

**Minutes - GE Path – July 7, 2004**  
**Stevenson 3008, 10:00AM –3:30 PM**

**Attendance**

Paul Draper (PD), Chair, A & H/ Theater Arts  
Scott Miller (SM) A&H/ Writing Center and English  
Colette Brutocao (CB)/ A & H/ Budget Office  
Kristin Daley (KD) A&H/ Theatre  
Suzanne Toczyski (ST) A&H/ Modern Languages  
Karen Brodsky (KB) Library  
Anne Greenblatt (AG) Student Services Professional (SSP)  
Mary Ann Nickel (MAN)/ Education/  
Cyndie Morozumi (CM), Residential Life  
Wanda Boda (WB)  
Elisa Velasquez (EV)  
Dolly Freidel (DF), Social Sciences/ Geography  
Elizabeth Stanny (SH) / Business and Economics/ Econ  
Rick Marks, Education

**Backgrounders:**

Senate charge on GE reform, May 20, 2004--**See appendix**  
Mission, Goals and Objectives (MGOs) for GE (passed by Faculty senate April 2003) &  
GE discussion page:

<http://www.sonoma.edu/Senate/gefuture/>

A New Path for General Education at Sonoma State (“PATH”), May 5, 2003

<http://www.sonoma.edu/Senate/gefuture/getfreport.html>

Area A report:

<http://www.sonoma.edu/Senate/gefuture/areaalab.html>

**10:00 AM (led by Paul Draper)**

Introductions; introductions achieved at 10:20

PD began the meeting with welcomes and word that some support from the Provost for faculty participation this summer will probably be forthcoming. PD argued that the development of the “PATH” depends on the construction of a strong FYE program, so that’s where he’d like to devote energy this summer. Our task today and into the fall is to

- Develop a detailed proposal for the freshman-year experience (FYE) portion of the “PATH” that
  - Improves and regularizes the expectations and standards primarily for ‘Area A’ content and goals—Written and Oral Analysis, Fundamental of Communication, and Critical Thinking—while opening ourselves to different ways of delivering this content.
  - Investigates the pros and cons of incorporating freshman GE and Educational Mentoring Teams (EMT), including FIGS into a single, robust entity

- Write a detailed proposal that can be disseminated and vetted to the campus community in the spring of 2005 with the goal of implementing it, at least on a pilot basis, in the fall of 2005.
- Build in assessment tools to the proposal

**Larger questions for FYE:**

1. What can we put in place in the FYE that will INSPIRE each of our entering freshmen to grow intellectually, academically, creatively, socially and emotionally?
2. What components of FYE are essential to launch students into a quality education, to find a calling within a major, and be prepared to meet the challenges that the major program requires?
3. We need to look at strong existing FYE programs, SSU's values, aligning with GE MGOs; we must assume the culture of GE will change but know that change causes fear and be prepared to surmount that. We should be as creative as we can be.
4. What would GE and EMT look like under one umbrella?
5. And what components of a first year curriculum do we need to include? E.G., remediation, Freshman O, advising, WAC, Title 5 & Exec Order 595 requirements.

PD restates that we are here to dream, collaborate and design a FYE. Whether GE should change is not at issue in these meetings, rather, we are here to begin to articulate what change will look like.

Some here may have questions about how we arrived at this point, and whether it is necessary. Faculty Senate passed a charge to EPC (and GE subcommittee) to draft a GE reform package. April WASC report said we haven't done everything we should have done, e.g. GE. In particular assessment of GE has not been done. But they agreed that assessing what we have now is not the game; they support the idea of a new program, building in assessment programs as we go. PD said he would be happy to provide background and answer questions out side this gathering. This gathering is the first of a number of work sessions.

Work today relates to the PATH document, which is the starting point for GE reform. PD outlines the six components of the PATH (see PATH doc). This morning we will work on FYE, the initial challenge. Can EMT and academic components be joined into a freshman year experience that will allow them to do good work as sophomores, juniors, & seniors? In the afternoon we'll talk about faculty development.

