Welcome to the 2017 All Faculty Meeting.

I may have missed this, but it would help to know exactly how it is that an IS course contributes to retention.

Is course proposal #1 shifts burden toward humanities and social sciences

I really like NFS option 1

Like the NFT option 1 model that seems to solve many issues

Forget about online offering for NFS. Won’t work to engage students, especially new students.

A way to involve student service, advisors, and library faculty etc to deliver NFT

Exactly! Staff are actually the experts on most of the critical content of NFSs, so why are they not co–facilitators?

Must mandate distribution by college/school and tenure line faculty for is and nfs seminar

Faculty and staff co–teach much like UNIV112 in the past.

IS hybrid model : weakens the purpose of IS by not requiring the interaction among disciplines(team teaching).

Some IS aren’t really team taught in reality

JW (student affairs) will allow staff to co–teach content with professors.
Could use public speaking course that all students have to take, to focus presentations on campus resources. Would fill two functions.

IS: should students be required to take the IS course outside of their major department in order to meet the goals of IS?

Would we need to create a review panel to approve courses for IS?

Nature of IS courses is an open question

No wiggle room for additional credits in nursing and engineering programs

Diff end student groups new to SIUE have different transition needs. Transfers. Online students. Non–traditional.

Different not diff end!

Inability to staff NFTs within some schools (ie nursing, engineering, etc.) thus overburdening CAS

Management of meeting flexible student needs would need dedicated resources

Are there best practice models out there?

Should we change IS to integrative studies to indicate the goal of integration of knowledge

NFS as a mandatory requirement will create a bottleneck towards graduation.

Alternative to overburdening some faculty (and disinterested faculty) soliciting of “faculty fellows” and/or graduate assistants for NFTs

Are are IS courses a high impact educational practice?

If we’re not meeting the goals of similarities and differences among disciplines and complimentary nature of diverse disciplines then

why have IS?

Can NFS be tied to Focused Interest Communities in residence halls?

NFT Content Suggestion: mechanics of how the term works (grading, advising, financial aid—how to navigate the bureaucracy & meet faculty)

NFT Content Suggestion: college–level expectations for adult communication and participation
What is meant by IS.
1:13pm, Tues, Oct 24, 2017 by IS04

NFT Content Suggestion: expectations for student independence and the support systems that are in place to help
1:13pm, Tues, Oct 24, 2017 by NFS5

NFS courses need to be distributed across departments to be a recruiting tool
1:14pm, Tues, Oct 24, 2017 by IS08

Is it one topic covered by two experts so that each content piece is explained by the respective expert, or that one topic is viewed two
1:14pm, Tues, Oct 24, 2017 by IS04

NFT: When faculty are teaching a course, and they wish there was something students already knew, what is that thing?
1:14pm, Tues, Oct 24, 2017 by NFS5

In CAS these are consolidated into a few departments
1:14pm, Tues, Oct 24, 2017 by IS08

Different ways
1:14pm, Tues, Oct 24, 2017 by IS04

why IS.
1:14pm, Tues, Oct 24, 2017 by NFS07

Why not have the IS eliminated and replaced by additional gen ed like 111’s
1:15pm, Tues, Oct 24, 2017 by IS04

How much of what is wrong with IS is really just a function of poor enforcement of standards?
1:16pm, Tues, Oct 24, 2017 by IS06

When we first did IS classes, they were required to be across schools, not departments.
1:16pm, Tues, Oct 24, 2017 by IS06

why is–because it is tied to our mission statement: to communicate, expand, and integrate knowledge.
1:18pm, Tues, Oct 24, 2017 by NFS07

Why IS? Also because there is no real contemporary problem that a single discipline/profession can solve
1:19pm, Tues, Oct 24, 2017 by NFS07

we could consider other HIP experiences at the 3rd year level instead of an IS course.
1:19pm, Tues, Oct 24, 2017 by IS02

The IS options feel a bit like justifying doing less while calling it more.
1:20pm, Tues, Oct 24, 2017 by IS06

Option #3 for IS = omit from curriculum. In its place = diversity and sustainability course. Some already offered across campus in CAS
1:23pm, Tues, Oct 24, 2017 by NFS03

NFT: Should an interest area be attached to the NFT? Exploring opportunities in all disciplines? What do the different disciplines do?
1:24pm, Tues, Oct 24, 2017 by NFS5

What comes first? Strategy or structure? #moreresources
1:28pm, Tues, Oct 24, 2017 by MassComm1

A lot of the issues are non-Issues. We need to flush out exactly why we need to change it.
There is inestimable social and intellectual value in team teaching. How can these values get into the conversation.

1:32pm, Tues, Oct 24, 2017 by IS06

NFT: Concern about content creep... as in we need to be careful not to create too much content for one credit hour...
1:32pm, Tues, Oct 24, 2017 by NFS5

Nft option two would he
1:35pm, Tues, Oct 24, 2017 by IS08

Nft option two would help some departments in recruiting
1:36pm, Tues, Oct 24, 2017 by IS08

Also, is option one would help some courses increase sch production
1:37pm, Tues, Oct 24, 2017 by IS08

Can all programs accommodate 3 credit hours in the first semester?
1:46pm, Tues, Oct 24, 2017 by NFS07