

“3/5ths of a Mile in 10 Seconds”
AAC&U Remarks
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Implementation

Creating an entirely new interdisciplinary curriculum without being hated--- It's all about BUY-IN

1. Identify all the stakeholders on campus

- faculty, both those who would teach core as well as program faculty
- administration, board of trustees
- marketing, admissions, study abroad, student affairs, etc.

2. Identify what programs were using from liberal arts courses

Problem: Program faculty could identify courses needed, but not what specific content from those courses was needed. → Essentially a dead end, but got prgm faculty to realize we did not want to lose what they needed and were conscious of programs being affected by the change.

3. Identify what the essentials are from each discipline to ensure it's included in the new core

Problem: Liberal arts faculty from discipline groups spent a lot of time telling us that their discipline could not be taught in less than a semester- very hard to convince them that it could be taught another way. Much time was spent listening to them complain about virtually everything that had to do with this change. Also, very hard to get them to reach consensus on a particular set of 'essentials' or a particular book. (Compounded by the fact that we are no longer using textbooks.) → While it wasn't the fastest way to get the information, every faculty member was given a chance to explain to us what was essential about their field, voice their fears to someone who was listening, etc. The faculty needed to hear that their expertise was still needed and going to be needed- perhaps now more than ever as we need to educate fellow faculty about their field as well as our students. Ultimately, we ended up with a bunch of 'suggestions' and made a decision- and were clear in communicating back our reasons to each disciplinary group.

4. CORE Collaborative: Held week-long retreat to introduce faculty to interdisciplinary teaching, inquiry-based method of learning and the master course syllabus for the first core course, which was highly prescriptive

Problem: Wasn't planned as well as it could have been and some time was wasted/information overload for some. Also, it was extremely costly. → Some skeptics were really turned around by having an outside expert come in and work with faculty. (Use Carolyn Haynes- she's great!!!)

5. Open communication, transparency and outreach

- Meet regularly with administration to ensure overall vision remains intact
 - Report progress regularly at faculty senate
 - Met with all concerned groups on campus
 - Upload framework, syllabi, course proposals, etc. to network drive
 - Maintain a blog on campus website to update informally and solicit feedback
- Be present on campus, always willing to share what we're working on and listen for ideas/feedback