

Chat from Faculty Forum on Gen Ed (11 November 2020)

From Holli Frey : In the Big Questions Model, students would take 5 or 6 different big questions - nothing is locked in.

From Sonia Sandoval :

https://docs.google.com/presentation/d/1u4YuZT3ruOCDOtKIWWYDDluq5J1HzynOdY1Ib6ejjyM/edit#slide=id.ga28db39c4f_0_8

From William Garcia : William: Big questions risks focusing on topics that may become outdated too quickly, forcing us to review them frequently. Also, the "trendiness" of certain questions would exclude many academic areas and fields.

From Daniel Mosquera : I have a question about connection to the Strategic Plan and also about the meta-cognition dimensions that Kara referred to.

From Joyce Madancy : Won't getting out of a disciplinary focus be harder for some disciplines than others?

From John Myers : I see that there is about a 50/50 split in written commentary on the presentation slides that were shared in the Google Drive. The small group in which I participated was unable to input comments. There were unwieldy text boxes that were unclear how to use. Will there be a way to address these questions after this meeting?

From Donald Rodbell : is the administration willing to support team teaching to support this mission?

From Kara Doyle : I second Don Rodbell's question!

From Judith Lewin : re: Kara's comment. Advising training. Class deans?

From Katherine Lynes : I have the same question about team teaching, as many of the Big Question topics as well as the Integrated learning categories would probably require team teaching of some sort.

From Mary Carroll : Students have not been flocking to the Minerva Online courses (many of which have a "Big Qs" feel). Some of the ones planned for fall term did not go. Winter term ones are, at most, 2/3 full.

From Kara Doyle : I agree, Joyce

From Sonia Sandoval : The Pathways are in the first slide in this document:

From Sonia Sandoval :

<https://docs.google.com/presentation/d/1u4YuZT3ruOCDOtKIWWYDDluq5J1HzynOdY1Ib6ejjyM/edit?usp=sharing>

From Kara Doyle : The Minerva courses in person were pretty popular, as I recall

From Stephen Schmidt (Task Force) : there are also faculty who would have taught Minerva courses but couldn't do them online

From Paul Friedman : Can some of the “Big Questions” be folded into the “Reflective Foundations” aspect of “Integrated Learning”? Students take a seminar in a couple of Big Qs, for example, or a sequence of seminars in a single Big Q. (Then Big Qs can be refreshed over time without needing to revamp GenEd, a la William’s concern.)

From William Garcia : William: Race, Power & Privilege should not be worded separate from Grand Challenges, but as part of it. It can be understood globally, linking issues in areas of health, cultural competence, economic gap, migration dynamics around the world, etc. Let's not compartmentalize it.

From Kara Doyle : Could I follow up on Pauls’ comment?

From Eshragh Motahar : I'd like to echo what William Garcia says above about compartmentalization.

From Kara Doyle : I agree wholeheartedly, William!

From Eshragh Motahar : Totally agree with William.

From Kara Doyle : Thanks for hosting the forum and for soliciting input!

From Mohammad Mafi : Everything that is said can easily be accommodated in the preceptorial and SRS courses that we have.

From Eshragh Motahar : What would be the most efficient way of giving feedback to the committee from now on?

From William Garcia : Thanks for the discussion and for all the work you all putting into this!

From David Cotter : Thanks to all the committee members for all the time and energy they have put into this.

From Kara Doyle : Even if you leave things the way they are, buy-in is built over time!!!

From Paul Friedman : Thanks for hosting this, task force!!