So: what would GE and EMT look like under one umbrella? And what components of a first-year curriculum do we need to include?

EV asks whether there are resources for faculty development. PD responds that resources are beginning to come (e.g., lunch & snacks today—with more to come). KB argues that larger \$ issues should not impede our dreaming.

WB offers to describe current EMT program. CM describes FIG program (students living together and taking blocks of courses together). Aim is for students to work closely with three faculty to create a tight learning community for the first year. They leave knowing particular faculty who will be their future mentors. This year there are 110 students, with 6 Freshman Interest Groups (FIGs) from all the schools.

AG describes Educational Opportunity Program (EOP). EOP Academy is linked with English and AMCS and freshman seminar. Criteria for EOP is low-income and first-generation college students.

WB describes current freshman seminars that are linked to English 101s. Many English 101s are linked currently somehow. Possibilities exist for linking several different courses (e.g., PHIL 101).

Set next meeting times 10 am-1 pm  
July 15, July 22, July 29, August 5

PD will schedule and let us know about place and topic

Charge from Faculty Senate resolution 5/19/04 (PD)  
WASC report mandates

### **10:30-11:15**

Breakout A

“What should every native freshman encounter?”

Academically

Institutionally

Socially

Learning skill development

Diversity

10:50 – 11:25 Breakout groups discuss above questions. Notes: see appendix A

### **11:15-12:00 Large group follow-up discussion**

Large posters produced by the four breakout groups are reviewed by all. PD reads each item, and discussion follows.

PD: Learning skills—what does “text skills” mean? MAN: helping students read textbooks as opposed to novels, etc. Teaching how to approach an academic text.; finding ones way through an academic text: PD: how to look at different kinds of reading. MAN: college is a self-responsible model relative to K-12; what skills do they need to succeed? PD: reading a syllabus? Reading a textbook vs. reading a web site. DF: Students don’t read ; getting them used to reading stuff. PD: A problem that needs to get solved:

moving students from their habit of not reading much to our expectation of their reading. RM: Do we look at reading a syllabus under “reading” or under “course savviness”?

PD: Information competence: what do we mean by that? Information literacy. Different modes and different objects of information. MAN: and be critical consumers of it. PD: Having sources placed in front of you and being able to assess them. KB: five standards of info lit: it boils down to where info comes from, how it’s generated, the modes, the ethics of using it. The crazy world of information—helping students manage it. PD: there is great stuff on the web and there is garbage. RM: does this conversation belong at a different level? These things need to be talked out but in a different place & time.

AG: we got marked down a lot in freshman seminar on issues like time mgmt, study skills, etc. They wanted more.

Course savviness: letting them in on the culture of this place; the rules by which we operate. WB: This is a lot about socialization stuff.

PD: Social stuff: WB: the freshmen think a LOT about the social issues (making friends, etc.) RM: these middle class kids have to learn some basics of sharing, etc. MAN: we faculty need to think about this too.

Academically: develop awareness that they’re here to be educated. WB: not just to have a career; it’s about the breadth of your being. DF: why it’s important to be educated. PD: But, also: helping faculty become aware that a career is important to students. AG: values clarification; we’re a values-transmittal organization. DF: learn why it’s important to be broadly educated. MAN: their role in a democratic society. PD: individual within the whole.

MAN: writing and communicating. If we want students to think across disciplines, where do the different fields play roles? Writing in a variety of ways: can we faculty think of writing more broadly, to encourage an interdisciplinary way of thinking and responding. They should be competent writers. DF: and competent speakers.

Who are the freshmen? Faculty need to know who the freshmen are. AG: understanding of different learning styles, personality forms, and developmental trajectories. KB: it’s everybody’s responsibility to make sure people write a lot. MAN: different ways of tapping into students’ abilities (e.g. constructing vs. writing); include and intersect.

