

Feb 14, 2022

Dear Luke and colleagues,

Please find appended materials that describe our approach to addressing contingencies on the approval of ACADAFF1201 (the "Launch Bookend"). In addition to this narrative, I have included a revised syllabus, a Table explicating course goals and ELOs, and a copy of our original response (discussed at ASCC 02.04.2022). The discussion at ASCC was particularly helpful for my understanding of the root concerns behind the contingencies.

The discussion of this course at ASCC on 02.04.2022 clarified and added specificity to the first contingency. We have re-ordered the discussion so that week one connects the university's mission, motto, and history to the rationale for the GE and especially the required Citizenship Theme and week two re-frames these to include indigenous perspectives on the Land Grant program and its legacy, using these corrective lenses to underscore the importance of foundational grounding in problems of race through the REGD Foundation. This is reflected in the attached syllabus.

A cornerstone of the Bookends program is that its instructors will be part of a community. The hiring plan prioritizes instructors already affiliated with academic units and includes dedicated professional development time as preparation for and part of teaching the Bookends. Building and mentoring that community of instructors is explicit within the position description of the Bookend coordinator. The plan for professional development provides opportunity to address the concern, embodied in the first contingency, that instructors have the support and context needed to help facilitate discussion of Indigenous perspectives on the history and legacy of the Land Grant program. Our training of instructors will address this, with support from appropriate staff from the MCC or faculty with expertise on this subject.

The appended table explicates the Goals and ELOs of the Bookends, as outlined in the "ELOs" section of the [Implementation Report](#) and as shared through the [university webpages on the structure, goals, and ELOs of the GE](#). The goals in the attached Table align in specific ways to the program goals of the GE and with the content and approach of AcadAff 1201. In the course of discussion at ASCC on 02.04.2022, it became clear that there was confusion in the distinction between these course goals and the guiding principles for the course and committee working on the Bookends as part of design and implementation planning, which were inappropriately and confusingly referred to as "goals" in the report of that subcommittee.

The second contingency requested clarification about the ways in which the course will address the rationale behind each of the GE categories (further discussion associated this concern with ELO 1.1). This content is addressed throughout the courses (emphasis in weeks 1-6; see Table). However, the feedback from ASCC highlights the central challenge of developing this course: the opening bookend needs to explain the philosophy and experience of the new general education program in advance of concrete examples upon which to draw. Beyond the problem of having faculty describe integration in courses which had not yet been specified (all interviews archived were made prior to course submission and approval), more Themes are being added and need to be incorporated. Further, as is typical for a

new course, not all content has been developed in advance of course approval, which means the full spectrum of the content is not available for review.

We see some shared solutions for these issues and have incorporated these into our plans for course development. For example, now that courses have been approved within Themes, we can draw on the faculty affiliated with those courses as interview subjects for the additional “Faculty Faces” videos that will be produced in Spring 2022, developing those to emphasize integration and interdisciplinarity within their courses. This effort will include the teams of faculty proposing new Themes so that those can be highlighted equally with Sustainability, Health and Wellbeing, and Lived Environments.

The third, fourth, and fifth contingency raised questions of direct, synchronous faculty participation in the instruction of the course. For the reasons explained in the original response to the contingencies and as elaborated on in the discussion, the plan articulated in the course documents is not going to change at this time. Students will view interviews with faculty and will connect in person (or through zoom) with faculty teaching their GE courses during regularly scheduled office hours for those courses. Concerns about the breadth of faculty engaged in this will be addressed through the (already planned) development of additional videos, with these being replaced on a regular cycle. This replacement will be driven by curricular changes (e.g., to incorporate faculty teaching in new Themes), staffing changes (to include new faculty and remove videos of faculty who leave the university), and assessment (video selection rate will be monitored and used to inform choice of topics, faculty expertise, etc). In all cases, following current practice, participants will be compensated.

AcadAff1201 GE “Launch” Bookend

Goals and ELOs

Goal 1: Develop an understanding of the purpose and structure of the GE.

