

SUNY Broome Community College
General Education Committee Minutes

10/20/22

College Vision: Learning today, transforming tomorrow.

SUNY Broome Mission: SUNY Broome Community College supports all members of the learning community by creating access to inclusive, diverse educational experiences. Success is achieved through the provision of innovative academics, transformative student support, and meaningful civic and community engagement.

Institutional Values: INQUIRY, RESPECT, INTEGRITY, TRUST, EQUITY

Thursday, October 20, 2022 3-4:30 pm Via Zoom

Vision: LEARNING TODAY, TRANSFORMING TOMORROW

Voting Members Present: L. Heron, K. Moyer, A. Glenn, B. Dawe, H. Bartlett, C. Church (late)

Non-Voting Present: J. Anderson, P. Bond, T. Curtis, K. Doherty, D. Chirico, S. Gible, A. Haggerty, C. Martey-Ochola, K. McLain, M. Seel

- I. Call to order 3:04pm
- II. Minutes from Oct 6, 2022
Motion to approve: B. Dawe, 2nd H. Bartlett, Vote: 5, 0, 1 (absent)
- III. Announcements
 - a. Possible CAI presentation
Gen Ed is on the agenda for Nov 2nd meeting. L. Heron will be there in person. K. Moyer will attend via Zoom to help with the presentation
 - b. Curriculum Committee presentation – feedback
L. Heron sent a short slide show presentation to CC today, 10/20, that shows the current numbers of where we are with course that have come through the Gen Ed committee and a reminder of the process and what we are doing.
 - i. Critical Thinking LO – in first semester courses

A concern was raised at CC about having this competency being assessed in a first semester course. Having critical thinking be Introduced in intro classes is great, but the assessment should take pace in later, upper-level courses.

FCCC conference discussed this topic—SUNY won't be coming in to check on this, but it is up to us in the committees to think about the outcomes and what they mean and that they are adequately represented in the assessment process.

The competencies are complicated issues and they need to be done well.

A. Haggerty from the FCCCC meeting, Deb Moeckel from SUNY made the clear point that the skills and competencies must be clearly, rigorously, and robustly assessed. Can't take any short cuts.

J. Anderson—I understand the complexity of what is being asked, but perhaps the sooner we introduce them to critical thinking, the better for them.

Question about why we are talking about this when it isn't an issue yet.

Reason explained as just looking forward.

Competencies are addressed throughout students' classes here, but assessing closer to the end of students' time would allow them to more fully develop their skills.

The point was made that the competencies used to be "infused" so discussing and doing some form of formative assessment throughout their classes could take place (possibly even an early on "pre-test" that than can be compared to a final assessment to help students see their own growth)

ii. Make-up of Gen. Ed. Committee members

Concerns were raised at the Curriculum Committee meeting that members of the Gen Ed committee are appointed by Deans and not elected by the faculty as they are with Shared Governance bodies.

If Gen Ed members were voted in, a concern was raised that we could wind up with 3 LA members from the same department and that would hurt the diversity of the committee.

Language in the by-laws can be written in such a way to assure that we don't have more than one member from any particular department.

A. Haggerty—we are restructuring Shared Governance across the campus, so now is a great time to re-evaluate what we're doing and how we're doing it as we move forward. Time to possibly discuss and consider Gen Ed becoming part of Shared Governance.

K. McLain—historically we haven't wanted to touch anything dealing with the make-up of the committee, but times have changed. The language may have been written that way because no one volunteered to serve and so there was a need to have Deans appoint members. This isn't an issue anymore, so we can revisit, but need to keep the diversity in mind if we do re-do the by-laws.

Historically the committee goes back to before SUNY even had Gen Eds---it was a committee formed by the Dean of LA to create and discuss our own local Gen Ed curriculum.

We will put this on the agenda for a future meeting to review and consider revising our by-laws to address how members are selected for the committee.

- c. Course Revisions from Oct. 6 – Electronically voted on.
Electronically voted to approve the course and they have been moved forward to P. Kelly.

IV. Course Revisions

- a. BUS 115—added the SUNY SLOs with a few local SLOs as well
- b. BUS 122—added the SUNY SLOs as well as local SLOs

No questions or discussion

- c. BIO/HIS 104

This course has added the DEI SLOs as well. This is the Health for Haiti course. It now has the SLOs for both the Natural Science category and DEI category.

There was an x missing on the form—that was discussed and will be added.

Question: do you also want this course to meet the campus ILO? It is missing the 1 SLOs that unique to our campus.

It seems to make sense that it would do both—so what would the process be? Will take the issue back to the department to discuss and to ensure that it does make sense to address racism in the US in this course. T. Curtis will get back to us what the department decides

Question: the course addresses DEI in Haiti, does that really meet the new SUNY DEI SLOs? Is SUNY looking for DEI to be addressing these issues in the US.

The actual language in the SLOs doesn't specifically mention "in the US"—so where is this point coming from?

The material SUNY has sent out to clarify and help guide campuses all focus on the US and it seems like the intention of SUNY was to focus on DEI issues in the US

A. Glenn—in science by studying one thing, you can learn about something else. Learn more about the earth by studying Mars, or the opposite. So couldn't this also be done in this situation as well?

A. Haggery—this category was discussed a lot at the FCCCC meeting this past weekend and SUNY will be offering even more guidance and it appears that SUNY is going to move in a direction that is going to offer more flexibility with this category.