AG: diversity issues: different attitudes toward diversity come from “mainstream” students as opposed to EOP classes. DF: concurs. Advocates some discussion of tolerance of different attitudes and intellectual positions.

SM describes three kinds of literacy: civic literacy (to participate in national and international conversations), literacy for personal growth (to develop oneself, free of high extrinsic stakes), and academic literacy (multi-disciplinary discussion of how to develop different kinds of arguments, interact with and enact one’s voice alongside information

sources, follow sound principles of academic ethics, and use various formal and genre principles).

PD asks everyone to write down 3 priorities from today to suggest next steps, and to note a surprise each found in the discussion. See Appendix B

### **12:00-1:00**

Primer on FYE programs from around the country/ Working Lunch (provided)

Viewed several website resources.

### **Freshman Year Experience**

University of South Carolina

National Resource Center for The First-Year Experience and Students in Transition

<http://www.sc.edu/fye/>

Index (limited) of GE programs across the nation

<http://www.sunysb.edu/Reinventioncenter/resgened.htm>

Reed College Humanities

<http://academic.reed.edu/humanities/>FYE at University of South Carolina

Portland State University (OR) (public)

<http://www.ous.pdx.edu/>

James Madison University (public)

<http://www.jmu.edu/gened/>

Broad discussion. Building bridges across communities (within the university). Students feel unchallenged academically and time-wise—and yet still express concern and pressure about academic rigor and bad grades. MAN wanted SM to note his interest in university honor code systems—could such a system be incorporated as part of the process of introducing our students to all issues of academic ethics, including plagiarism?

1:15-1:30 Break

### **1:30-2:30 (led by Mary Ann Nickel)**

“Faculty Development for GE Reform”

Breakout B

How might faculty be supported to ensure that every freshman has a powerful GE experience?

Professional Development?

Institutional Support?

Communication Structures?

MAN provides intro. Likes resonance of GE (General Electric=power) with GE (Gen, Ed). Faculty development conveys that faculty don't know things—so we need to keep in mind that this is about bringing faculty together to talk, share, and support one another. An elegant design for GE that's mindful of our students and a parallel structure for

faculty. Also to orient new faculty. Reed idea; a course for faculty for faculty development; faculty grads become the instructors of the faculty course.

So what would it take to have this GE that we envision? What things need to be put into place to enable the faculty to do this?

MAN: endorses genuine collaboration, and provides titles of useful books. Could [note to PD: could you MAN to provide bibliography for minutes]

### **Group Discussion:**

DF: high-quality FYE depends on faculty having regular, embedded, institutionalized program, with resources, release time, etc. Curriculum starts w/ who the freshmen are. MAN: two components: the “freshman seminar” content and the FY GE content—should these things be joined or treated separately? Lots of different kinds of ways for faculty to communicate. All faculty—adjunct as well as TT. E S suggested a “master teacher” coming to campus each year to present. MAN: one Wed per year called “faculty development day,” w/ no classes—just professional development.

RM: Prof. development should encompass two strands: sustained, intensive dev. for new faculty. Perhaps a course of study, w/ release time; and then ongoing, informal, sporadic, adaptive meetings—perhaps brown bags—either presentations or general talks. We thought about the content too: we have a big list of possibilities. Two other ideas. Resources is very important. But also support in the form of RTP modifications. Over time the ideas will suffuse through the curriculum that the need for prof. dev. will decrease. AG: a mentoring system could be very important. RM: major resource infusion at first will be necessary; less so later.

SM: the need for professional development will be huge; if we’re asking people to manage parts of FYE GE that they’re not used to managing, they’ll need training. CM: we should go into this stating that the expense will be big.

### **2:30-3:25 MAN turns discussion to the “GE Fair”**

A blast of ideas on purposes and venues:

MAN: we should have something in the fall just to open people’s minds.

