

Engineering and Architecture Department Meetings Summaries

- Campuses with common readings were mentioned, especially those campuses where the rigor in Gen Ed courses was greater than that within the major,
- Students need to be well read. Maybe we should have a common core with readings in primary sources.
- There was a general concern about lack of rigor in some Gen Ed courses, especially those that also serve as an introduction to a specific discipline (a repeated theme),
- There are few or no rewards for quality teaching and the grading work that goes with it. There is no incentive to teach large sections well. How do we reward courses that are time-intensive?
- How do our GE courses fit with our accreditation standards? Are we improving their “soft skills”?
- Does our FTE based funding model create problems where we need to have large GE courses to support small upper division courses?
- “History of Science” should be a requirement.
- Sustainability, ethical, and international perspectives and issues aren’t part of the current conversation in the curriculum. How do we broaden their perspectives?
- Can we integrate different subjects into a disciplinary perspectives?
- Doing group work and public portfolio pieces can help students integrate peer review and public pressure
- GE should provide examples related to the disciplines – however this approach was attempted approximately 10 years ago between the E&A College and the Department of Mathematics – the results of this attempt should be revisited.
- Pressures from “Body of knowledge” themes are backing departments into 5-year programs.
- An overemphasis on technology courses can have a negative effect upon career development after the first hiring experience.
- General education is essential for the development of a strong composite background of skill sets, including leadership and management skills, necessary for a successful career.

- Many skills are beyond the discipline and are useful in interfacing with others, including the ability to integrate complex problems, global perspectives, and understanding of multiple cultures.
- Exposure to other cultures and their history is important.
- Public policy, leadership, globalization, and ethics are important and these can't be avoided. In some instances, there are struggles to adapt these into the curriculum,
- Students have a better understanding if they have travel experiences. Students in other countries know more about the U.S. than we know about their countries.
- Understanding of cultural institutions, institutional systems, socio-political arenas, and environmental sensitivities are important – and will become more so.
- General Education is a basic set of skills to be a productive member of society.
- Students also just need some basic information. They need a better understanding of history and of where they are. Developing the individual as a person is what a university is all about. How do you develop the individual? Any GE course should be able to answer that. They need to understand their history. It's important for students to understand values. What is the impact of technology on society?
- Our existing mission and vision statements are so vague they do not give us any sense of direction for educating our students.