

College of Arts and Sciences
Meeting of Faculty Assembly
SK 102
November 18, 2016
2:00-3:15 PM

ATTENDANCE:

ANTHROPOLOGY:	F. Crespo, J. Haws, J. Zhao
CLASSICAL & MODERN LANG.:	M. Groenewold, A. Leidner, W. Pfeffer, R. Roebuck, W. Yoder
COMMUNICATION:	M. Cunningham, A. Futrell, K. Walker
COMPARATIVE HUMANITIES:	A. Hall, P. Pranke
CRIMINAL JUSTICE:	G. Vito
ENGLISH:	D. Billingsley, J. Dietrich, S. Ryan, A. Willey
FINE ARTS:	R. Singel
HISTORY:	C. Ehrick, D. Krebs, K. Massoth
MATHEMATICS:	T. Riedel, D. Swanson
PAN-AFRICAN STUDIES:	M. Logan, P. McCutcheon, T. Rajack-Talley
PHILOSOPHY:	D. Owen
PHYSICS:	D. Brown
POLITICAL SCIENCE:	R. Payne
SOCIOLOGY:	J. Rieger
THEATRE ARTS:	N. Burton, J. Calvano, J. Segal, R. Vandenbroucke
WOMEN'S & GENDER ST:	K. Christopher, J. Griffin, D. Heinecken, S. Jarosi, N. Theriot

Dr. Karen Christopher, Chair, called the Faculty Assembly to order at 2:03 PM.

Dr. Christopher briefly explained that the November 18, 2016, meeting of the Faculty Assembly was to be an informal discussion of the proposed Cardinal Core general education program that would be put in effect, if approved, for the class entering in Fall 2018. At its December 2, 2016, meeting, the Faculty Assembly will hear a formal report from the General Education task force on all of the unit feedback that it has received concerning the proposal. The faculty will also approve the slate of December 2016 graduates at its December meeting. The Faculty Assembly will continue its discussion of, and take a vote concerning, the Cardinal Core proposal at its January 20, 2017, meeting.

Dr. Christopher recognized Dr. Beth Willey to facilitate a conversation concerning Cardinal Core. The Cardinal Core proposal may be found on the Provost's website at <http://louisville.edu/provost/ger>. The October 25, 2016, version of the proposal, which was sent to all units for review and comment, is available on this page. Faculty are encouraged to provide

comment on this proposal through November 30 by emailing gecc@louisville.edu or by participating on the Cardinal Core Blackboard discussion board. Comments may also be sent directly to Dr. Willey at aewill01@louisville.edu.

Dr. Willey provided a brief overview of the Cardinal Core proposal, which has been in development for approximately 2 years. The proposal reduces the total number of required general education hours to 31 from 37. This action has been proposed to allow students to get into their major coursework and to degree completion more quickly. The proposed curriculum would make some substantive changes to UofL's general education program:

- Hours in Written Communication (WC) would be reduced from 6 to 3.
- Hours in Social and Behavioral Science (SB) would be reduced from 9 to 6
- CD1 and CD2 would be replaced by D1 (US Diversity) and D2 (Global Awareness). D1 and D2 courses are not to be standalone courses; rather, they are to be offered in conjunction with content area courses.
- Cardinal Core introduces a 3-credit general education elective, which would allow students to pursue any approved general education course of interest.

Faculty and departments would be encouraged to develop and proposed reworked versions of existing courses or new courses that would satisfy the new general education SLOs. The Cardinal Core curriculum would encourage general education courses to reinforce skills taught in other areas (e.g. a natural or social science course that added a writing component) to increase student attainment of desired learning outcomes.

After Dr. Willey's introduction, a series of questions were posed from the floor:

STUDY ABROAD AND FOREIGN LANGUAGE COURSES: Dr. Wendy Yoder asked whether Cardinal Core would allow study abroad courses to be considered for D2 (Global Awareness) credit. This led to a review of the proposed D2 outcomes:

Courses in Global Awareness (D2) will examine the historical, cultural and social processes that have shaped the experiences of individuals and groups outside the United States and, particularly, those factors that have contributed to marginalization and oppression.

Any course that meets the designated learning outcomes may be proposed for general education credit. In a follow-up question. Dr. Wendy Pfeffer asked whether Cardinal Core would allow courses offered in a foreign language to be approved for general education credit. Dr. Willey responded that she is not sure as she is unfamiliar with past debate about these including such courses. This question will be referred back to the task force for consideration.

DIVERSITY: The Diversity requirement's description and content were subject to extended conversation. As currently written, the Cardinal Core proposes the following under Diversity:

Diversity (D1 and D2)

Diversity refers to the historical, social and cultural differences that arise from characteristics such as race, gender, ability, age, ethnicity, gender identity and expression, language, nationality, religion, sexuality, and socioeconomic class. All courses in Diversity will examine the ways in which components of identity and social stratification can affect life experiences in either national or global contexts.