Goal 2: Begin to develop critical skills and habits to navigate the academic environment.

Goal 3: Articulate students’ academic and program goals and find opportunities to express those goals within the GE from various disciplinary perspectives.

ELO	Course activities that support ELO	Assessment of ELO
ELO 1.1 Describe the integrative nature of the structural elements of the GE.	Weeks 1-2 University mission Structure of the GE Land Grant/Grab Weeks 2-6 Faculty perspectives on disciplines, GE content thru videos, interviews Weeks 5-6 Description and discussion of topics and disciplines in the GE as part of describing and planning Integrative Learning	Structure and purpose of the GE Plan for Integrative Learning
ELO 1.2 Demonstrate comprehension of the purpose of the GE.	Week 1-2 Discussion of OSU Mission and purpose of GE (readings from HLC, OSU, AACU; GE intro video) Weeks 3-5 Faculty perspectives thru video, interview Week 9 Discussion of connections among GE components and between these and larger goals	Reflection essay Plan for Integrated Learning
ELO 2.1 Use technology effectively to accomplish academic and personal goals.	Week 1 Carmen navigation activities and introduction Week 4 Tech tool demos	Carmen posting/use Upload to ePortfolio tool
ELO 2.2 Demonstrate basic familiarity with the ePortfolio system.	Week 4 Tech tool demos Week 9 Selecting and posting artifact	Reflection essay Posting of artifact to ePortfolio

Course subject & number

<p>ELO 2.3 Critically consider implications of information and technology use.</p>	<p>Week 2 Follow up discussion re: other lenses on Land Grant Week 4 Discussions of tech for learning Week 5 Scholarship as a conversation video, WAC videos on citation</p>	<p>PSA Research Scenarios</p>
<p>ELO 3.1 Articulate one's academic identity, motivations, and curiosity.</p>	<p>Week 5 Videos and readings on academic identity and integrity Week 6-12 Peer review and revision process for PSA, Academic Identity, Plan for Integrated Learning</p>	<p>Academic identity statement Research Scenarios</p>
<p>ELO 3.2 Develop a plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives.</p>	<p>Week 8 Videos and readings on academic identity and integrity Week 9 Week 9 Connect identity and goals to GE content/expectations</p>	<p>Plan for Integrative learning</p>

Baseline expectations for 1-credit course

1 hr/week prework (reading, watching videos, preparing drafts)

1 hr/week synchronous work (Instructor provides framework and leads students in responding to, sharing, and reviewing prework)

1 hr/week follow up work (revising, writing reflections or discussion posts)

GE Launch Seminar Syllabus

ACADAFF1201 [Term YEAR]

Course Information

Course times and location: [example: "Tuesdays, 10:20 a.m.-11:15 a.m. in either Zoom or CL104; plus weekly Carmen interaction"]

Credit hours: 1

Mode of delivery: Hybrid

Instructor

[First and last name of instructor, with honorifics, pronouns, pronunciation]

- **Email:** [lastname.#@osu.edu]
- **Office hours for student questions and support:** [example: Tuesdays and Thursdays, 11:30 a.m.-12:30 p.m., 1001D University Hal or Zoom (<https://osu.zoom.us/abc1234officehours>)]
- **Preferred means of communication:** My preferred method of communication for questions is **email**. My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

None

Course Description

This course is first GE Bookend class. The Launch seminar provides a strong introduction for the broad goals of the General Education program, introduces key skills, and supports sustained growth in terms of attaining program goals.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Describe the integrative nature of the structural elements of the GE
- Demonstrate an appreciation for the purpose of the GE
- Use technology effectively to accomplish academic and personal goals
- Demonstrate basic familiarity with an ePortfolio system



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Undergraduate Education

- Critically consider implications of information and technology use
- Articulate one's academic identity, motivations and curiosity
- Develop a plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives

General Education Expected Learning Outcomes

As a core element of the bookends category of the General Education curriculum, all of the above course Learning Outcomes are also GE Expected Learning Outcomes.

