Funneling faculty dialogue: Promoting intentionality, transparency, and assessment in GE redesign

Philip T. Dunwoody: Director of Assessment & Professor of Psychology. dunwoody@juniata.edu
Katharine Johanesen, Assistant Professor of Geology. Johanesen@juniata.edu
Erik J. Rasmussen, Politics student. Rasmuej15@juniata.edu

URL to get to our shared folder on google docs: https://tinyurl.com/y5uqz5sh

Theme 1: Grounded in our values
Do you have a compelling reason (and faculty consensus) around why GE needs revision?
  • What is your campus consensus?
Do you have institutional or GE learning outcomes? If not, how might you develop a shared vision, mission, and goals for GE?
  • Who should be involved?
  • How might you create an iterative process with LOTS of feedback opportunities?
  • How might you keep the focus on students, not faculty?
5 minutes of brainstorming on your own, 5 minutes discussing with a neighbor
Theme 2: Everyone together
How might you get faculty to imagine different GE possibilities and engage them in an iterative process of redesigning GE?
   - Who will take charge of developing the new curriculum? Describe the committee composition.
   - How will the committee interact with the rest of campus during the process?
   - What resources might you use to support this effort?
5 minutes of brainstorming on your own, 5 minutes discussing with a neighbor

Theme 3: Student-focused
How might you ensure that GE can be meaningfully assessed?
   - How might you collect student artifacts?
   - Who will assess them? How?
   - How might this information be used to improve the student experience?
What strategies can help to keep the focus on student learning and the student experience in the design process?
   - How might you encourage faculty to see their campus from the students’ perspective?
   - How might you include student voices?
5 minutes of brainstorming on your own, 5 minutes discussing with a neighbor