PD: The specific purpose of the Fair: imperative that it GE Fair offer faculty, staff, students and administrators the opportunity to come up to speed on what GE at SSU currently is, why it is being reformed, and models of what other universities have done. The Fair would show us what GE could be here in the future. Goal is to provide a lot of info for faculty, and other constituencies. It’s important that every conversation with various groups does not begin at the beginning. He’d like to target 1 week in October, 2004. Its a way to build a deeper understanding of GE reform, to inform and help folks feel empowered to think creatively about GE.

KB: Shouldn’t this happen after the election? There will be a lot going on campus. Set the date to November? Or January?

PD: In January there won’t be enough people around. But we could discuss with Melanie Dreisbach ideas for using the faculty retreat to focus some GE reform components.

ES: Good to get people motivated or inspired; however it is dangerous to be really unstructured. Worried about too much additional input.

AG: Should we involve the Provost in presenting, hoping he can defuse the resource issue

WB: have a variety of administrators—deans, students, provost. A bigger discussion would be better than a smaller discussion.

DF: reiterate that the major purpose is to get as many faculty, staff, & students onto the “need to change” bandwagon—involve yourself now; buy in now.

KD: get new faculty in; share students’ resentment; get them involved and get the word out; help new faculty to understand what’s up the sooner the better.

EV: What would be evidence that we would be successful? Think about this seriously—what would hurt more than help? How will we know?

SM: For faculty retreat in Jan: do an FYE thing and err on the side of repeating some of the stuff from the fair.

MAN: s/b an important opportunity for GE renewal; a perfect time to have a significant speaker come.

PD: S/b exciting and informative, allowing a huge section of our population to get in there and see what’s possible. Less concerned about discussion aspects. GE: let’s see what’s possible.

KB: If it’s going to happen, it needs to happen with build-up and lots of energy; opportunity for feedback The more opportunity people have to express competing opinions, the better we all are.

RM: Input and next steps: input: what’s given so far, and the parts we’re working on; info, what’s given; output: opportunities for further exploration (computer hookups, etc.); need for feedback.

CM: The word “renewal” got me excited. Much better than reform or resurrection. Why would I go and what am I going to get out of it?

ES: Have administration stand up and say “we’re going to support this.” Have them saying how they’ll be behind it. And a way for feedback: through WebCT or something like that. Ways for people to have diverse input; site: [The Wisdom of Crowds](#) (a book)

AG: a featured speaker; and presentation of various models; involve SSPs and associated students. Are we focusing on FYE?

WB: poster sessions, w/ objective info—here are the models, and their retention rates, etc. Give people a chance to really see how it could work

DF: How would it look? Just one speaker who’s inspirational would miss people; need to present models verbally; present models quickly—something strong enough to get them hooked. Voting informally. Just sharing and getting feedback. Active instead of passive. Keep a list of faculty who attend & send it to deans.

KD: Today has been an inspiring day; it’d be great to make the fair as inspiring as this. Bring students instead of having class.

EV: Great recommendations. What if we have a successful conference? Then what?

SM: Invitational. “Oh, I can do something cool here!”

KB: Invite GE committee to help in planning—make that the major agenda item for the fall.

PD: wraps up the meeting at 3:25. Thanks to all.

## **Appendix A:**

# I. Freshman First-Year Experience

## Group 1

### **Academic**

- Writing to express one's experience eloquently
- Ability to handle writing with sources
- Research and evaluate sources
- Library competence
- Opportunities to write in multiple genres
  - \* Research
  - \* Writing for different disciplines
    - Art criticism
    - Creative writing
    - Scientific
    - Social sciences
    - Civic literacy
- Opportunity for sustained and rich feedback from faculty and peers
- Opportunity to revise
- Study of language and correctness
- Lots of rich reading and comprehension skills
- Discussion: express ideas, public speaking
- Introduction to academic conversation
- Thinking outside the box/trips outside their comfort zone – interdisciplinary approach
- Hands-on active learning
- Addressing multiple learning styles
- Study of critical thinking principles and practice...practice...practice
- Study of rhetorical principles, especially for general effective writing
- Academic ethics: plagiarism
- Address remediation needs and negative stereotypes
- Build learning communities around remediation needs or NOT?
- Trusting own voice – confidence – being in environment to speak if they wish to – honestly

