



Summers of

22
23

THE GREAT
QUESTIONS
FOUNDATION

IMPACT REPORT

Summer Course Redesign Workshops

Strengthening liberal education
at the community college through
Transformative Texts

WELCOME

The Great Questions Foundation
Summer Course Redesign
Workshops focus on helping
faculty members incorporate
the discussion-based study of
transformative texts in general
education courses they teach at
community colleges.





TABLE OF Contents

01		OVERVIEW 04 Executive Summary 06 About The Great Questions Foundation 06 Workshop Overview
02		FACULTY PARTICIPATION AND IMPACT 08 Faculty Survey Respondent Information 12 Qualitative Analysis of Written Feedback
03		STUDENT IMPACT 16 Student Survey Respondent Information 17 Overall Student Experience 18 Discussion-Based Engagement 20 Encouraging Free Expression and Discourse
04		RECOMMENDATIONS & CONCLUSION 23 Discussion on Limitations of Survey Data 24 Recommendations for Future Workshops 25 Conclusion 26 Acknowledgments 28 Appendix A



TED HADZI-ANTICH JR.

Executive Director of The Great Questions Foundation

The specific pedagogical strategies that TGQF promotes in our summer workshops can help create a classroom atmosphere that encourages free expression, critical thinking, and respectful engagement with diverse viewpoints, areas which are crucially in need of support on college campuses today. TGQF’s work in supporting discussion-based course redesign focused on the study of authors like Plato, Augustine, James Baldwin, Lincoln, Toni Morrison, Sophocles, Soyinka, Wollstonecraft and Dr. King helps community college students acquire the habits and practice the skills of productive citizens in a democratic republic, which include the ability to see things from a perspective outside of one’s own. Indeed, **65% of students strongly agreed that their class helped them to see things from a different perspective.**



This first effort to gain the student’s perspective on our workshops reflects a very positive impact in meeting our goals of creating more opportunities for discussion-based study of transformative texts in community college general education courses.



EXECUTIVE SUMMARY

TGQF Summer Workshops have been remarkably successful in supporting faculty in employing the discussion-based study of transformative texts and ideas in core curriculum courses they teach at community colleges. Thirty-four faculty members from 28 different institutions have completed one of our four summer workshops since Summer 2022, and **TGQF estimates that between 1,500 and 1,600 students have completed courses impacted by our summer curriculum redesign workshops.**

- 16 faculty members responded to our survey, reflecting a 47% response rate. **92% of faculty respondents agreed or strongly agreed that their participation in a TGQF Summer Workshop helped them incorporate more discussion-based learning in the classes they teach**, with 50% strongly agreeing. 89% of faculty respondents reported that they expect to continue teaching these redesigned courses in future terms. Faculty members who reported that they will continue teaching their TGQF supported redesigned course reported a collective enrollment of over 1,000 students in their redesigned sections, suggesting that thousands of future students will continue to benefit from the discussion-based curriculum designed in TGQF summer workshops.

-
- **Faculty members reported a shift towards student-led activities and discussions**, moving away from a predominantly instructor-centric approach and leading to more in-depth exploration of fewer topics. Faculty respondents reported that they were more inclined to create assignments that encourage personal engagement and reflection. The workshops played an important role in enhancing the confidence of the faculty in facilitating student-centered, discussion-based courses. Overall, faculty had an excellent experience in the workshops; **100% of faculty respondents agreed or strongly agreed that they would strongly recommend that a colleague apply** to participate in a future TGQF workshop, with 75% strongly agreeing.

-
- The redesigned courses have been highly successful in enhancing student engagement, stimulating intellectual curiosity, encouraging diverse perspectives, and creating an inclusive environment for free expression. 91 students from up to 10 different institutions who have completed these courses reported that their experiences in redesigned classes were among the most meaningful they have completed at their institutions. These courses stand out at the institutions where they are offered in providing students with an opportunity to engage in discussion-based learning. **98% of student respondents reported that their TGQF supported redesigned courses included many opportunities for participation in class discussion** when compared with other courses they have taken at their institution. In these discussion-based courses, students felt free to engage with a diversity of viewpoints and ideas. **89% of respondents agreed or strongly agreed that they felt free to explore opinions and/or points of view that are unpopular and/or not widely held in these redesigned courses.** This contrasts sharply with the findings of organizations like the Knight Foundation and FIRE, both of which report that students are increasingly afraid of each other's reactions to their speech in the classroom.



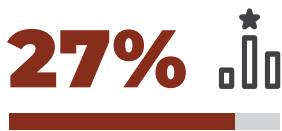
THE GREAT QUESTIONS FOUNDATION

The Great Questions Foundation is a 501c3 organization based in Austin, Texas, founded and led by community college faculty members to help make general education, liberal education at community colleges. We organize course redesign workshops, faculty fellowships, community seminars and faculty reading groups all aimed at helping faculty members undertake the adventure of discussion-based study with their students in the core-curriculum courses they teach.

TGQF SUMMER WORKSHOPS

The Great Questions Foundation Summer Course Redesign Workshops focus on helping faculty members incorporate the discussion-based study of transformative texts in general education courses they teach at community colleges.

In each workshop, up to 10 community college faculty members collaborate with two experienced faculty leaders on developing discussion-based pedagogy, student-centered study questions, assignments and a redesigned syllabus for a general education course they teach at their home institution. Since Summer 2022, 34 faculty members from 27 institutions have completed a TGQF Summer Course Redesign Workshop.



