Faculty Workshops 10/5/11 & 10/6/11 Qualitative Data

Having a GE program with a significant shared core (rather than a menu) How do you see this being implemented at BYU-Hawaii?

- It is hard to answer 1b. without knowing the structure of the core classes. It could be individually taught courses or team taught courses, single subject courses or courses that are trying to broadly cover interdisciplinary topics. I've seen core curriculum that consisted of "traditional" classes (such as a history of the world until 1500 class or an intro. to biology class) that all students had to take and I've seen cores that are a set of required interdisciplinary classes that are team-taught such as our world communities class is.
- Like the menu
- A core cluster of freshmen courses
- Tricky. We're trying to move students through quickly. Menu might work better.
- Core early on in English is essential, as well as math.
- I like the current mix of some required classes and some menu.
- Clusters based on major "types".
- May be similar to World History curriculum- invest a group of faculty with ownership of programs.
- Like this

- Identify courses that address/teach the desired qualities and skill and create menus or clusters to choose from.
- Through courses developed for the program.

First year seminar How do you see this being implemented at BYU-Hawaii?

- Few hours in this option (1-3)
- Centering it around a Core Cluster
- Use the living learning concept to incorporate a deeper support system for first-year students. Incorporating the dorms would tie components of the first year experience more seamlessly.
- I was part of "Freshman Academy" at BYU-Provo and loved it.
- Different seminars- 1 built into EIL Program, 1 for English speakers, with some interaction.
  o Make if available to masses.
  o Also, have an extended orientation with various events that the seminars can plug into.
- Lots of organization- recruiting potentially at risk students
- I don't.
- What is this? Without knowing I cannot answer questions.
- 2nd full semester
- Begin by experimenting with socialization and merge with curriculum.
- We need to focus on adult learners and experimental learning.
- Working now, right?
- Identify key skills for freshmen to master, then assign courses or choose courses that teach those skills to pair up.
- We had a good program with the Freshmen Learning Community.

Capstone class or experience How do you see this being implemented at BYU-Hawaii?

- Given the extreme pressure BYUH is currently placing on students to graduate in 3 years, I think that prolonging the GE experience further into their time at BYUH puts added pressure on them. They will need the added flexibility of having completed their GE earlier in their course of study if they are to have the flexibility to complete their major classes on schedule yet allow for the possibility of needing to accommodate a hiccup here or there.
- Should be in major.
  o No time to spare
- A synthesis course
- I worry about it increasing the credit hour requirements of my major.
- IDS is fine
- Shift capstone experience to the majors- does it work now outside the majors?
- In the departments; not through IDS.
- Service learning? That will incorporate some key capacities/skills desired.
- Definitely in the major
- Capstone in the major, not GE.

- How about and IDS Capstone project?

Service learning How do you see this being implemented at BYU-Hawaii?
- While I can see some places for service learning in a university curriculum, I can't see it as the most important thing we should be focusing on adding to GE at BYUH right now:
    - 1) I think our students spend more time in service of others than most university students due to their church service. They are humanitarian-minded to a significant degree.
    - 2) Given the isolated location of our campus and the limited transportation, it could be difficult to maintain an ongoing stream of credible projects should every single student need to be involved. Having them work on make-shift "pretend" projects just to meet a requirement would do harm, not good..
- Each area using its unique skills to serve others in different ways. A learn/experience. Service Center can be utilized by all classes.
- Good in theory, hard in practice, especially in introductory courses.
- Every major having an optional service learning component
    - Build service learning into 1 or more GE classes.
- Have 1-2 service days outside of class especially Saturday or a designated non-instruction day.
    - That's a BIG idea!
- Fine, but the SL needs to be meaningful.
- It would take a great deal of legwork to find meaningful experiences for the students- community may feel underwhelmed if it's not done well.
- This should be used by the courses that already exists in catalog.
- Hard to coordinate but an aligned program or locations instead of asking everybody to do it will help concentrate the effort.
- Maybe administer partly through departments to keep an idea of how many hours studies are doing, keep the time manageable and useful to them? But then I think some service experiences offered through GE courses at the most valuable.
- Not sure.

