

# Grand Challenge Initiative

General Education Task Force Presentation  
Faculty Senate Meeting, May 12, 2011

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# General Education Task Force

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# Overview

1. Grand Challenge Pilot Program, 2009-2010
2. Findings from Fall 2010 GCH Courses
3. Grand Challenge Pilot Program, 2010-2011
4. Faculty Insights

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# 1. Grand Challenge Pilot Program 2009-2010

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# 3 Goals

- Supplement general education/courses on global issues
- Enrich first-year experience/interdisciplinary seminars
- Attract full-time and senior faculty instructors

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# Expedited Approval Process

- Modeled after Honors Program shells

**GCH101**     Fine Arts

**GCH102**     Letters

**GCH103**     Social Science

**GCH104**     Natural Science

- Under Aegis of UCGE
- Approved by Faculty Senate, January 28, 2010

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# Approved and Offered Seminars

- 28 Courses Offered
  - 28 applications received
    - 25 seminars and 1 large lecture accepted (26)
  - 4 courses from earlier initiative
  - 2 courses not offered—departmental constraints
- 38 Faculty From:

Writing and Rhetoric	Music	Math	History
HDF	English	University College	Physics
Business	Languages	Film	GSO
Communication Studies	Student Leadership Program	University Library	Chemical Engineering
Plant Science	Pharmacy	Nursing	Geology
Kinesiology	Journalism	CELS	

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# Realized Goal of Attracting Senior Faculty

- Faculty Ranks
  - 23 Senior faculty (Associate and Full)
  - 9 Assistant Professors
  - 3 Full-time Lecturers
  - 2 Non-faculty Instructors
  - 1 Graduate Student

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# Implementation

- Initial Interdisciplinary Teams
  - 14 paired with COM100
  - 12 paired with WRT104/106
  - 1 paired with LIB120
    - 1 large lecture-not paired
- Final Interdisciplinary Teams
  - 12 paired with COM100
  - 9 paired with WRT104/106
  - 6 de-paired
    - 1 large lecture-not paired

## Fall 2010

Day-1 enrollment = 563

End-of-term enrollment = 538

## 2. Findings from GCH Courses Fall 2010

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# Core Knowledge Areas

Fine Arts & Literature	Letters	Natural Sciences	Social Sciences
2	9	5	12
7%	32%	18%	43%
(23%)	(29%)	(22%)	(26%)

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# General Education Learning Outcome Objectives

Identify	Recognize	Ask	Collect	Analyze
17	21	19	13	22
61%	75%	68%	46%	78%
(91%)	(73%)	(12%)	(23%)	NA

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# Integrated Skills

Reading	Writing	Speaking	Human Differences	Quantitative Data	Qualitative Data	Information Literacy	Artistic Activity
21	17	17	15	8	11	8	1
75%	61%	61%	53%	29%	39%	29%	4%
(90%)	(68%)	(14%)	(61%)	(19%)	(33%)	(19%)	(10%)

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# Instructor Focus Group Comments

- Teaching homogeneous first-year student classes
  - Preparation challenges (math, writing, etc.)
  - Study skills challenges
  - Motivation challenges
  - Classroom management challenges
  - Developmental challenges
- Setting and following learning outcome objectives (too ambitious)

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# More Instructor Comments...

- Interdisciplinary perspective challenging for students
- Also for faculty! (In the “paired” courses)
  - Collaborating takes time
  - Conceptual terminology can be different
  - Follow-through during semester is essential

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# Student End-of-Semester Survey

Item	% Agreement
I believe my instructor for this course cares about me and my learning experience. (NSSE: 2 <sup>nd</sup> semester freshmen = 61.7%)	80.3
This course increased my interest in working on challenges we face around the world today.	70.4
This course helped me to feel more connected to the other students in the class.	70.1
I would recommend this course to next year's incoming students.	66.9
This course made the ideas in the course exciting to me .	63.7

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Item	% Agreement
This course helped me to learn to integrate different ways of seeing a problem to find solutions.	59.3
This course gave me skills in approaching a problem from multiple perspectives	57.0
Assignments I did for each of the paired courses helped with work for the other course	52.4
The connection between this course and its paired Writing or Communication Studies course was well developed.	48.7
The connection between this course and its paired WRT or COM course helped me learn more than I would have from two separate, unconnected courses	47.6

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# Conclusions and Recommendations

- Preparation and support for instructors
- Program Design
  - Clarify program objectives
  - Work on “interdisciplinary” aspects
- Program Assessment

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# 3. Grand Challenge Pilot Program 2010-2011

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# Approved and Offered Seminars

- 30 Planned Course Offerings
  - 10 applications received
    - 10 accepted
  - 20 repeated seminars
- 41 Faculty From

Writing and Rhetoric	Music	English	History
Education	Textiles, Fashion, Merchandising and Design	University College	Sociology and Anthropology
Business	Languages	Film	GSO
Communication Studies	Student Leadership Program	University Library	Chemical Engineering
Plant Science	Pharmacy	Nursing	Geology
Kinesiology	Journalism	CELS	Art History

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# Realized Goal of Attracting Senior Faculty

- Faculty Ranks
  - 22 Senior faculty (Associate and Full)
  - 7 Assistant Professors
  - 9 Full-time Lecturers
  - 1 Associate Research Scientist
  - 2 Non-faculty Instructors

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# Implementation

- Current Interdisciplinary Teams
  - 21 paired with COM100
  - 4 paired with WRT104/106
  - 5 team-taught GCH seminars

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# 4. Faculty Insights

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# Grand Challenge Initiative Faculty

- Heather Johnson, *Writing and Rhetoric*
- Mary MacDonald, *University Library*
- Tracy Proulx, *Communication Studies*

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