Workshop Applicant Acceptance Rate

TGQF workshops involve a competitive application process, where faculty members submit a letter of interest, which includes a discussion of why they would like to participate in the workshop, their experience with and/or interest in discussion-based pedagogy focused on transformative texts, and why they think community college students should have broader access to liberal arts seminars and how they are positioned at their institution/department to help them gain that access. In Summer 2023, **73 faculty members applied** to participate in our two workshops, which could accommodate only 10 participants in each. **We had a 27% acceptance rate for the set of Summer 2023 workshops.**

REQUIREMENTS & GOALS

Workshops pair an classic/premodern text with a modern or contemporary text, emphasizing the persistent human questions raised by each text across spans of time, place and culture. Participants engage in meaningful and helpful discussions with community college faculty colleagues representing a number of institutions and academic disciplines from all over the country.



Since Summer 2022, **34 faculty** members from **27 institutions** have completed a TGQF Summer Course Redesign Workshop.

Workshops feature seminar discussion in a **collaborative and supportive environment**, which are conducted over the course of four, two-hour sessions on Zoom.

Participants who successfully complete the workshop requirements receive a **\$600 stipend** from TGQF.

Successful completion requires attendance and participation at all sessions, the delivery of a redesigned syllabus where the discussion-based study of one or more of the texts focused on during the workshop occupies about 15% of the course schedule.

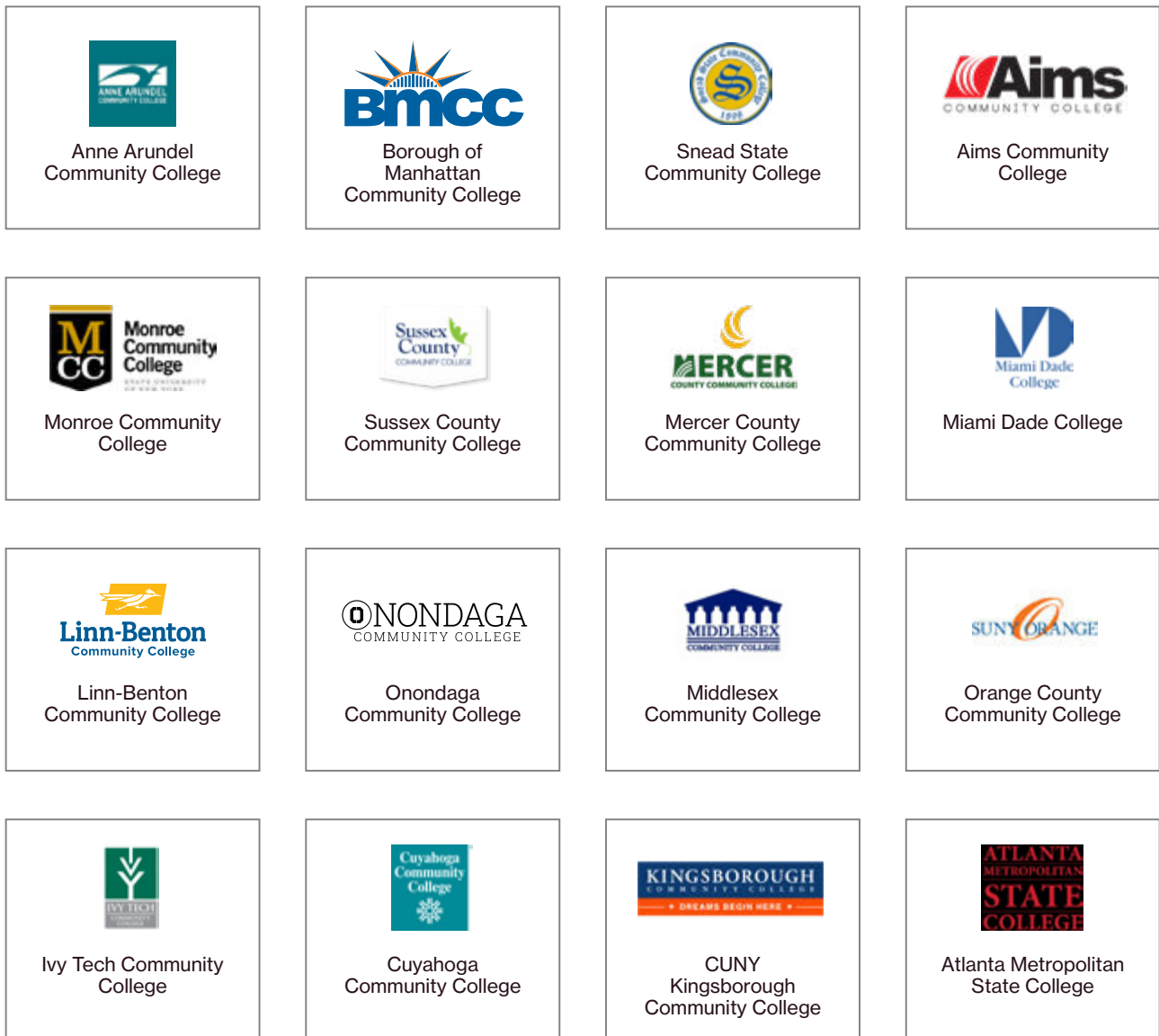
Participants pledge to **teach this redesigned curriculum at least once**.