Interdisciplinary courses How do you see this being implemented at BYU-Hawaii?
- I like the idea of an interdisciplinary course in a GE program (but not as the entire program), but our IDS courses have seldom carried out the lofty vision we've had for them. I can't see that in this time of cost-cutting, we are going to see the university devote resources to team-teaching (other than tag team). I don't see how the true interdisciplinary of the courses would be monitored and achieved without incurring notable cost.
- We already have it.
- Students somehow need to see the connection between disciplines- combine maybe with other things like service learning.
- Senior students living in my house (11 so far) do not seem to understand the "inter" of any of these classes.
- Keep it focused on problem ban but new at all levels- Intro & Advanced collaborate for skills level
- I'd love to teach and IDS class, but not sure I could without impacting the classes I already have to teach for my major.
- If we give students more time to graduate.
- As a higher level class.
- Difficult for a small campus to pull off:
    - Load issues for co-taught classes
    - Coordination takes time and effort- people are already overworked!
- Challenge might be having enough teachers to also have regular major courses.
- No specific method in mind.

Problem based courses How do you see this being implemented at BYU-Hawaii?

- I missed the workshop so I'm not sure what is envisioned. Is this something like solving math problems based on scenarios, or figuring out how to solve unemployment or reduce pollution?
    - Again, I like the idea of them, but not at the expense of core knowledge. I think that sometimes when courses take a strong issue or problem approach, students leave with large gaps in understanding, but feel overly confident of their understanding since they addressed one issue in depth. I like more structured and comprehensive introductions to fields of knowledge.
    - To me applied courses come after students have mastered the basics of knowledge---you've got to have something before you can apply it. GE is developing basic understanding, not solving the world's problems (I'd leave that more to those who become experts.
- Nobody knows what this is.
    - Specific, real-life cases in classes we already do.
- Keep it focused on problem ban but new at all levels- Intro & Advanced collaborate for skills level
- I already do this in one of my classes, and it's fun.
- Depending on the discipline.
- At all levels- topics to engage the students.
- When/how would we have the time to develop?
- As an introductory and advanced class.

- Faculty could write "cases" and then engage students in small groups through the Socratic method
- Already do.
- Don't know, but if this course brings people together and requires them in small groups to "solve" whatever, this reinforces the development of inter personal/intercultural skills.
- Not sure.
- This is like a case-based course.
- Not sure.

Writing across the curriculum Do you think this would be a good fit for BYU-Hawaii and our students?
- Keep G.E. English heavy and rigorous.
    - Keep G.E. other classes W. I.
    - Establish a standard for WI in each major.
- Keep basic writing and rhetorical skills and then identify classes (advanced) that are designated as such.
- Not sure that many professors want to grade this much writing
- Things need to be kept in mind:
    - English also has content
    - Each discipline best teaches it's subject
    - There should be a grammar class
    - There should be a writing-intensive class as a general requirement.
- Coupling/Clusters of English-courses with other disciplines
- In concept the idea is good, but most faculty would just "say" they are doing it and change nothing.
- I don't see it working very well.
- Who am I bidding?!
- Do all faculty have sufficient background to coach (or try) writing of majors outside their own area?
    - Needs to be a common set of lower-level courses that could then serve as background for more specialized courses in disciplines.
- It has failed in most places… not sure.
    - Each department must ID 2-3 writing-intensive courses and see that committed faculty teach them in ways that require…
- Each discipline should teach writing for its specific field.
- Incorporating a writing course in each major would be useful. I wouldn't want to teach writing outside my discipline though. Have tried it at another university, thought it was not useful to the students.
- Just as much in the major as GE.
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Clusters/linked classes Do you think this would be a good fit for BYU-Hawaii and our students?

- ? Don't know much about this- should have moved to this table
- Link this with a Freshmen academy.
- I'm not sure if we have the manpower for this.
- Depending on time constraints of students and faculty
- If we have the time and scheduling- hard to do this in a small university.
- If we got rid of HIST 201, HIST 202, ENGL 201, ENGL 202, ENGL 315- then those could be replaced by clusters.
- Faculty would need to be paired with other faculty- each would have to share interest.
- Cohorts OK.
- Linked like HIST 201+202?
- Hard for a small campus with limited number of courses to link.
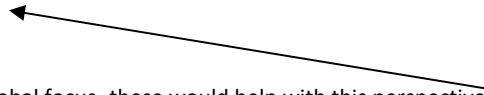   - Pre-requisite problems with major classes as options.