C. Martey-Ochola--when this course was brought forth through STEM the thought was that when students are put into an experience were they experience diversity it allows, and causes, them to reflect on their own experiences at home. In Haiti specifically, America has a lot of influence, so that can be experienced and explored through looking at Haiti. We can bring diversity into courses in so many ways—examples of chemists and inventions for example, that by limiting our discussion of DEI to one locality we may be severely limiting our opportunities.

As a Gen Ed committee anything we do sets a precedent, so we need to think carefully about the large picture and what courses might come down the road asking for DEI designation with a similar reasoning that isn't an actual fix.

The fact that the SUNY language doesn't say 'in the US,' it doesn't really matter what SUNY's intention is—we can't so no to this course.

T. Curtis will come back and let us know about the Broome ILO and if that will be added.

d. BIO 111

e. BIO 122

f. BIO 150

g. BIO 110

h. BIO 200

All reflect the SLO for the Natural Science Gen Ed

No discussion of the other BIO courses

i. ENG 220

D. Chirico—we revised the description to bring it more into accordance with our current practices. Revised the SLOs to meet the new SUNY Critical Thinking SLOs and since Eng 220 was already a Humanities designation, we added the Humanities SLOs as well, along with the SLOs for the oral component of the Communication designation because some programs need the oral component and/or the Humanities designation. The description emphasizes that this is a capstone course and comes at the end of a student's time at SUNY Broome, not in the first semester.

No questions or discussion.

j. LIT 290

k. LIT 277

l. LIT 275

m. LIT 274

n. LIT 267

o. LIT 270

p. LIT 263

q. LIT 200

- r. LIT 211
- s. LIT 210
- t. LIT 214
- u. LIT 217
- v. LIT 218
- w. LIT 215
- x. LIT 220
- y. LIT 233
- z. LIT 235
- aa. LIT 250—title changed slightly and a slight updated language in the description
- bb. LIT 240
- cc. LIT 253
- dd. LIT 260
- ee. LIT 291
- ff. LIT 285

All the literature courses were updated to have the Humanities SLOs.

London and Lit had the WE designation in the title and that was removed from the course title, but is still in description.

Intro to African American Lit added SUNY's DEI SLOs and the local ILO SLO because this seems like a natural fit to address this category

No questions or discussion on any of the literature courses.

- gg. MUS 105
- hh. MUS 106
- ii. MUS 107

Took out 1 old SLO and added the new Art SLOs

- jj. MUS 113

Added DEI SLOs and took out the Humanities designation. The course also has the SUNY SLO for Arts. Slight revision to course designation to make clear how it is meeting all the requirements

- kk. THR 102

Added new language of SUNY for Humanities and Arts

No questions or discussion of the MUS or THR courses.

V. New Business

- a. Information Management Toolkit (Information Literacy Core Competency) - English Department Professional Development Day – Oct. 18. Follow up.

After a thorough discussion across multiple meetings, the English Department came to the conclusion that introducing Information Literacy in Eng 110 and Eng 111 makes

sense, but assessing it in these courses does not. The topic of Info Literacy is too complex of a skill for students to master within their first or second semester of college—especially along with all the other skills they are learning within ENG 110 and ENG 111 to meet the Communications Gen Ed requirements.

If a tool kit is going to be purchased, the English Department recommends the Niche Academy program and does not endorse using Credo. The department would be willing to intro Info Literacy with a tool kit to help provide continuity for the students.

P. Kelly attended the English Department’s discussion of the topic of Info Literacy and she proposed the idea of assessing the competency with WE courses in each program. This way students are introduced to the ideas in ENG 110 and 111 and this introduction is built upon as students learn to write within a specific field or discipline (as the SLOs states).

The next step would be to form an interdisciplinary committee to come up with an “easy” way to implement a rigorous assessment of the SLOs that would be standard across all WE courses.

Concerns about all WE courses needing to add the SLOs for Information Literacy to make sure programs can meet the requirement

Concerns about AA degree—we don’t have majors say in history, so where will AA students get this competency? Other programs may have an easier time with a clear path to what course to use in the program.

These concerns will need to be addressed within programs and possibly by the interdisciplinary committee formed to design the assessment for the competency.

b. Chair Gen. Ed. Workload

The committee as reviewed 56 courses in last 2 weeks and it is overwhelming. If we limit how many courses come through in a meeting in order to make the workload more manageable for the Chair, will that become an issue with getting courses to move through by the deadline?

Is there work that some of us can do to ease the workload a little bit?

K. Moyer offered to help with the documents and the website.

J. Anderson—set a schedule as to when things come through and then leave it up to the departments to meet that schedule. Everyone else’s priority doesn’t have to be your priority.

The issue is that chairs are working the best that they can and if you try to impose a schedule on them, it could be very difficult for them to meet.

Maybe set a limit of 30 courses per meeting and if there are too many, the extras would be addressed in the next meeting.

Difficulty here is that this will almost definitely cause problems and A. Glenn does not recommended this idea based on his years of experience on Curriculum Committee. He advises the Chair to come up with a workflow plan and get it set—do it and then go home. Don't take it with you.

VI. Call for New Business

There is a new Word Document on the Gen Ed website with the courses that have come through and been approved so we can keep a running updated list for the campus.

VII. New Course Proposals—none

VIII. Adjournment. 4:33pm

Respectfully submitted by K. Moyer