Minutes – Foundations Task Force  
Monday, Oct. 24th 1pm to 2pm

Task force members present:  Theresa Tobin, Deirdre Dempsey, Laura Matthew, Bob Masson, Sarah Feldner, Lars Olson, Steve Goldzwig

1. Update on other task forces
2. Discussion of pros and cons of each model from previous meeting
   a. First Year Inquiry Model
      i. Exposure to many disciplines - provides breadth
      ii. Taught by full time faculty
      iii. Smaller class size (20 students)
      iv. Could be expensive if we pay for each lecture
      v. Could feel disjointed for students
      vi. How would you get students engaged in lecture
      vii. While this provides breadth it will lack depth
      viii. Discussions could become monotonous
   b. Lecture with discussion - 3 faculty
      i. Could TAs handles this assignment
      ii. Whose TAs would be assigned
      iii. How to staff and manage teaching load
      iv. Allows an in-depth look at multiple disciplines
      v. Provides a means by which we can teach students how to think in integrated ways
      vi. Requires coordination for faculty
      vii. Model feels connected and engaging for (some)
      viii. Can serve as a bridge to the tier 2; the so-called “marquette” framework
   c. Took straw poll and tentatively want to work on fleshing out option b
3. General discussion points/issues to consider
   a. When are students prepared to engage in this type of learning
   b. What is goal of course?
      i. To introduce students to multiple topics and see the range <or>
      ii. To teach them have to integrate different perspectives
   c. Consider a model of Rhetoric of Inquiry
      i. Each of 3 required - focus on inquiry of each discipline
      ii. Integrated seminar - addresses “rhetoric” of each of participating disciplines
4. Needs:
   a. Where are available teaching resources
   b. What are common themes/topics/question of phil, theo and rhet classes?