**Responses to Prompts**

**1) Where do you see global understanding in the proposal? What changes, if any, related to global understanding would you make in the proposal?**

1: Integration needed between global understanding and domestic diversity

Myth that language fluency will equal cultural competency

Add clear explanation that the global understanding is possible within this description

2: Where: FYE –global, Wicked problems means complexity, Language, Power & Justice & Global Citizenship

The proposal does not show that the institution is intentional about global understanding

Global understanding deserves its own section because out curriculum is not yet developed to the point where we can assume students get it

Make it a foundational requirement

3: Language requirement, bicultural, not necessarily global

Bridge experience, optional could be domestic

Needs more intentionality

FYE and or major

4: Not presently clear, titles

Need definition what CEPP means by global understanding

NW/CD lost in proposal (Bridge experience but not yet experienced)

Webex Skidmore students/other abroad (culture)

Student groups: talk/share experiences

Assessment data available: international students

Each dept. have an international component what’s happening in my discipline in countries, abroad, etc.

6: needs to be more explicit (cultural understanding), 1 language course not enough

Power & Justice won’t necessarily address

Is it important to incorporate this in each major/minor?

Do we need a different definition of what it means to have global understanding?

Better way to reframe that better incorporates and recognizes the perspectives of the our increasingly global campus community?

What assessment data on how international students experience our curriculum

7: What is meant by GU?

Connections, responsible for building connections to a world beyond their own

Where now? NW/CD

How big is global?

Science/QR can teach skills that help students learn more about global problems

Each faculty member different expertise, not all equally global

How do faculty with specialties teach global approaches?

Some FYE well suited, some are not

What fraction of current courses are global or promote gu?

Make Modes of Inquiry course satisfy a global requirement?

Students in Modes or FYE

This would mean the modes of inquiry classes may be more carefully dedicated to their requirements

8: No mention of creativity in overview, could in Bridge Experience

Sensitivity to international students and their educational background. Consider more global topics that don’t require deep knowledge of US culture and history

ESL: 10% 2014, 13% 2015, greater 2016 and beyond

Awareness of faculty to these special needs

Better guidance for 1st year international students to select FYE seminars

Faculty advisors who have international backgrounds as informal mentors

Students seek our faculty during office hours

9: a lot of could be’s

If requirement, it would increase

Can add to existing courses

Request new courses to include in new proposal

Add designation to courses

Found in cultural inquiry, lit searches, discussion of work across the globe

10: past/history/humanities could be avoided

Cultural not through language

Study abroad

Global could be avoided

**2) For the FYE, what would you suggest naming the clustering proposed *in lieu* of Wicked Problems?**

1: Less about term and more about faculty having a shared understanding of the them around which they cluster

Connotations – wicked as good, dictionary definition, connotations changing over time

Different meaning creates space to take different perspectives

3: Human Dilemmas (!)

Enduring Quesitons

4: Definition of, offer students, resistence to a resolution

Educate people

Social message

What is in the name?

Body image, disabilities, obesity, mktg body image

Purpose: hear and respect different perspectives to the problem. May not necessarily come up with a resolution but get the minds going/thinking outside of themselves

5: Persistent problems

Intractable Problems

6: Common ground

Expected problems

Unexpected problems/topics/solutions

7: Keep the idea

Develop infrastructure support for building clusters but don’t give it a special name

Informally call them themes or clusters

But catchy title is unnecessary

8: Wicked Problems could get old/tired, seems too playful for serious curriculum discussions

Creative Inquiry

Creative Solutions: Tackling core issues with creativity

Creative Commentary

Dialogue through Creativity

SkidGenuity-ish moniker

Importance of common reader and theme (LS I and II)

More common seminar discussions drawing from all FYE courses, opportunities for students to mix with other FYE seminars.

9: Clustering, possibilities: pressing problems, critical issues, complex issues, interdisciplinary solutions or inquiry

10: Wicked problem a challenge, inequity in experience, does it need to be an intro to the liberal arts?

Clusters organically form

**3) What do you envision as possible *Bridge Experience* labs?**

1: Multicultural education, application of theory to practice-observations in classrooms

Resources-transportation

2:What are labs in the socials sciences & humanities? 1 credit practicum

Moving from being a passive consumer to active producer/inquirer

Manipulation of information

Just replication not discovery, but embodied, hands on learning

Museums/library research

Object based investigations

Collections (what is included, what is excluded)

Presentations getting thrown into the fire

Can be time consuming, summers possibility to use

Transportation policy needs review

Revising Wiki pages

Teaching experiences

3: Involve our faculty coordinator for civic engagement

Use GIS recources

Think local

4: labs might be inclusive- a problem

Avail theory practice (mediation)

Skype/videoconferencing

Connecting class with other groups in nearby institutions

Problem, how do we access: quality, content, etc.

5: Maybe change terminology regarding bridge

Great opportunity for collaboration (e.g., environmental justice)

6: Power and Justice (Injustice)

Community activism project, media

How do we connect classes? Something students want

What if classes connected for the lab-2 smeinar connect for the lab-complicates the metaphor of the bridge

9: experiential exercises in case studies

service learning

power and justice?

Solar panels

Language in the media

Define lab: too schewed toward science change to practicum

10: what are labs?

Study abroad, Tang resources

National organizations and local ones

Curious about other schools what do they do?

**4) What *Senior Experiences* would you envision as part of your major or as interdisciplinary seminars?**

4: Capstone (community based)

Senior thesis

Collaborative project/writing project

Internship opportunity

Presentation at local conference

E-portfolio: something not graded summary of that year courses, experiences, etc. should be required for year, help students with working on their senior projects, etc.

8: Tackling big issues/global issues, sustainability, culture differences

Which would/could tie back to FYE and Wicked Problems?

Theme for academic festival each year?

9:Thesis, what else?

E-portfolio, each year will then feed into senior experience

**5) How would the *In the Major* requirements be incorporated into the major by your department/program?**

10: Supported IT/library

Burden on majors?