TGQF workshops involve a **competitive application process**, where faculty members submit a letter of interest, which includes a discussion of why they would like to participate in the workshop.

WORKSHOP METHOD

FACULTY PARTICIPATION & IMPACT

Since summer 2022, 34 faculty members completed a TGQF Summer Course Redesign Workshop. Each of these faculty members received a request and one follow-up to complete the survey, meant to help TGQF evaluate the impact of our workshop efforts. **16 faculty members responded to the survey, reflecting a 47% response rate.** Faculty members who completed our workshops teach at the following institutions.

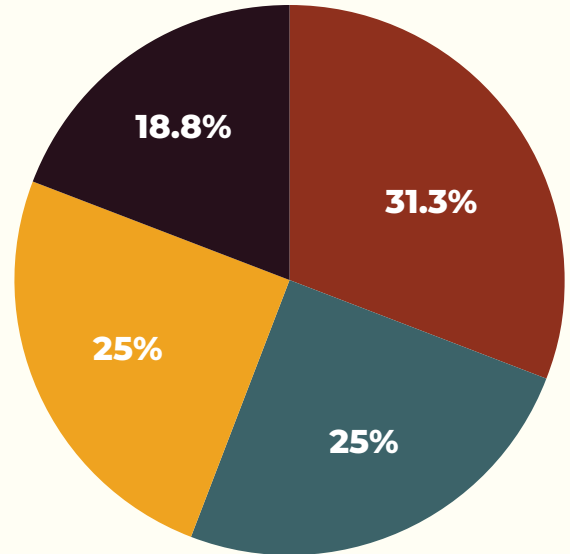




Question 1

In which TGQF Summer workshop were you enrolled in?

- **Summer 22 | Workshop 1:**
Plato, Wollstonecraft, Lincoln, Dr. King
- **Summer 22 | Workshop 2:**
Augustine, Baldwin
- **Summer 23 | Workshop 1:**
Plato, Toni Morrison
- **Summer 24 | Workshop 2:**
Sophocles, Soyinka



See full breakdown of workshops in Appendix A, page 28

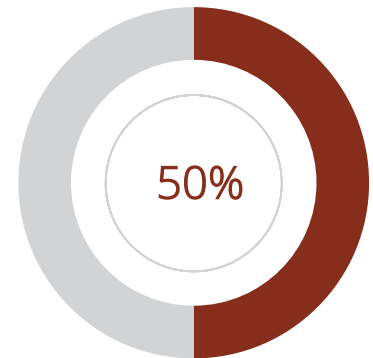


Question 2

In which discipline do you primarily work?

In addition to English and composition courses, faculty reported teaching the following courses impacted their participation in a TGQF summer workshop:

- World Mythology
- Humanities: Prehistory to Middle Ages
- Humanities: Renaissance to Enlightenment
- Humanities: Romantic Era to Contemporary Society
- Art
- Introduction to the Liberal Arts
- Honors Humanities
- Introduction to Criminal Justice
- Law Enforcement
- Psychology
- Philosophy
- Digital Photography
- American Federal Government
- World Literature



English and composition courses, faculty reported the highest enrollment for the workshops

Four faculty members reported teaching more than one distinct curriculum impacted by their participation in a TGQF summer workshop.

FACULTY PARTICIPATION & IMPACT

1,500-1,600

TGQF ESTIMATES THAT BETWEEN 1,500 AND 1,600 STUDENTS HAVE COMPLETED COURSES IMPACTED BY OUR SUMMER CURRICULUM REDESIGN WORKSHOPS.¹

89%

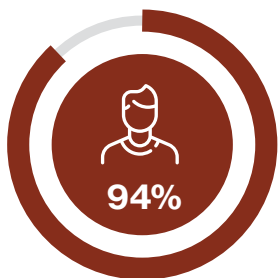
89% OF FACULTY RESPONDENTS (15) REPORTED THAT THEY EXPECT TO CONTINUE TEACHING THEIR REDESIGNED COURSE IN FUTURE TERMS.¹



Faculty members who reported that they will continue teaching their TGQF supported redesigned course reported a collective enrollment of over 1,000 students in their redesigned sections, **suggesting that thousands of future students will continue to benefit from the discussion-based curriculum designed in TGQF summer workshops.**

Question 3

My participation in a TGQF Summer workshop has positively impacted my pedagogy and/or curriculum.



POSITIVELY IMPACTED THEIR PEDAGOGY

Percentage of faculty respondents reported that their participation in a TGQF workshop positively impacted their pedagogy and/or curriculum, with 69% strongly agreeing.