### **Institutional**

- Teach effective study skills and time management

- Advising
  - Understanding the academic curriculum and GE
  - Plan own education proactively
  - Deal with academic probation and success
  - Support an exploration of a major career direction – informed choice

### **Social**

- Identity development and clarification
- Support civic engagement
- Building supportive and diverse communities
- Engage in service learning
- Address self-care, date rape, HIV, alcohol/drug abuse

### Group 2

- Learn to listen
- Diversity should be in all categories

### **Academic**

- Engaging, exciting topics
- Discover passion for learning
- Make English and math thematic
- Exposure to wide range of topics
- Reed model?
  - Expand beyond Humanities
  - Teaching across disciplines
  - Models: link classes and team teaching

### **Institutional**

- Link to academics
- Campus treasure hunt? Through dorms
- Chance to meet faculty one on one
- Get to know where to find services

### **Social**

- Feel accepted, safe
- Barbecues, field trips
- Link to diversity – part of community
- Self-confident, making good choices

### **Learning Skill Development**

- Library

- Time management
- Study skills
- Ethics
- Mature behavior
- Choices

### Group 3

- Civic literacy
- Personal literacy
- Academic literacy
  - Linguistic rules
  - Employment skills
    - Writing
- Teamwork
- FYE is foundational, not an end point

### Group 4

- Comfortable with library
- Critically understand information
- Introduction to life of mind – and love it!
- Value multiple perspectives
- Indirect skill development: authentic and integrated
- Deeper self-awareness and trust own questions
- Faculty valuing cultural knowledge of students
- Transition to college
  - University/GE
  - Social
  - Study skills
- Build community/cohorts
- Balance game: school, work, family play
- Scaffold
- Interdisciplinary exposure and investigation
- Begin to see role in larger society and that they matter
- Develop communication skills in a variety of ways
- Emphasis on writing in variety of ways
  - Emphasis on writing process
- Inspire to come back!
- Sense of belonging
- Healing practices – mind/body
  - Stress management

- Huge need for faculty development regarding student lives, skill level, etc.
- Where do different disciplines fit into a whole and interdisciplinarily?
- Feedback

## Group 5

### **Social**

Note: 10% of Freshman off campus

Needs: Values Clarification

Off-Campus	On-Campus	All
Make friends	Appropriate social behaviors	Rapport with faculty
	Sharing space/facilities	Build community
	Compromise/negotiating	Financial management
	Open-mindedness	Dealing with difference
	Assertiveness	Adult issues – drugs, sexuality, etc.
	Tolerance	

### **Academic**

- Develop awareness that they're here to become educated and have a career (and what this means), not just to take courses.
- Embrace intellectual challenge and discourse as the essence of their task here
- Be able to plot a meaningful course for themselves
- Encounter a personal mentor within the faculty

### **Learning Skills**

- Reading
  - Meaning
  - Text skills
- Notes: taking, organizing
- Test taking and preparation
- Time management
- Introduction to information competence and research skills
- Critical thinking skills: analyze, synthesize, critique...
- "Course savviness" – cultural introduction
- Writing: good 10-page paper, expository
- Know where to go for help/support

## II. GE Fair (Fall 2004)

### Group 1

#### **Structures: Need a structure that's supported, regular, and addresses freshmen**

- Regular meeting: weekly
- Faculty retreat with Master Teacher
- Professional Development/Workshop day each semester
- Communicate regularly to all campus faculty
- Make GE stimulating for faculty
- Get-togethers to promote team teaching
- Build a community through WebCT or Listserv
- Research