How This Course Works

Mode of delivery: This course is hybrid (find support for [navigating a hybrid class](#)). We have required sessions each week on **[Day of the week]** from **[time]**. Most weeks our required session will take place synchronously (real-time) in Zoom (See CarmenCanvas for link). Some weeks we will meet in person in **CL150**. The remainder of your work will take place in CarmenCanvas throughout the week. Refer to the course schedule and Carmen modules for specific course meeting schedule and dates for in-person meetings. The CarmenCanvas course is divided into **weekly modules** that are released one week ahead of time. Students are expected to complete all “before class” work before the required in-person or Zoom meetings.

Credit hours and work expectations: This is a 1 credit-hour course. According to [Ohio State bylaws on instruction](#) (go.osu.edu/credithours), students should expect around 1 hour per week of time spent on direct instruction (class sessions and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a Satisfactory grade.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in class sessions for attendance: at least once per week**
You are expected to actively participate in our class session every week. You may miss one class with no effect on your grade, but you will still be responsible for the work you miss during that time. If you have a situation that might cause you to miss more than one class session or an entire week of class, discuss it with me *as soon as possible*.
- **Synchronous meetings and Zoom expectations:**
During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](#) (go.osu.edu/zoom-

backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

- **Office hours: optional**

My office hours are online and optional but I welcome you to drop in with questions, conversation, or concerns or else contact me by email anytime.

- **Respectful engagement:**

Your participation will be evaluated in part on your ability to communicate constructively and respectfully with other members of the class. In order to create a space that is welcoming to all learners, please maintain a respectful tone in your posts and responses, even when there is disagreement. Often when we disagree, asking questions of each other is an opportunity for us to learn more, challenge ourselves and grow in our ways of thinking.

Course Materials, Fees and Technologies

Required Materials

All course materials will be available in the Carmen course. There are no additional fees related to this class.

Required Technology

If you do not have access to the technology you need to succeed in this class, you can review options for technology and internet access at go.osu.edu/student-tech-access.

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone
- **BuckeyePass:** a mobile device (smartphone or tablet) to use for authentication
- **Microsoft Office 365:** All Ohio State students are eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.
- **Core technology skills:**
 - [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
 - [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week: <https://it.osu.edu/students>

Grading and Evaluation

How Your Grade is Calculated

This course is graded [Satisfactory \(S\) / Unsatisfactory \(U\)](#). You will receive criteria for major assignments and will get feedback on your work. Each assignment will be scored as Exceeds

Mastery Expectations (100%), Meets Mastery Expectations (75%), Does Not Meet Mastery Expectations (50 %), or Not Completed (0). You will have the opportunity to revise and resubmit assignments that do not meet expectations. In order to pass the course, you must complete all assignments listed below (no scores of 0), and must have an average score of 75%.

Please see [Course Schedule](#) for an outline of major assignments, and see the CarmenCanvas course for specific due dates.

Descriptions of Major Course Assignments

Class Discussions

Description: We will regularly discuss issues about course topics, both in-class and in the Carmen discussion boards. All students are responsible for preparing for and participating in these activities.

Structure and purpose of the GE

Description: Students will watch a set of videos created by faculty or professional staff in different disciplines that describe their field of study and meet with instructors of GE courses they are taking or have taken. For each video, students will complete two reflection questions.

ePortfolio tool tutorial

Description: This assignment is designed to introduce you to the online portfolio tool that you will be using throughout your Ohio State career. Gaining familiarity with the tool during the launch seminar will enable you to continually add materials as you matriculate through the GE program. At this point, we want you to be comfortable adding materials to your profile and to reflect on how you portray yourself in a digital space.

Reflection Essay

Description: Reflection Essay – why is collecting and reflecting on my GE (and other) work important? Reflection is not the retelling of facts and conclusions. It isn't about what we did, but why we did those things. Reflection is thinking about how we feel about or think about our experiences.