Courses in US Diversity (D1) will broaden students' understanding of the experiences of individuals and groups in the United States who, because of race and gender, have been marginalized by various historical, cultural and social processes.

Courses in Global Awareness (D2) will examine the historical, cultural and social processes that have shaped the experiences of individuals and groups outside the United States and, particularly, those factors that have contributed to marginalization and oppression.

Students must take one course in US Diversity (D1) and one course in Global Awareness (D2).

Several faculty were dissatisfied with this description. Concerns were raised that the emphasis on "marginalization and oppression" was problematic as it forces consideration of diversity through a narrow paradigm. Dr. Andrew Zhao noted, for example, that the current diversity language allows exploration of class, which is not explicitly mentioned in Cardinal Core. Dr. Michael Cunningham suggested that the focus on "marginalization and oppression" meant that a course focusing on other aspects of minority experiences would not meet the proposed SLOs. Other faculty, however, felt that the current language did not go far enough in discussing privilege and talking about social forces that work to limit life experiences and opportunities for certain populations. Dr. Dawn Heinecken recommended that the Diversity SLOs be rewritten to make their engagement with "marginalization and oppression" explicit. Dr. Heinecken further suggested that 6 hours of Diversity simply maintains the status quo and recommended that the committee consider requiring 12 hours since the courses would no longer be standalone courses. Dr. David Owen suggested that the language also needed to mention that these courses would engage with white male privilege. Dr. Pfeffer suggested that D2 be renamed "Global Social Structures" since the focus is about social stratification, not global awareness.

ADDITIONAL FINANCIAL SUPPORT FOR GENERAL EDUCATION: Dr. Pfeffer asked about the suggestion in the Cardinal Core proposal that additional monies would be offered to support general education. Dr. Dale Billingsley responded that the funds were not "promised." Dr. Julia Dietrich and Dr. Willey mentioned that, should this proposal be approved, one benefit should be that the College can offer fewer general education sections and that these sections can be smaller if departments wish to change the ways in which courses are offered.

WRITTEN COMMUNICATION: Dr. Russell Vandenbroucke asked about the logic behind the proposed reduction of WC from 6 credits to 3 credits. Dr. Willey admitted that she is not completely sold on that reduction, but that the new curriculum would allow departments to reinforce writing in other courses. Responding to a question from Dr. Paul Himes, Dr. Willey acknowledged that it would be theoretically possible for a student who earned AP English credit and was not majoring in an A&S major not to take a writing course at UofL. Faculty debated the appropriateness of this proposed reduction. Dr. Cunningham and others suggested that the 3-hour general education elective should be a WC course, but, as Dr. Susan Ryan and others pointed out, persons trained in teaching writing have a professional skill set that qualifies them to offer WC-appropriate courses. Several faculty members voiced their opposition to removing the second WC course with some indicating that they would vote against the proposal on this basis.

WHAT HAPPENS IF THE FACULTY ASSEMBLY VOTES AGAINST THIS PROPOSAL:

Discussion next turned to what would happen should the A&S Faculty Assembly or another similar assembly decline to support the proposal unless changes it recommends are adopted. Dr. Billingsley stated that this is precisely the scenario that the task force wishes to avoid, as it could result in significant confusion as competing, possibly conflicting, version of the proposal circulated. That said, the Redbook does not provide clear guidance. He added, however, that we must be sure to be in compliance with SACS and CPE general education requirements as well.

GENERAL EDUCATION APPEALS PROCESS: Dr. Jarosi asked about language on pages 10-11 under Item IV, Stewardship. The language reads:

Publishing minutes of each meeting in a timely manner. Actions become official if not challenged within a month of publication of the minutes. A challenge may be made by a faculty member or department, provided it is done in writing and that it is in the hands of the Chairperson of the Committee before the expiration date of the period provided above. Considerations of challenges must be taken up by the Committee within 30 working days. If an agreement cannot be reached between the Committee and the petitioner, the matter is forwarded to the Provost for resolution.

Dr. Jarosi asked whether such a matter ought to be referred back to the faculty rather than being adjudicated by the provost. Dr. Billingsley clarified that the committee referenced here is the GECC and that this policy statement simply continues the model already in place. He added that such appeals are exceptionally rare.

Dr. Christopher asked if it would be possible for the general education task force and/or a task force subcommittee to prepare proposed revisions to the circulated document within the next 2 weeks, i.e., prior to the Faculty Assembly's December meeting. Dr. Willey indicated that efforts would be made to do so. Dr. Rajack-Talley encouraged faculty to follow-up on their stated concerns by posting to the task force's Blackboard page and/or by proposing revised language.

The meeting was adjourned at 3:11 PM.