Need to highlight the following on the form itself:

- role of graduate students
- the ethical problems that social scientists face
- answering specific content area criteria
- “For All General Education Courses”: this course information should be included IN the form, not simply on the syllabus. (This information can be cut-and-pasted from the syllabus)
- Regional campuses: should faculty information be required for the availability of teaching at the regional campuses?
 - If it is not offered, why?

An updated version will be distributed at the next GEOC meeting.

CLAS and other schools/colleges have their own proposal forms. These need to be reviewed to see how they may fit into a single form.

Respectfully submitted,

Anabel Perez
Administrator