



Committee on Mission and Priorities Faculty Retreat  
May 19, 2016  
Schair-Swenson-Watson Alumni Center  
Parker-Reed room  
Agenda

- 8:30am**      **Continental breakfast**
- 9:00am**      **Welcome** – President Greene
- 9:10am**      **Overview of retreat** – Lori Kletzer
- 9:15am**      **Morning Sessions of the Distribution Requirements Task Force** – Paul Greenwood

- Session 1**  
**Presentation of Survey results** – Stephanie Taylor  
**Discussion of Survey results** – round table discussions

The most common response themes from the survey results are at each table. We will very briefly summarize the survey responses in terms of the most common response themes.

*Questions for Discussion*

1. Does this list of outcomes resonate with your idea of what a Colby education should be? Is there something significant that is not listed but should be?
2. Which of these outcomes should be translated into Colby's Distribution Requirements?

- 9:55am**      **Session 2** – Paul Greenwood

Question for Discussion

Colby's Precepts were approved by the faculty in 1989, and are available at each table.

3. Do our current precepts match the desired outcomes derived from the survey and clarified further in Session 1?

- 10:20am**      **Reporting Out from Session 1 and Session 2 conversations**

- 10:35am**      **Break**

- 11:05am**      **Session 3 (change tables)** – Dave Angelini

There are many ways that a system of graduation requirements might be constructed. In this session, we will discuss some of the components that could contribute to a system of requirements, focusing on the advantages and disadvantages of each.

Examples of components:

Skills-based requirements: Require students to take one or more courses that contribute to the development of a particular skill.

Values-based requirements: Require students to take one or more courses that contribute to the development of a particular value.

Common experience requirement: Require students to take one or more courses that contribute to a sense of shared experience, such as a first-year seminar.

Minimization of requirements: Attempt to limit the total number of requirements, so that students have greater discretion regarding course selection.

Questions for Discussion

4. How does each component relate to Colby's current system of graduation requirements?
5. Which components should we include? Exclude? Why? And how should we weight the included components?
6. Students are currently required to take the equivalent of 32 four-credit courses at Colby. Approximately how many of these 32 courses should be devoted to requirements, excluding major requirements?

**11:45am Reporting Out from Session 3**

**12:00noon Lunch**

**1:15pm Afternoon Session of the Faculty on the Committee on Mission and Priorities**

**Session 4 (change tables) – Lori Kletzer**

Our afternoon conversation will focus on faculty teaching load, and the resource, curricular, scholarship and service implications of potential reductions in teaching load. We will approach this discussion of tradeoffs through a case study of the Economics department and how an incremental teaching load reduction, from 5 courses per year to 4.5 courses per year, might be implemented.

**Case study - Economics curriculum and staffing – Michael Donihue**

Questions for discussion

7. Please take 10 minutes to complete the matrix available at each round table (one per participant). What are the benefits of a teaching load reduction to you; to your department/program; for students; and for the College. Similarly, what are the costs? Use the completed matrix for table discussion.
8. How do you assess particular trade-offs, such as more time for research and scholarship; higher research and scholarship expectations; increasing course enrollment caps; teaching courses outside one's normal suite of offerings; reviewing (and possibly changing) major requirements in order to have a curriculum that matches staffing and teaching load; compensation for leadership (such as department chair/program director) where the current practice includes course release; and mentoring/supervising student research?

**2:45pm Reporting out of session 4**

**3:15pm Break**

**3:30pm Wrap up and closing – President Greene**

**4:00pm Reception**