Language requirement How do you see this being implemented at BYU-Hawaii?

- We will need to expand RTE to deliver the basic courses through 201.
- Most students already have 2nd language, so we lose nothing by requiring it.
- Requiring proficiency through 202?
- 3 for the traditional language approach. 7 for a conversation approach.
- Language is important, but Stats in the 21st century is more important for most majors. Don't want to neglect math and stats that are essential in today's world.
- Most of our students are bilingual already
- I am opposed to eliminating the math elective which is essentially what this would do if no other changes were made.
- It would require expanded faculty in courses in various languages. Some faculty in other departments might need to help.

- Require students from U.S. to have a second language for admittance. Not enough seats available for all students to actually take 8-11 credits of a foreign language- especially with 9 semesters to graduate.
- Include a programming language.
- Require language of all students. More language teachers (including more French, Italian and German)
- 3 languages is now the standard outside USA.
- In the admissions process. (so the 12 credits don't drag on G.E. or Elective categories.
- Make a second language required applied to 102 or 201 level.
- All students should be required to do a second language.

If you could pick only 3 features, which would you pick? Why?

- 4?
    - Language
    - Clusters
    - Service
    - Interdisciplinary

This is an international campus with a global focus- these would help with this perspective.

- 2
    - Improve Interdisciplinary
    - Improve Menu- Match to our students
- I like the sequencing idea of building first-year to second year and so forth.
    - I also like the service learning. Going out and practicing what we learn.
    - I also think the idea of having everyone take a Hawaiian studies together as a freshmen and teaching basic skills would be helpful.
- Language Requirement
    - Math Requirement
    - Everything else is elective
- Shared Core
    - Writing across curriculum
    - Service learning
- More MATH/STAT
    - More REAL writing **AND** speaking
    - More applied/problem-based classes in majors and GE.
- Problem Based classes
    - Capstone
    - Interdisciplinary
- Clusters
    - Capstone
    - Writing Across the curriculum
- It is extremely important that students be able to use logic and reasoning skills in critical thinking and problem solving in a quantitative manner.
    - Problem solving courses
    - Capstone courses
    - Writing across the curriculum
- Not ranked.
    - First year experience
    - Writing across the curriculum (but, be careful not to water down with majors or departments that aren't really committed to academic writing)
    - Language Requirements
- 6
- Language
    - Core
    - Capstone

- Language Requirement
  - 1st year seminar
  - Writing across the curriculum
- Problem based
  - Service Learning
  - Shared Core

Are there any other features you'd want considered?

- Many textbooks don't have local/global match our students
- Must push math and stats more—no, I don't teach either. Our students are lacking in these and economy.
- Math Requirement
- Writing
  - Service
  - 1st Year
- Have everyone do a core of philosophy, rhetoric, literature and arts- the art/music students need this (the business majors especially need this- perhaps ethics could be included too?)
- Practical Based Skills & Life Style.
  - Personal Finance
  - Health, Fitness, Nutrition
  - Computer Competency
  - Study Skills According to Learning Framework.

Other comments:

- Vague Issue: Am I voting that
  - 1. It's a good idea and we ought to have it? What if we recognize we already do?
  - 2. We need to develop new courses that do this? Hybrids?
  - 3. We are going to expect other disciplines to require "more writing" and this reduce the number of English classes in G.E. Bad idea, if so.
  - 4. We require them to take so many WI credit hours? Sure-great idea- **in** addition to G.E.
- I really like the idea of combined capacities with the coursework.
- It's fun to listen to Clayton Hubner speak in these types of meetings, He has such an interesting perspective
- Whatever system is adopted I hope the quality rigor will not lessen (we run the risk of becoming a "technical" school unless there is serious instruction in traditional "general education" subjects.)
- Keep things simple.
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