PSA: Using Information Ethically

Description: In this assignment you will demonstrate your understanding of the ethical use of information by creating an infographic, a video, or a podcast episode in the form of a public service announcement. In this PSA, you will be raising awareness among first year students in your major about how to ethically use and share others' work, such as their ideas, text, music, images, etc. Simultaneously, you will be demonstrating your knowledge of how to ethically reuse other peoples' works by incorporating items such as images, video, audio or gifs that are either in the Public Domain, are licensed as Creative Commons or are Open Access.

Academic Identity

Description: Developing an academic identity is an essential element of navigating the General Education (GE) curriculum. Throughout your time at Ohio State, you will gain experiences that shape both you and your academic path. This assignment affords you the space to reflect on your past experiences, what you hope to gain from Ohio State, and how your education will impact your future.

Plan for Integrative Learning

Description: In this final assignment of the course, you will integrate all of the things you have learned so far from the course activities and prior assignments. The purpose of this final assignment is to situate yourself in your own learning pathway, to think about what you have learned so far from your GE courses, from this course, and to draft a plan for learning what you want to learn as you continue in future GE courses and other courses during your college career. This plan will take the general form of a proposal—a genre you will likely encounter many times in your personal and professional lives. You'll articulate a question or problem you'd like to address, articulate your goals and action steps for addressing that question or problem, along with the potential impact you'd like your work to have in the coming years in and beyond college.

Course Policies

Academic Integrity and Collaboration

We will engage with peer review and other collaborative activities that will impact and improve your work. However, your assignments, including discussion posts, should be your own original work. We will discuss this distinction more in class.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Work submitted after the deadline may receive less feedback and, unless excused, may not be accepted. Please communicate with me about scheduling issues as soon as possible, regardless of the reason for late work.

Instructor Feedback and Response Time

For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date, even if excused, may have reduced feedback, and confirmation of satisfactory completion may take longer to be posted.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

University Policies

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Diversity, Equity, Inclusion, and Justice

Learning happens best in a culture of mutual trust. To that end, we will cultivate and promote an attentive space for all student voices, in particular those students who have been (and who often still are) excluded and/or discounted from academic spaces. In alignment with university values, we will work to promote diversity, equity, and inclusion, not only because diversity fuels excellence and innovation, but also because we want to pursue justice. The pursuit of justice begins with each of us taking responsibility for our actions in creating a safer, more inclusive environment. Every student has a right to equitable participation and to benefit from learning in this course. We see the diversity of perspectives as an asset that allows us to engage with previously overlooked points of view and to learn about and from others. Engaging productively with people from backgrounds different from your own is a skill that will position you to collaborate and learn, which will in turn empower you to thrive in new ways.

If you have observed or experienced unfair treatment on the basis of identity, please feel free to reach out. If you require further institutional support, the university's Office of Institutional Equity (OIE) coordinates the university's response to all complaints of harassment, discrimination, and sexual misconduct. To learn more about your rights to be free from harassment and discrimination, to get assistance connecting with support resources, or to file a report, please contact OIE:

- [Online Report Form](#)
- Call – 614-247-5838
- Email – equity@osu.edu
- An anonymous concern may also be reported through [EthicsPoint](#).

Curious about how to have a respectful dialogue with people from backgrounds different than your own? The [OSU Office of Diversity and Inclusion \(ODI\)](#) provides great resources for starting important conversations!