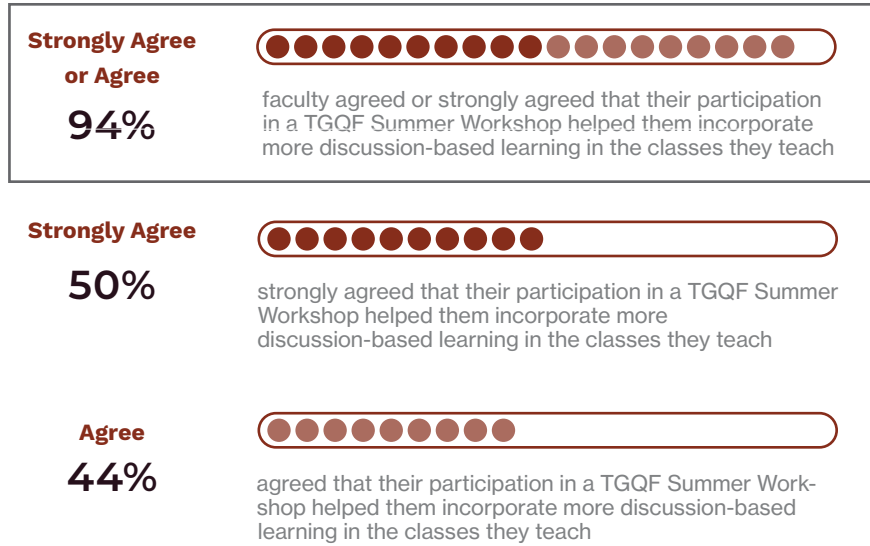
I LOVED being a part of TGQF. It opened my eyes on how I was/am teaching my readings and how to discuss them with students. I now focus on broader, more connecting discussion questions and have noticed a big uptick in participation and engagement.

¹ The 16 survey respondents reported a total enrollment of 1,046 students in their TGQF supported redesigned courses. Eighteen faculty members did not respond to the survey, so we do not have an accurate picture of how many students enrolled in relevant sections taught by these faculty members. Since all faculty members pledge to teach their redesigned section at least once when agreeing to participate in the workshop, TGQF assumes that these 18 faculty members taught at least one section of a course impacted by their summer workshop participation. Considering an average enrollment of 30 students, we estimate enrollment in these sections to be at least 540.



Question 4

My participation in a TGQF Summer Workshop helped me incorporate more discussion-based learning in the classes I teach.



The Summer Workshop helped me practice framing & scaffolding student-centered questions to best engage students in discussion in class.

94% of faculty agreed or strongly agreed that their participation in a TGQF Summer Workshop helped them incorporate more discussion-based learning in the classes they teach, with 50% strongly agreeing. Given that a core goal of our summer workshops is to help faculty members grow in this area, we are particularly pleased to see that our workshops are meeting this goal in the data.



100% of respondents agreed or strongly agreed that they would strongly recommend that a colleague apply to participate in a future TGQF workshop, with 75% strongly agreeing.

QUALITATIVE ANALYSIS OF WRITTEN FEEDBACK

Faculty members were asked to provide a response to the following three questions:



Please describe how your participation in a TGQF Summer Workshop has impacted your curriculum or pedagogy in this course or courses and/or overall.



What is the most valuable thing you gained from your participation in a TGQF Summer Workshop?



What recommendations do you have for TGQF for our future summer workshop design?



The following includes an analysis of the written feedback provided for each of these questions, followed by the responses submitted by the faculty members upon which the preceding analysis is based. Survey responses are presented as submitted and have not been edited.

Question 1

Please describe how your participation in a TGQF Summer Workshop has impacted your curriculum or pedagogy in this course or courses and/or overall.

Participation in the Summer Workshops has had a transformative impact on the pedagogical approaches and curricula of faculty across various disciplines. Faculty members have enthusiastically embraced the principles taught in the workshops, leading to significant changes in the way they engage with their students and course materials. **Faculty members report a shift towards student-led activities and discussions**, moving away from a predominantly instructor-centric approach.

The workshops also encouraged faculty to introduce a broader range of texts, including “great books” and core texts, some of which were outside their usual areas of expertise. The focus on these texts has led to deeper, more meaningful discussions in the classroom, with a noticeable increase in student engagement and participation.



Question 1: Please describe how your participation in a TGQF Summer Workshop has impacted your curriculum or pedagogy in this course or courses and/or overall.

Some faculty have adjusted their syllabi to **allow for more in-depth exploration of fewer topics**, rather than trying to cover more material superficially. This approach has been described as slowing down the teaching process, leading to a more thorough understanding of the material for both students and instructors.



FACULTY ARE NOW MORE INCLINED TO CREATE ASSIGNMENTS THAT ENCOURAGE PERSONAL ENGAGEMENT AND REFLECTION

The workshop has also impacted the types of assignments and activities used in the classroom. Some **faculty are now more inclined to create assignments that encourage personal engagement and reflection**, such as essay prompts and discussion questions that are more open-ended and student-centered. This has been particularly beneficial in online learning environments, where faculty have successfully applied these strategies to virtual discussion boards to mimic classroom interactions.



Response

“I have greater confidence and a better understanding of how to facilitate discussion-based courses centering on core texts. In the courses where I have adopted core texts I have found that I have adjusted the syllabus quite a lot. **We get through less material but we go much deeper. It’s caused me to slow down my teaching, which has had some positive effects.** I’ve also felt challenged to turn a critical eye on my syllabus and teaching methods, and what I want students to leave with at the end of our time together.”



Response

“I think it had a positive impact. **It gave me some strategies for getting back to more student-led activities;** this was good timing because my balance of “me-directed” and “them-directed” activities had gotten too me-centric during the pandemic.”



Response

“Thinking in terms of the great questions has had a big impact on the kinds of paper topics I assign. **I am thinking more about creating questions with a personal hook.** I also used the pedagogical strategy of writing, sharing, and having students tell us about what someone else said.”



