

**1. Which model should be adopted for the curriculum of the Seminar Program? (Choose only one)**

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	Model 1b: The Current Seminar Structure with Shortened Reading List [four western chronological, mostly the current list, but with some diverse texts, with developmentally scaled reading amounts]	Model 3: A Developmental Model for Seminar (1-2-1) [freshman seminar, two western chronological, 4th diverse texts, with developmentally scaled reading amounts]	ABSTAIN FROM VOTING	Response Totals
Model 1b: The Current Seminar Structure with Shortened Reading List [four western chronological, mostly the current list, but with some diverse texts, with developmentally scaled reading amounts]	100.0% (79)	0.0% (0)	0.0% (0)	39.9% (79)
Model 3: A Developmental Model for Seminar (1-2-1) [freshman seminar, two western chronological, 4th diverse texts, with developmentally scaled reading amounts]	0.0% (0)	100.0% (103)	0.0% (0)	52.0% (103)
ABSTAIN FROM VOTING	0.0% (0)	0.0% (0)	100.0% (16)	8.1% (16)
Comments:	16 replies	12 replies	1 reply	29
<b>answered question</b>	79	103	16	<b>198</b>
<b>skipped question</b>				<b>0</b>

<b>Crosstab Option 1</b>	Model 1b: The Current Seminar Structure with Shortened Reading List [four western chronological, mostly the current list, but with some diverse texts, with developmentally scaled reading amounts]
<b>Crosstab Option 2</b>	Model 3: A Developmental Model for Seminar (1-2-1) [freshman seminar, two western chronological, 4th diverse texts, with developmentally scaled reading amounts]
<b>Crosstab Option 3</b>	ABSTAIN FROM VOTING

	<b>Crosstab Option 1</b>	<b>Crosstab Option 2</b>	<b>Crosstab Option 3</b>	<b>Comments:</b>	
1	X			Preceding the first seminar by composition in the fall lets the curriculum pursue much of what is proposed for the first seminar in Model 3.	Sep 14, 2011 12:34 PM
2		X		The time has come to adapt to the interests and capacities of this generation of learners. We can improve the overall approach to First Year Experience and to introducing new students to the life of the mind.	Sep 14, 2011 12:35 PM
3	X			Although the current reading list is viewed by some as "Western" it is not exclusively western. It is correctly identified as chronological.  If Model 3 wins, then would this satisfy the social, cultural learning outcome? If not, why not?	Sep 14, 2011 12:43 PM
4	X			The current seminar model works and the students are enthusiastic but overwhelmed!	Sep 14, 2011 12:59 PM
5	X			I certainly support the notion of exposing students to "diverse" texts, but NOT at the expense of the Western and Catholic intellectual traditions, the founding inspirations of our institution. The World Traditions and Multi-Cultural seminars are superb ways of helping students to appreciate the thought of other traditions, and we should encourage many more students to take those. If I had my way, we would increase the seminar requirement so that those courses were included in the curriculum, but, since it is not possible to increase the requirement, it would be wrong to truncate the Western tradition in the way proposed with Model 3.	Sep 14, 2011 2:04 PM
6		X		This model has more potential for "meeting our students where they are." I hope that it will provide both the scope and sequence needed to positively impact their ability to think critically, speak clearly and write persuasively. Thank you for all the work done to bring these models to our academic community.	Sep 14, 2011 2:15 PM

	Crosstab Option 1	Crosstab Option 2	Crosstab Option 3	Comments:	
7	X			I feel strongly that one of the great strengths of Saint Mary's Great Books Collegiate Seminar Programs is the chronological introduction of seminal documents to our students; much would be lost if Model 3 were implemented, whereas the good things about Model 3 could be implemented into Model 1b. I concur that the present model needs to require less reading and more procedural and cultural understanding. Thanks to the Committee for all the hard work.	Sep 14, 2011 2:25 PM
8		X		I could live with either model, but I think model three will grab our students more, and make them love seminar as much as I love teaching it.	Sep 14, 2011 3:53 PM
9			X	Neither one is acceptable. Why ruin a program that has served the College well for 70 years.  The last time such a radical revision was attempted, it failed miserably. Brother Brendan	Sep 14, 2011 4:37 PM
10		X		Thanks to the Seminar Review folks who worked so hard to keep this process going.	Sep 14, 2011 5:29 PM
11	X			Developmentally scaled means that we have reduced our expectations of students. That is disappointing. I feel that we are making changes driven more by faculty "boredom" with the current program. Students will almost always say they want less reading and texts "more relevant to their lives."	Sep 14, 2011 5:40 PM
12		X		This is a wonderful opportunity for us to include non-Western texts meaningfully into our curriculum, and to further globalize the curriculum overall.	Sep 14, 2011 5:41 PM
13	X			All of our students, with the exception, perhaps, of the few foreign students who are not from countries with the Western intellectual tradition, should know where their tradition came from and how it developed intellectually. This, it seems to me, is the most important intellectual gift that we can bestow upon our students. Non-Western cultures can be perused through other courses and readings if students are inspired to delve into them, especially if some students wish to engage in teaching or exercising their economics and business skills in some land other than our own. Even so, all of our students should know the American culture, it causes and development--which is clearly Western in its philosophy, literature, science, politics and democratic principles. Personally I would like to see more of the Greek World, even though some objected to adding another Greek World semester. The Greek World is the foundation. A house built on sand.... Brother Mel Anderson, FSC	Sep 14, 2011 8:10 PM

