QUESTION 1

More choice for students to follow their passions

Students need more ‘agency’, to be more responsible for their own education

Guided learning

Literacies versus distribution requirements

Different groupings for different tasks

Get rid of all distribution requirements except for language

Tension between distribution requirements and choice?

Eliminate the divisions

Organizing more of the curricular offerings around the centers (Oak, Goldfarb, Pugh, etc.)

Are we hand holding too much—do we oblige or not? There is a tension

Most are in favor of distribution requirements

Perhaps use the precepts as a guide/locus for organizing the distributions

Get the distribution requirements to follow literacies like language, visual, multicultural, mathematical, scientific, technology, etc.

Get rid of distribution requirements but pair courses along themes

QUESTION 2-4

Disciplinary versus divisional perspectives

Address the checkbox question

Keep languages

Precepts: fifth course, a free or wild card variable, using the precepts as a bundle

Encourage colleagues to co-teach

Assess using a portfolio approach

Reinstate the freshman seminar

QUESTION 2-4, CONTINUED
Architecture for communication

Value from athletic experience

Faculty think students need to be more engaged with their academics than with their athletics

Coaches think students need to be more engaged with their athletics

Benefits and tensions around scheduling both academics and athletics

Students are divided between student athletes and non-athletes

Athletics are already integrated into the life of the students—faculty need to leverage that

Build a bridge between academics and athletics

Make the liaison program more robust, with more faculty engagement with athletics, we could make better connections, we can propose better connections, include athletics in the academic program

The ‘zone’ does not seem to be well understood—we need more clarification about how it is supposed to work

Scheduling is difficult to navigate, in terms of students being put in an awkward position of having to choose between athletics and classes

Faculty liaison work with athletic teams to learn more about white privilege, sometimes coaches feel unprepared to have those types of conversations, but discussions could lead to more facilitated conversation

QUESTION 5-8 (“DO OUR BEST WORK”)

Faculty club

Faculty lunch

2/2 load

Demands on faculty that go unacknowledged

Enumerate what we do—there is something outside of teaching, service, scholarship, and we need to name it

Arrange things so faculty are not doing administrative work

Faculty workload study—we should revisit the results

Hiring more-administrative-staff to help

QUESTION 5-8 (“DO OUR BEST WORK”), CONTINUED
Larger classes for 2/2 load
Create a campus culture to block-out research time
More expectations added for junior faculty
Junior faculty would not benefit from sabbatical after 3 years
From the beginning, we need to send our students the message that “you are here to embrace things deeply”
Encourage depth-of-thought, contemplativeness
Café with outlets for faculty to work, together
Campus design needs to promote reflection, both visually and ergonomically
Create cross-disciplinary teaching methods and courses
Better teaching takes more time
2/2 not increasing class size, add faculty!
Childcare on campus
Spousal hiring policy
Have support for students year-round, students should be able to stay on campus
Important to create culture for risk-taking, make it possible for faculty to be risk-takers as well, since the faculty are models for students
Diversity training for faculty