Watch video:
Faculty Perspectives on The Great Questions Foundation 2022 Summer Course Redesign Workshops
youtu.be/Vpovf08N2GU

Question 2

What is the most valuable thing you gained from your participation in a TGQF Summer Workshop?

There was a strong emphasis on making connections between ancient and modern texts, and on developing innovative ways to engage students through discussion-based practices, which is a core component of TGQF's mission.

The workshop also played a role in enhancing the confidence of the faculty in facilitating student-centered, discussion-based courses. It equipped them with the tools and methodologies to effectively incorporate transformative texts, even those outside their traditional areas of expertise, into their curriculum. The exposure to different disciplines and their methods of incorporating primary texts into class discussions was particularly enlightening for participants.

Another key aspect was the opportunity for personal and professional growth. Faculty were inspired to rethink the role of humanities and to proactively make the case for their relevance in contemporary education. **This level of inspiration suggests that TGQF workshops may serve a role as incubators for future faculty leaders in the liberal arts.** One participant noted that in addition to seeking out and incorporating more great and transformative texts into their own courses, they were also interested in working to expand programs on their campuses to include this work.

Overall, the Summer Workshop was instrumental in rekindling faculty members' passion for teaching, enhancing their pedagogical skills, and fostering a dynamic, collaborative academic community focused on enriching the student experience through the discussion-based study of transformative texts.



Faculty members greatly valued the free exchange of ideas among peers. This collaborative environment provided a platform for sharing insights and approaches, fostering a sense of camaraderie and professional connection across different disciplines, regions, and institutions.



Response

"Confidence that I have the tools to facilitate student-centered, discussion-based courses, and to teach with a more diverse materials that might be somewhat out of my comfort zone or field of study."



Response

"Combing through these great texts with the mindset of creating discussions that reflect the current world instead of trying to get my students to answer 'correctly' and/or recite a quote from the reading."



Response

"It was great to rekindle my passion for the deep thinking that can go in to the topics I teach. I was reminded why I love the subject and why it was valuable. The camaraderie with other teachers was really nice."

Question 3

What recommendations do you have for TGQF for our future summer workshop design?

Many faculty members expressed high satisfaction with the current workshop format, with some stating they had no recommendations for changes or specifically noting the excellence of the workshop as it stands. This indicates a strong approval of the existing structure and content of the program.

However, there were also **constructive suggestions for future workshops.**

- 01 DEEPER FOCUS ON FACILITATION TECHNIQUES**

One key area for development is a deeper focus on facilitation techniques. While the bonding and engagement within the workshop were highly praised, some faculty expressed challenges in managing discussions once they began to teach their redesigned classes. More guidance on facilitating discussions effectively in diverse classroom settings would be beneficial.
- 02 FOLLOW-UP SESSIONS**

The idea of follow-up sessions was also proposed, where participants could share their experiences and insights after implementing the workshop's teachings in their classes. This could foster a continuous learning community and provide valuable feedback for the improvement of the program.
- 03 DISCUSSIONS ON STUDENT LEARNING OUTCOMES**

Incorporating discussions about how student learning outcomes or general expectations at different campuses might affect the implementation of TGQF goals was another recommendation.
- 04 PATH TO LEADERSHIP**

Encouraging former participants to become leaders in future seminars was also suggested. This could help in expanding the reach of the program and enable TGQF to offer more workshop opportunities.



I hope you feel like former participants can become leaders in future seminars as a result of the good work happening with this program. There's so much opportunity to grow, and I hope individuals can continue to participate. 4 sessions alone really just gave me a taste of what I can do to grow and learn.



See the full list of Faculty Survey Responses in Appendix A, Page 30

ABOUT THE SURVEY ON **STUDENT IMPACT**

91 students responded to the survey. TGQF estimates that between 1,500 and 1,600 students have completed courses impacted by our summer curriculum redesign workshops. To protect student confidentiality, TGQF did not ask students to disclose the institution at which they were enrolled.



Student Survey Respondent Information

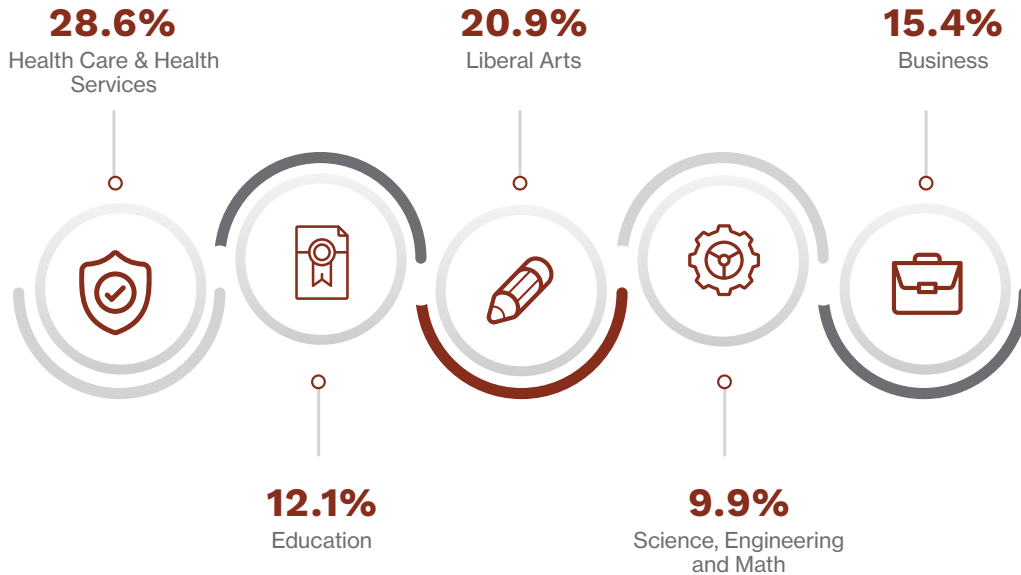
Students who completed a survey were entered into a drawing to receive a \$50 gift card from Amazon. Faculty members from the following 10 institutions reported to have circulated our survey to the students who completed courses impacted by TGQF curriculum redesign workshops:

- Borough of Manhattan Community College
- Snead State Community College
- Aims Community College
- Linn-Benton Community College
- Onondaga Community College
- Middlesex Community College
- CUNY Kingsborough Community College
- Atlanta Metropolitan State College
- Mercer County Community College
- Ivy Tech Community College.

10 faculty members who completed one of our workshops in either Summer 2022 or Summer 2023 agreed to distribute a survey to students who had completed one of their redesigned courses. Six faculty members who completed our faculty survey informed TGQF that they would not circulate our survey to their students. Two of these individuals declined because they had recently asked their students to participate in institutional research surveys, while 4 did not provide a reason.

Student respondents reported to be enrolled in a wide range of majors.

Student respondents reported to have completed TGQF supported redesigned sections in English, Composition and Literature; Philosophy; Liberal Arts; Humanities and Criminal Justice, with most students, 79%, reporting to have completed a course in English, Composition and Literature. 87% of students reported to have earned at least 3 credits in the TGQF supported redesigned course they completed and **76% of students reported that the course met a degree requirement** for them, while 20% were unsure about that.



Overall **STUDENT EXPERIENCE**

87% of students considered the TGQF supported redesigned course they completed as either Exceptional or Very good when compared with other classes they took at their institution. **45% of students considered this class to be among the best classes they completed at their institution.**

Students appreciated the interactive and engaging nature of the classes they completed, the depth of thinking it encouraged, and the sophisticated topics covered.



“My teacher did a phenomenal job explaining thoroughly through the course and challenged the way I now think about writing.”

DISCUSSION BASED ENGAGEMENT

TGQF supported redesigned courses present students with more opportunities for discussion based learning than in other classes. One of the core goals of TGQF is to help faculty members use discussion-based pedagogy in their classroom, so we are encouraged to see that **74% of respondents strongly agreed that their TGQF supported redesigned course including many opportunities for participation in class discussion** when compared with other classes they have taken at their institution. Notably, no students who completed the survey expressed any disagreement with that claim.

In TGQF supported redesigned courses, students encountered works by Plato, Augustine, James Baldwin, Lincoln, Toni Morrison, Sophocles, Soyinka, Wollstonecraft and Dr. King. Our work helped make texts by these authors relevant for students today. **89% of students agreed or strongly agreed that the texts and ideas they discussed in these classes were thought provoking and important**, with 60% of students strongly agreeing.



In TGQF supported redesigned courses, students encountered works by Plato, Augustine, James Baldwin, Lincoln, Toni Morrison, Sophocles, Soyinka, Wollstonecraft and Dr. King. **Our work helped make texts by these authors relevant for students today.**



Response

“My teacher did a phenomenal job explaining thoroughly through the course & challenged the way I now think about writing.”



Response

“Sophisticated topics are appreciated because it shows the instructor trusts our intelligence and capabilities.”






Response

“Amazing class 100% recommend if I could take it again I would.”



Student Impact

91 students responded to the survey. TGQF estimates that between 1,500 and 1,600 students have completed courses impacted by our summer curriculum redesign workshops. To protect student confidentiality, TGQF did not ask students to disclose the institution at which they were enrolled.

2022-2023			
Compared with other classes I have taken at this institution, this class is was...	45.1% Exceptional	41.8% Very Good	87%
Compared with other classes I have taken at this institution, this class included many opportunities for participation in class discussions.	73.6%	24.2%	89%
In this class, I discussed texts and ideas that were thought provoking and important.	60.4%	28.6%	89%
In this class, I felt free to express or explore opinions and/or points of view that are unpopular and/or not widely held.	53.8%	35.2%	89%
In this class. I had an opportunity to see things from a different perspective.	53.8%	33%	87%
	Strongly Agree	Agree	Total

89%

OF STUDENTS AGREED OR STRONGLY AGREED THAT THE TEXTS AND IDEAS THEY DISCUSSED IN THESE CLASSES WERE THOUGHT PROVOKING AND IMPORTANT



ENCOURAGING

FREE EXPRESSION & DISCOURSE



84%
OF STUDENTS

RECOGNIZE THE IMPORTANCE OF FREE SPEECH RIGHTS IN DEMOCRACY

According to a 2022 study conducted by the **Knight Foundation**, a substantial majority of students (84%) recognize the importance of free speech rights in democracy. However, less than half (47%) feel these rights are secure, a perception that has been declining since 2016.