	Crosstab Option 1	Crosstab Option 2	Crosstab Option 3	Comments:	
14		X		If we don't choose model three, there is something really wrong with this institution.	Sep 14, 2011 8:44 PM
15		X		One thing that really swayed me was seeing the number of students who WANTED the integration of non-western and non-Christian texts. This is an important opportunity to create a more student centered curriculum for seminar as well as make some important pedagogical changes. Although, the outcome of this will be difficult for some this is still an exciting process.	Sep 15, 2011 1:01 AM
16		X		frosh seminar is good. why wait until spring to do it? I think a 'capstone' will be difficult, but maybe there is a way of organizing the readings so that it natural.	Sep 15, 2011 8:11 AM
17		X		In addition to thinking about diversity in religious perspective and a global perspective, it would be great if more readings from scientific texts is incorporated in the seminars.	Sep 15, 2011 8:50 AM
18	X			I am quite content with the present model which represents quite nicely the rich tradition of SMC going back to the establishment of the Seminar program in 1941.	Sep 15, 2011 3:18 PM
19	X			Model three is a dramatic change to a 50 year tradition of the College, and I think that it needs much more discussion (and yes, I did participate in many meetings over the past couple of years) before adopting that model. The Freshman seminar in particular seems very problematic.	Sep 15, 2011 4:46 PM
20	X			Model 1b is what distinguishes us from all other US institutions. The longitudinal study of a single civilization is unique. Through other components of the Core students will gain a global perspective and engage with diversity.	Sep 15, 2011 9:28 PM
21		X		I hope that in selecting Model 3 we will not be losing the heart of the Seminar Program as some faculty have suggested. As both an alumna who adored the seminar program and now an educator myself, I see the benefit of creating a developmental structure for the Seminar Program as a whole and hope that this can be achieved while keeping the essence of the seminar classes themselves in tact.	Sep 16, 2011 7:24 AM

	Crosstab Option 1	Crosstab Option 2	Crosstab Option 3	Comments:	
22	X			<p>While it may be a retreat from our present program -- this is what we do best. We simply don't have the expertise to do Model 3 -- however well intended by its authors.</p> <p>Rather, we must develop a corp of qualified faculty who can best mentor students. We rely far too much on adjunct faculty; and we have not draw faculty with full-time appointments to Seminar. Something we must consider, especially in academic fields that could enhance the overall faculty/student experience. Give us a few experts in particular fields that enrich the overall curriculum and informal learning. Stop hiring administrators. We don't need management, rather we are in desperate need of particular expertise and knowledge. Each of the seminars should have a full-time faculty member (with departmental status in a particular department of the college)-- but someone whose particular knowledge of language, philosophy or culture could provide the context for students and faculty.</p> <p>Also, most importantly, we need to better prepare students to the demands of this college. In other words, this is an issue of admitting students who read, and read the fine lines of the contract -- namely, there are four reading seminars. If you don't like reading classic texts or you'd rather take courses that will prepare you for a specific job, or your real interest here is sports -- this is not the college for you.</p> <p>Amazingly, in our admission process, we give a supremely mixed messages regarding what is required course of study.</p>	Sep 17, 2011 11:27 AM
23	X			Go with the current scheme, with shortened readings--this deserves a try to see if it works better. But also keep the multicultural seminars as options!	Sep 17, 2011 3:05 PM
24	X			Model 3 is a compromise in the worst sense. It takes bits and pieces from successful models, but isn't a coherent model in and of itself.	Sep 19, 2011 9:50 AM
25	X			I see no compelling to change. This program is one of the strengths of SMC and it works!	Sep 19, 2011 12:05 PM
26	X			Separating western texts from diverse texts emphasizes a false dichotomy that the two are mutually exclusive and contradictory.	Sep 19, 2011 2:49 PM
27	X			The developmental piece is crucial--this cannot be just lip service. The expectations of students need to truly evolve over the 4 years. Diverse voices need to be integrated where possible, not stuck in their own course in the senior year.	Sep 20, 2011 12:19 PM

	Crosstab Option 1	Crosstab Option 2	Crosstab Option 3	Comments:	
28		X		A developmental approach just makes sense. Students may have more success and be more willing to grapple with challenging texts.	Sep 20, 2011 3:04 PM
29		X		I like Model 3 because of the emphasis on skill building / critical thinking (using a variety of texts) in the first seminar. If that part works as intended, then students should be able to get more out of the subsequent readings in later semesters. The loss of chronological "purity" does not concern me; students will (probably) respond favorably if they are exposed to readings from many different eras in their very first seminar experience.	Sep 20, 2011 3:12 PM