

DRTF Workshop—Kathy Low—November 12, 2018

Present: Rob Lester, Kara Kugelmeyer, Sam Scott, Jonathan McCoy, Laura Saltz, Dave Angelini, Bess Koffman, Arne Koch, Stacey Sheriff, Bevin Engman, Andreas Waldkirch, Mary Beth Mills, Keith Peterson, Carol Hurney, Marilyn Pukkila, Sarah Braunstein, Tom Oldham, Jen Yoder, Paula Harrington, Adrian Blevins, Megan Cook, Jim Sloat

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

Kloppenber

- 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 to 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