*2022 study conducted by the Knight Foundation



Less than half (47%) feel these rights [free speech] are secure*




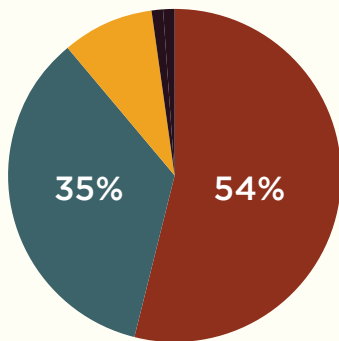
(65%) who believe their campus climate stifles free expression*





ENCOURAGING Free Expression and Discourse

According to a 2022 study conducted by the [Knight Foundation](#), a substantial majority of students (84%) recognize the importance of free speech rights in democracy. However, less than half (47%) feel these rights are secure, a perception that has been declining since 2016. Additionally, there is a significant portion of students (65%) who believe their campus climate stifles free expression. Concerningly, the report found that students are reluctant to say things they believe because they are afraid of offending others. In contrast, **89% of respondents who completed TGQF supported redesigned courses agreed or strongly agreed that they felt free to explore opinions and/or points of view that are unpopular and/or not widely held**, with 54% strongly agreeing.

The feedback we received from students who completed TGQF supported redesigned courses indicates that these classrooms are environments where students felt they could freely express their opinions and engage in discussions on all sides of a topic. This contrasts with the Knight Foundation’s finding, and that of organizations like [FIRE](#), that students are increasingly afraid of each other’s reactions to their speech. Students in TGQF redesigned courses also noted that they had the opportunity to express their real emotions and opinions throughout the class, suggesting they did not feel the need to self-censor.

 In this class, I felt free to express or explore opinions and/or points of view that are unpopular and/or not widely held



-  Strongly Agreed
-  Agreed
-  Neutral
-  Disagree | Strongly Disagree

“

“Good discussions about topics and you’re able to speak freely on ideas and opinions.”

“Everyone can participate and put in their viewpoints on the texts and it makes for fun, in-depth class discussions.”

“I felt as if we had the opportunity to express our real emotions and use our opinions throughout the class.”

ENCOURAGING Free Expression and Discourse

These data show an encouraging trend towards the kind of open and respectful discourse that appears to be waning. This indicates that the specific pedagogical strategies that TGQF promotes in our summer workshops can help create a classroom atmosphere that encourages free expression, critical thinking, and respectful engagement with diverse viewpoints, areas which are crucially in need of support on college campuses today.

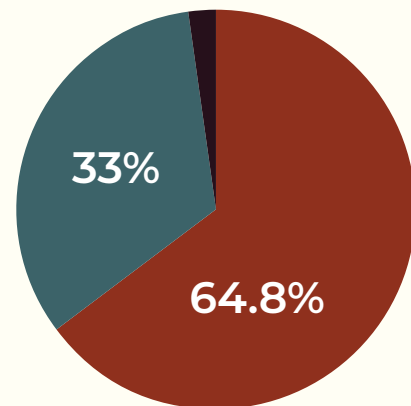
The discussion-based study that TGQF promotes not only helps students express their own perspectives but also helps them to see things from perspectives other than their own. While it's important for students to feel free to speak openly in their classes, the goal is not simply to speak truly without fear but also to learn from the honest speech of those who do the same. In TGQF supported redesigned classes, **98% of students agreed or strongly agreed that they had an opportunity to see things from a different perspective**, with 65% of students strongly agreeing. Notably, no student voiced disagreement or strong disagreement with the claim.



"I like that we have opportunities to discuss ALL possible sides to certain topics. It always [helps] my peers and I to truly think outside of the box and acknowledge the other side of perspective."



In this class, I had an opportunity to see things from a different perspective.



- Strongly Agreed
- Agreed
- Neutral
- Disagree | Strongly Disagree



DISCUSSION ON SURVEY LIMITATIONS

Sixteen of the 34 faculty members who completed TGQF Summer Course Redesign Workshop since Summer 2022 responded to the survey. **While this reflects a 47% response rate and the broad representation across the four workshops suggests a representative sample, selection bias may factor into our data, as faculty who chose to participate in the survey may be those who had favorable experiences and outcomes in our workshops.** There was at least one survey respondent who claimed to have not used the skills learned in the workshop in their classes, so there may be other similarly situated participants who did not respond to the survey. One faculty participant who declined to complete the survey shared that they declined because they found the questions to be “leading” and would have preferred for them to be “more open ended”. It’s possible that some who did not provide a reason for not completing the survey may have shared this perspective. We will take this into consideration in crafting future surveys.

TGQF relies upon faculty reporting in determining the number of students who have completed courses impacted by our workshops. These data are not likely to be as accurate as data collected from the institutions where these courses are offered.

While our survey includes student respondents from a wide variety of institutions, respondents reflect only a small portion of the students who completed TGQF supported redesigned courses. TGQF estimates that between 1,500 and 1,600 students have completed courses impacted by faculty who completed one of our workshops. 91 responses reflect only 6% of this estimated population. Selection bias may also color our data, as faculty who chose to circulate our survey to their students may be among those who are already skilled in discussion-based pedagogy or who were more likely to have had positive classroom experiences with TGQF supported pedagogy. In order to gather more survey data from students, we need to secure faculty buy-in to participate in this research as a condition of their workshop participation, but this poses challenges, as TGQF cannot enforce these expectations. We plan to communicate that participation in post-workshop surveys is an important part of being part of a workshop for future faculty participants

The author of this report, Ted Hadzi-Antich Jr., is the Executive Director of TGQF. While the author strives for clarity and is committed to honest reporting and analysis of the data, wherever it may lead, he is aware that confirmation bias is real and difficult to notice in oneself. For future reports, TGQF will explore the costs and benefits of engaging third-party instruments and reporting as part of our project assessment.