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Topics; Readings; Assignments with Points and Due Dates
1	<p>Welcome to the course!</p> <p><i>What is the mission of a land-grant university? How does our own university's legacy shape our understanding of that mission?</i></p>

	<p>To do:</p> <p>Take syllabus quiz, post in introduction discussion</p> <p>Read about OSU and the land grant mission from perspective of the university's mission and vision statements</p> <p>Respond to a peer in the "Intro" discussion board</p>
2	<p>Why do we have a GE? Why THIS one?</p> <p><i>Reflect on the Land Grant mission and the connection between this and the GE. Identify and consider other perspectives on the Land Grant Mission.</i></p> <p>To do:</p> <p>Watch overview of Ohio State's GE, and overview of each theme</p> <p>Complete <i>Structure and purpose of the GE</i> assignment</p> <p>Choose one podcast to listen to the "land-grab" perspective of indigenous voices.</p> <ul style="list-style-type: none"> • Beyond the land grab university (CollegeLand ep. 8) • LandGrab U: Colonial Debts of the Settler University (Nothing Never Happens Nov 2021) <p>Watch video on equity vs equality and explore Ohio State statistics from LandGrabU website to discuss in class</p> <p>https://www.landgrabu.org/universities/ohio-state-university</p> <p>Brainstorm and share questions for office hours visit</p>
3	<p>What is the role of General Education in my academic goals?</p> <p><i>What are my academic and personal interests, and how do those connect to the skills and experiences in the GE?</i></p> <p>To do:</p> <p>Watch 6 of the faculty faces videos and take notes on the provided questions</p> <p>Discussion board post: connections between major and GE</p> <p>Attend office hours for one of your GE courses and summarize the conversation (due by week 5)</p>
4	<p>How can we use technology effectively to accomplish academic goals?</p> <p><i>What tools are commonly used at OSU and why? What can they do and how do they do it?</i></p> <p>To do:</p> <p>Complete ePortfolio tool tutorial</p> <p>Write Reflection essay</p> <p>Attend office hours for one of your GE courses and summarize the conversation (due by week 5)</p>
5	<p>What do I want to learn about and why?</p>



	<p><i>What topics and skills am I excited about? What motivates me as a learner?</i></p> <p>To do: Watch Scholarship as conversation videos Complete <u>all 3</u> Research Scenarios Begin working on your PSA assignment (due next week)</p>
6	<p>What do I want to learn about and why? (part 2) <i>How does my personal identity and background connect to the expression of my academic interest?</i></p> <p>To do: Watch 6 Faculty Faces videos (in the "Before Class" section) Complete the PSA assignment after our class meeting</p>
7	<p>Connecting academic identity to growth <i>How does my personal identity and background connect to the expression of my academic interest?</i></p> <p>To do: Begin work on your academic identity statement (due next week)</p>
8	<p>How can I begin to represent my academic growth? <i>What does academic growth look like? What does this mean in light of my goals and plans?</i></p> <p>To do: First draft of the <i>Academic Identity Statement</i> after our class meeting</p>
9	<p>How can I Plan for the Learning I Want? <i>How do my plans inform choices I make about classes, and how can those classes inform my choices?</i></p> <p>To do: Discuss connections between GE Foundations, Themes, and academic/professional avenues Complete the <i>Academic Identity</i> assignment after our class meeting Post a reflection and artifact in your ePortfolio</p>
10	<p>How does academic identity drive choices for investigation?</p> <p>To do: Watch Faculty faces video Consider <i>Plan for Integrated Learning</i></p>
11	<p>How can I plan for learning important stuff?</p>

	<p><i>What kinds of academic and cocurricular experiences are there, and how might I access and integrate these?</i></p> <p>To do: Work on <i>Plan for Integrated Learning</i></p>
12	<p>How can I plan for the learning I want? <i>How do I make the most of the courses and experiences in the GE?</i></p> <p>To do: Provide feedback to others Revise your <i>Plan for Integrative Learning</i></p>
13	<p>How can my portfolio and other technology support integrative learning across my GE? <i>What challenges and opportunities does technology offer in this effort?</i></p> <p>To do: Revise your <i>Plan for Integrative Learning</i></p>
14	<p>What did we learn this term? Where do I go from here? <i>How do I expand and apply what I have learned here to the rest of my academic program?</i></p> <p>To do: Final Draft, <i>Plan for Integrated Learning</i></p>
Final	

Jan 31, 2022,

Dear Luke and members of ASCC,

This letter accompanies a revised syllabus for AcadAff 1201. 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.

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 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.