Communication Listening Session (10/2)

Question: when will there be criteria or course proposals? (wanting to understand the process)

There is a disconnect between broad characteristics and themes. The themes get at topic areas. Need to to think about which of two lists will drive the conversation. Latter is territoriality – need to focus on the broader picture

Need a core that is not a checklist and cannot just be a core to support a grad program. If there is pragmatic question about grad programs, need to think about student needs and learning

Need a balance between some really different courses and things that are more traditional and meets the needs that are more pragmatic.

Need a stronger global awareness; students need to complete an outcome by a class – need to try to be more flexible about the courses on the list or something that can be taken abroad that may fulfill the outcome. We need to figure out a way that encourages students to have community experiences here or abroad

Need to think about thematics before we dump it, for example rhetoric, argument etc. rhetoric has more than than writing. There are ways to be more creative ways to break down the silos with different kinds of arguments – allow or multidisciplinary approaches

Logistical things – the scales didn't allow you to spread out as much – somewhat agree and agree = moving forward doesn't really give a clear picture

Integration – unclear what it means; my sense of core it is base that this should be an early on process and then let the majors take hold after that foundation has been laid. I feel like the core should be in first two years and then be done

Something that builds on first year experience/ some sort of community building that would be important

I would endorse the first year experience; can have undergrads be tutor – it works

What is surprising that there is nothing surprising – seems like there is no idea here. If students were only to take the core, would that be an meaningful experience educationally?

Think about students existentially – seeing where they are developmentally and how they are putting themselves together as adults and professional.

Not so much on foundations because it gets to what disciplines are foundational. Instead to think about how students learn to see the world in a particular way – you are in a point where people are understanding how you see the world. How do you describe the space in which all of us work. Thinking then about classes like Theology and then would that lead us to the kinds of the classes that we are currently teaching

Didn’t see writing on there is that part of communication – but seems to be important

Creativity and creative thinking and problem solving. I think critical thinking can mean something different people
More support about first year experience – broad and open and it challenged both students and faculty; it can be really rewarding to think big picture. Challenge students to think about our world outside the disciplines; do it in a way that mashes all things together.

Hard to equate learning outcomes with what we are talking about – at one moment we may want to do the aspirational and the larger outcomes without shutting down with outcomes with starts to limit it.

If you think about paths into traditional ways of knowing/disciplines. I wouldn’t give up on wonder/curiosity. If core is place where they learn to ask good question – that could be an outcome – you can see if they can ask good questions. Rather than see it as a death march that they slog through – build on human regular curiosity.