

From: [Daly, Meg](#)
To: [Wilson, Luke](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Cc: [Holt, Sarah](#); [Kalish, Alan](#)
Subject: Bookend contingencies
Date: Tuesday, February 1, 2022 1:44:10 PM
Attachments: [REVISED ACADAFF 1201 for ASCC.docx](#)

Dear Luke,

This message accompanies a revised syllabus for AcadAff 1201 (attached). That syllabus aims to make more explicit information cited in the contingencies that accompanied the review of the earlier version of this course. Sub-topics for each week have been added in italics to flesh out the weekly topics. New assignments or resources have been flagged with blue highlighting. Yellow and gray highlight things that will need to be edited for each specific section.

For ease of review, I have copied the contingencies below, followed by our response. I look forward to discussing this course and our approach to it at Friday's meeting.

Contingency: Modify the schedule and lesson plans for week 1 and 2 in order to devote substantial attention to a discussion and exploration of the land grant institution, including its complicity in the expropriation of land belonging to native peoples and the intersection of the land grant mission with concepts of citizenship. In developing content and pedagogy, please consult with Melissa Beard-Jacob at Ohio State's Multicultural Center, along with other relevant faculty working in related fields.

Response: Detail was added to week 1 and 2 to flesh out the syllabus. In these weeks, in class and as preparation or follow up, students address the Land Grant mission explicitly and interrogate these ideas in reflection of indigenous perspectives via a (choice of) podcast. They consider data through LandGrabU and watch and reflect on a short video that differentiates equality and equity.

We reached out to Dr. Beard-Jacob at her posted address but the message was returned as undeliverable. We followed up with MCC Director Todd Suddeth, Drake Institute DEI specialist Shed Siliman, and Assoc. prof of Anthropology Julie Fields to discuss these activities. The team of colleagues designing the Bookends included several faculty with relevant expertise, including Drs. Cindy Jiang (OIA), Donna Ford (Kirwan/EHE), and Jesus Lara (City & Regional Planning).

Contingency: Modify the schedule and lesson plans for weeks 2 and 3 in order to allow a more extensive exploration of the rationale behind each of the GE categories, with special attention paid to the Citizenship Theme (as the one theme all students are required to take), as well as to the REGD Foundation.

Response: This is the planned focus for Week 2 and 3, with additional emphasis in weeks 9-12. The foregrounding of Land Grant mission within Week 1 should set up the discussion of the Citizenship Theme and its unique role in the GE as a required component. The discussion of the ways in which the various elements of the GE contribute to student academic goals is also part of weeks 9-12. Week 2 includes overviews of each GE themes and the videos for that week emphasize the connection between distinct departments and the interdisciplinary themes.”

Contingency: In order to support the aims of contingencies a) and b) [above], arrange live interaction with appropriate faculty members during the first three weeks of the course in place of or in addition to the recorded faculty talks that are currently planned for those weeks. If direct faculty engagement is impossible in the short term, solicit recorded lectures specific to the curricular changes indicated above. The committee recognizes that discipline-oriented recorded faculty lectures serve a purpose in helping students choose a major; it asks, however, that these be supplemented with live interaction (or, if necessary, recorded lectures) by faculty members actually teaching GE courses in the different Foundations and Themes. These should include from a presentation of the overall rationale of a Foundation or Theme as well as an account of how the course the faculty member is teaching engages this rationale.

Response: This is not a practical solution given that there will be 100+ sections of AcadAff1201 on the Columbus campus each term. A 1-session commitment is equivalent to 100 hours (2.5 weeks!) of faculty time. This represents significant commitment, and we think it would be hard to staff and sustain in terms of faculty interest and would be logistically challenging to coordinate and schedule.

The Faculty Faces videos include discussions of general education and its role in a student’s academic life, and the faculty involved are weighted towards those who teach in the GE. As the pool of videos grows, we will maintain this emphasis. Contra the implication in the statement, these videos are not intended to help students choose a major—that it not a focus of this course.

Despite the impracticality of having faculty guests in the sessions, we appreciate and agree with the goal to involve more faculty and to have opportunities for more natural and open-ended conversation between students and faculty as part of this course. This goal has been met by requiring students to attend office hours for at least one of the GE courses they are taking and to use that visit to connect with a faculty member on academic identity and how s/he/they understand their course to contribute to the GE. This approach allows us to tap into an existing resource (office hours) rather than creating new expectations or work, broadens the pool of people involved, and fosters connection between students and their instructors. It also gets students familiar with the concept of office hours. Instructors will

help students who are not in any GE courses find an appropriate substitution (e.g., directing them to an instructor teaching a course they have already taken or by curating a roster of willing faculty).

Contingency: Build into the course plan appropriate support for faculty who contribute live or recorded lectures, or for their departments.

Response: This has been our practice and will continue to be practice. All faculty who contributed to course development or consented to a video interview were compensated. This is planned with the budget for Undergraduate Education.

Contingency: The committee notes that the original implementation plan for the bookend called for direct faculty involvement and spelled out in detail the mechanics supporting this involvement. The committee would like to know what became of this idea and how the course evolved to take its present shape.

Response: While we share ASCC's sentiment that faculty should be involved in the Bookends, staffing by faculty was never specified in the Implementation plan. The Bookend segment of the Implementation report states: "[S]taffing of these courses remains a critical, open question. Because of their budgetary and HR implications, decisions about staffing lie outside of the scope of this committee. The committee strongly recommends that the Bookends be staffed by full time staff on multi-year contracts, and that these staff be supported through training and professional development as part of their job." The summary Implementation Report reiterates this commitment. Staffing by faculty is not part of either plan.

The curriculum development committee worked under the staffing outlines in the Implementation Report. At least two of the regional campuses (Marion and Mansfield) have been working under the assumption that faculty will deliver the Bookend.

The idea of Bookends being staffed by faculty in Columbus was part of early conversations, but as we moved to specifics, the idea was dropped as unworkable. In short, many faculty did not actually want to teach these more than they want or need to teach in their discipline and the deans did not know how to account for or budget it, so it never went further than those early discussions.

With regards,

Meg

Marymegan Daly, PhD

Associate Dean of Undergraduate Education
Professor of Evolution, Ecology & Organismal Biology
The Ohio State University
Columbus OH 43210

Note: During the current crisis, we may be working different hours from each other. No reply is expected outside of your usual work schedule.