#### **Institutional Support**

- Senior faculty teacher
- Support for interdisciplinary study
- Reward faculty who teach in FYE, GE, INTER, Pilot
  - RTP, financial, release units
- Need Deans fully on board (informed)
- List benefits to University, Schools, Deans and faculty
  - Accreditation
  - Exemplar program
  - Increased retention
  - Alumni
  - Quality of faculty
- Name challenge during Fair

#### **Dreams/Challenge**

- Release time vs. course coverage
- Professional development series (release time) including Adjuncts
- Course for Faculty teaching in GE

#### **Need to Know**

- Cognitive theory
- Adult Development theory
- Know who the students are
- What is GE – able to articulate to students
- Instructional strategies
- Grouping strategies
- Pre-assess and Embedded Assessment
- Clear on purpose/goals of class

### Group 2

- Brown bags to share best practices and

- To meet others who are teaching first-year classes
- Presentations and discussions
- Requirement vs. opportunity?
- Ongoing professional development for faculty – different mechanisms
- A regular course for faculty. All faculty should have 3 units release time for mentoring or being mentored → a 40-seat class?
- Faculty sharing with each other from their areas of expertise: e.g., three ways to involve research, etc.
- Two tracks:
  - formal, curricular system for new faces, etc., and
  - an informal, adaptable system for ongoing professional development
- Needs to be resources for faculty to be effective in GE
- Special programs for Adjuncts?
- Ongoing education on who freshmen are
- Resources and time – a big challenge
- Make ability to teach in and advise for GE to be an important component of RTP
- RTP expectations unrealistic?
- How to bring faculty into contact with others
  - Vital units (resident life, advising, library)
- Instructional technology development → Some of these issues transcend FYE, some don't.
- Cross-curricular fertilization
- Mentoring: a more formal system?

### **Chunks of Content**

- Young-adult development
  - Physiological, emotional, intellectual, social
- Boundary issues – appropriate styles of relating – creating safe spaces
- Learning styles – the multiplicity thereof
- Learning theory
- Instructional techniques
- Writing good assignments and syllabi
- Theories and practices of teaching writing
- Theories and practices of critical thinking
- Statistics on our population
- Questioning: how to ask good questions
- Assessment – how to do it and what to do when you have data
- Reading, information literacy, and staying relevant – using feedback to improve your teaching

## **Appendix B: 3 priorities for next steps in FYE planning:**

1. nurture passion for learning;
  2. develop written and oral communication skills; and,
  3. promote teamwork.
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1. LEADERSHIP, in the form of a "Dean of Curiosity Development" (or whatever we decide to rename GE) -- someone elected by the faculty and then formally hired to:

- coordinate FYE (work with EMT, Freshman Seminar, faculty teaching GE, etc.) - organize pedagogy brown bag lunches for faculty (see below) - write a GE newsletter and/or coordinate a GE listserv where people can ask questions
- enforce the guidelines (see below)
- cope with an academic freedom issues the guidelines bring up
- stay current with innovations in GE countrywide

2. A GE PRIMER, preferably (I'm a book person) in the form of a durable softcover publication (but on-line, if nec.) that includes, but isn't limited to:

- what it means to be "be" a GE class at SSU
- what the essential components of a GE syllabus are (including simple things like listing GE mission and pertinent goals and objectives on the syllabus & addressing that greater "you're here to broaden your minds question")
- what to SAY the first day of class about GE and what to REITERATE throughout the semester to drive home the point that...
- GE is part of a well-rounded person's education and this concept should be consciously foregrounded
- information about who our freshmen are (and the rest of the student population as well)
- strategies for teaching freshmen (e.g. 15 minute lectures followed by s.t. else; need to test early, etc.)
- sample model syllabi
- advice from "master teachers"

A durable, hard-copy one could be published for \$3-\$4 per copy; I think it's worth it.

3. VALUE, somehow, for the RTP process. The university culture needs to value teaching in GE and participating in GE workshops (see below) in concrete ways, even if this means amending the RTP policy to include a

category like that. We need to make it an expectation for new faculty and help them to do it well!

