General Education revision is hard, time-consuming
- 2-5 years
- Lots of stakeholders with strong feelings

We approved a Modes of Inquiry approach
- In 2007, General Education concentrations (4-course combinations that were thematic). Tough for students to navigate. 2 required
- New president and new dean—heard complaints
- Agreed to a slight revision
- Science reqt, lab reqt, 3 W reqt (including thesis), quant reqt, PE
- Plus Major
- No humanities or social sciences requirements

Revision
- Eliminating one of the concentrations
- Symbolic significance of including Humanities
- Lots of meetings
- Highly consultative—town hall model
- Collect information
- Poster sessions to get feedback
- Spent 1.5 years talking with faculty
- Liked the Modes of Inquiry—allowed for interdisciplinary spaces
  - Stanford
  - Other NESCAC schools
- Humanists were delighted
- Scientists were concerned: from 3-course requirement, to 2-course requirement
- Spent a lot time thinking about outcomes
- Collected a lot of data
  - Students found the MOI approach more approachable
  - 5 distinct courses reflecting those modes

We are a rare and expensive model—designing the best outcomes seems really important

Discussion:
Mills:
- Equity and Inclusion were really important to both faculty and students
  - Infuse this into all departments and programs
  - This will take more time
  - Seeking funds to support that work
- Modes of Inquiry at Bates
  - Analysis and Critique
  - Creative Process and Production
  - Historical and Social Inquiry
  - Scientific Reasoning
  - Quantitative and Formal Reasoning
- Nationally: LEAP
  - Quantitative and Scientific are separate
- We’re working on diversity—likely at the department/program level

Hurney:
- Courses for majors v courses for non-majors
  - The intro courses may vary
  - Really important question
  - Grant for short-term to revise courses to make them more inclusive
    - Retention in entry-level
  - Want applied entry-level courses—topical courses—infectious diseases, etc.
  - No presumption of previous knowledge
  - Curriculum designed to be intentional
  - April ___ (Malcolm’s wife) did extraordinary work at Richmond
  - HHMI grant funded the redesign
  - STEM faculty were leaving out a whole set of students
  - WEIRD students (Western, Educated, Industrialized, Rich, and Democratic)
- These inclusive classes are for all students
- The goal is to have a course that would work for all students
  - Multiple sections initially
  - More exciting for faculty

Angelini:
- Students with 5 on AP. Could they place out of that course?
  - Correlates with privilege
  - Students might want to take the course
- Lots of work to do on how to implement it.
- At Richmond, often 1 or 2 sections among many

Waldkirch
- Did the Writing requirements carry over to MOI?
  - Yes
  - 1st year seminar (drafts, revision)
○ W2 (methods courses in disciplines)
○ W3 (thesis)
• Courses can overlap

Waldkirch
• Some students tend to check things off. Did that change with MOI?
• Not fully implemented
  ○ Some students really reflect on different methodologies
  ○ Some students just check boxes
• You invite students to the table to test out their skills
• Probably reduces but not eliminates the checkbox
• Effective advising
• Distinctive about liberal arts education: Close faculty-student interactions. Important part of developing the whole student
• Good advising takes time—how to make space for this
• None of the COFI schools are getting good marks on advising

Saltz
• American Studies has come up with a petition process to propose other courses

Pukkila
• How many of us in the room could give a compelling elevator speech about a liberal arts education? If we're not telling them the difference, why would they know it.
• It is important for students to be able to articulate the goals/outcomes of the education.

Sheriff
• How did you involve students? What worked best?
• 2 students served on the committee
• Hard to find times to meet—needed to be flexible
• When we had questions, we surveyed students
  ○ The student members were great ambassadors
• They were passionate about equity and inclusion
• Helpful (once they understood) in communicating with the student body
• Helpful in the faculty meeting discussion
• Involve them early
• Students think of things that would never occur
• Need to Instagram or Tweet

Kugelmeyer
• 21st century literacies
• Doesn’t show up explicitly
• In each of these modes, there are places for digital literacies and technologies

McCoy
• Philosophical question about Modes
• How do Modes relate to courses?
• How are the Modes related to majors?
• Are the Modes at all levels?
• Mostly tagging at intro and intermediate courses
• Didn’t make rules about when students needed to complete the Modes
  ○ Do it through advising—do it earlier rather than later
• You would get in-depth training in those Modes
• A significant portion of this course is devoted to using this Mode
• How much content related to the form of inquiry needed to qualify? Might distinguish between intro and intermediate
• We have little checklists
• Relying on faculty to determine this

Engman
• It would be interesting to tag the courses through all the levels to see where these things emerge throughout a discipline

Kloppenberg
• How do you ensure effective advising?
  ○ We’ve just developed an advising training program
• First-year faculty have a series on pedagogy
• Second-year faculty have a series on advising (training in August)
• Problem is exacerbated by private schools with residential advisors
• It is not factored into workload
• Some workload models factor in teaching, class size, advising, etc.
• Good advisors get more advisors
• Can send information about the training program

Blevins
• W1 courses taught by advisors
  ○ Lots of training for first-year seminar instructor
  ○ Specific criteria
    ■ Multiple papers, multiple drafts
    ■ Managing feedback
  ○ Summer stipended workshops on teaching writing
  ○ Interesting discoveries
    ■ Reading and evaluating writing prompts
  ○ These seminars are demanding
    ■ Things keep getting piled on
  ○ Benefit: You’re seeing your advisee 2-3 times a week
• Talk about Analysis and Critique
  ○ Worry about imagination and loss of literature
○ The literary colleagues were involved. They were OK with this. This was more than had been there.

Saltz
● W1: What do you mean by they were interdisciplinary?
  ○ Evolved organically—small seminars were not linked to a major. Some people teamed up to teach across fields.
● W1: How did the course count in workload?
  ○ Just one course.

Sheriff
● Size of student body and first-year class
  ○ Students sign up for classes
  ○ Just a little smaller: 1850
  ○ 35 sections of FYS
  ○ May have to quickly add
● Tricky with FTE
  ○ Courses don’t count for the major
  ○ Most majors offer at least 1

Engman
● Teaching load: 5

Sam Scott
● 3 semester language requirement
● Bates: Looped into Creative Process and Production MOI
● What is the goal of the language requirement?
● How much language do students bring in?
● Bates: Some language requirements for some study abroad programs
● What’s the argument? It shouldn’t be enrollments