4. PEDAGOGY RETREATS that are energetic, vibrant and fun, that all faculty teaching GE MUST participate in at least once, in order to receive a formal letter for the PAF. If the exchange of ideas at this is good enough, then people will come back voluntarily. Make it in the middle of the spring semester, just before spring break. Feed people, or give them a small honorarium, or do something else to make them come!

5. BROWN BAG PEDAGOGY DISCUSSIONS and/or resident expert presentations on pedagogy, e.g.:

- an AMCS faculty presenting on how to be sensitive to difference in the classroom
- a presentation on learning styles and how to adapt pedagogy to these - a presentation from DSS on keeping our curriculum challenging and not coddling our DSS students (a big topic of theirs these days, I understand)
- a presentation on how to do NEW GE advising

-I think we need to foster a culture of mentoring freshmen for ALL capable faculty. Maybe not every single person can/should do this, but most could.

AND... if we're going to ask faculty to work together and integrate courses, they need release time or some other kind of help doing this.

ST

Integration of freshman classes (structural issues)

Codification of integration of skills i.e. writing, info comp, critical thinking

Faculty development for GE advising and instruction

Anon

Include diversity as one of the core components of the GE curriculum

Develop comprehensive faculty training to achieve multicultural knowledge, skills and awareness. An expert like Lee Mu Wang should conduct this training.

Implement progressive pedagogical methods to advise the GE goals—i.e. “problem-based Learning”, “Project-based learning”, “Service Learning”, etc

Surprise

I was surprised about the strong similarities between the EMT program goals and curriculum and the discussion about the GE “ideal” components

EV

Communication of Ideas (reading/writing/speaking)

Structural issues about how to coordinate Freshman Seminar and Area A

The academic meaningfulness of it all: how to make our freshman conscious of the educational experience

Surprise

I have too much Freshman Seminar/ faculty within a discipline overlap, so it was all pretty familiar

Anon

Social development

- dealing with independence, diversity
- community building
- self-care and respect of others; alcohol, sexuality
- time management
- expanding sense of career options

Academic Development

- information literacy skills
- critical thinking skills
- trusting our perceptions, developing our voice and curiosity in writing, discussion, and oral expression
- values clarification around the purpose of getting an education, planning one's own education

Institutional Knowledge

- Understanding curriculum, GE, institutional policies ( i.e. withdrawals, remediation, probation, plagiarism, etc.)
- Developing effective study skills
- Appropriate advising for both declared and undeclared majors
- Understanding importance of remediation and supporting students on probation to improve their chances for academic success

Surprise

How little focus on student input (student focus groups (what works, what they need)

How little focus on mentoring and advising

Developing meaningful relationships with students

## AG

Writing skills  
Source evaluation  
Personal identity/ values clarification

## Anon

Literacy, both broadly and specifically considered  
Academic, intellectual and personal excitement and challenge  
Developing of personality within a social sphere

Surprise

The three classifications of students: off-campus, on-campus and both

## SM

-Igniting the life of the mind  
-Reading and writing, plus multiple ways of knowing  
Structure of FYE

Surprise

The elephant in the room never was made visible—that is, will a new GE encompass, supplant or otherwise change the existing freshman year experience

I think this question needs to be answered soon

## MAN

-Development of reading, written and oral expression and information competence  
-Academic success skills (“course savviness”, organization, time management, note taking, test prep...)  
-Social/ psychological/ emotional support

Surprise

That so many goals emerged—way too many for reasonable expectations for one year, and some not especially pertinent to freshman—e.g., community involvement, service learning, many different forms of writing,...

## RM

-Structuring freshman GE and EMT into a unified, sustainable assessable whole  
-Faculty development for advising and teaching within FYE

-Inspiring our students to want to read and become educated

Surprise

No discussion of SFR

PD

-Freshman outcomes

-reading

-writing

-Goals for integration if cluster courses are used

-Maintaining “transition issue” content of University 102 in new configuration

Anon