RECOMMENDATIONS FOR

FUTURE WORKSHOPS

While the data gathered indicates that the workshops were a substantive, impactful experience for the participants and that they contributed to high quality learning experiences for many students, the results do provide some areas for potential improvements and revision for future workshops, which are listed below. Note, these provide recommendations directly related to the analysis presented in these reports, and do not provide an exhaustive set of revisions.



Emphasis on Techniques

Future workshops should provide more emphasis on specific techniques and strategies for deploying effective discussions in class. While the workshops conducted certainly modeled those approaches, and included opportunities to discuss how to facilitate effective conversation, the workshops may benefit from more explicit and named focus on such strategies as a part of workshop design. In addition to seeing this feedback in our survey, we heard this through informal feedback while conducting the workshops themselves.



Workshop assessment

Participation in post-workshop survey assessment and engaging students through post-workshop survey assessment should be presented as a more integral part of participation in the workshop from the outset. While we have no plans to enforce participation in surveys, we do aim to have higher return rates on surveys, both to assure a wider set of perspectives are presented in comments and to mitigate potential limitations produced by a smaller and potentially self-selecting sample.



Post-workshop Sessions

Participants in the workshops would clearly benefit from some sort of post-workshop session, both to further integrate the workshop experience into their teaching and learning, and to provide an opportunity to explore issues and ideas that come up through the practice of teaching the redesigned course. These might take the form of an optional Zoom session, one-on-one meetings or small group sessions with facilitators, or structured check-ins with other workshop participants to discuss the experience of running the classes.



Opportunities for Discussions

Comments from faculty, and to a certain extent from students, have been fruitful in not only validating the goals of the workshop, but in developing future TGQF programming. It may be beneficial to include opportunities for faculty to discuss specific challenges they met in the actual deployment of the redesigned class to better support faculty who participate in future programming to address similar challenges.



Empowering Educators and Engaging Students

We find that TGQF Summer workshops have been successful in helping faculty members facilitate discussion-based study of transformative-texts in their classes, and that students who completed these classes benefited from completing their TGQF supported redesigned courses. It is notable that there was no disagreement from a single participating faculty member that the workshop positively impacted their teaching, that it has led them to incorporate more discussion-based methods in their teaching, and that they would recommend the workshop to others. This coupled with the overwhelmingly positive feedback from students that they experienced a class that invited participation and provided them with an opportunity to explore texts they agreed were thought provoking and important indicates the workshops are creating a significant impact on the lives of community college students throughout the nation.

We are particularly heartened, given the documented perception by many that college classrooms are places where students report feeling increasingly less welcome to express themselves, especially around controversial topics, that students also reported such strong agreement with the claim that they could express potentially unpopular or minority opinions and that they were able to see things from a different perspective. We believe that the responses documented in this report provide strong evidence that the summer workshop program is an extremely effective tool for meeting our goal of making general education, liberal education for community college students. We look forward to continuing to provide summer course redesign workshops, and expanding them to include additional similarly structured workshops during the academic year, and invite potential partners and funders who would like to see this work continue to discuss collaborating with us on doing so.



Acknowledgments

TGQF would like to thank the following institutions and organizations who supported this work, either through contributing financial resources or in supporting faculty who taught redesigned courses impacted by it.

GILGAMESH

A New
English Version

STEPHEN MITCHELL



The Heart of Chinese Poetry

Greg Whitcup



Anchor Books

COLLECTED
WRITINGS
OF
ROUSSEAU



Dartmouth
New England

LIVERI

EUCLID'S
ELEMENTS



Green
Lion
Press

NEWTON

A NEW TRANSLATION AND GUIDE
Herould Goksofer and Anne Whitman

THE PRINCIPIA

CALIFORNIA

JEAN-JACQUES
ROUSSEAU

Julie

OR THE NEW
HELOISE

LETTERS OF
TWO LOVERS WHO
LIVE IN A SMALL
TOWN AT THE FOOT
OF THE ALPS

Dartmouth

HON

Thank you!

Aims Community College
Anne Arundel community College
Apgar Foundation
Atlanta Metropolitan State College
Austin Community College
Borough of Manhattan Community College
Community College of Baltimore County
CUNY Kingsborough Community College
Cuyahoga Community College
Galveston College
Highline College
Houston Community College
Ivy Tech Community College
Jack, Joseph and Morton Mandel Humanities Center
Linn-Benton Community College
Los Angeles Valley College
Macomb Community College
Mercer County Community College
Miami Dade College
Middlesex Community College
Monroe Community College
Montgomery College
Onondaga Community College
Salt Lake Community College
Savannah Technical College
Snead State Community College
Sussex County Community College
Tallahassee Community College
Teagle Foundation
Wallace Community College
West Los Angeles College

RESURRECTION

TOLSTOY

NORTON

BOOKS INC

DOVER

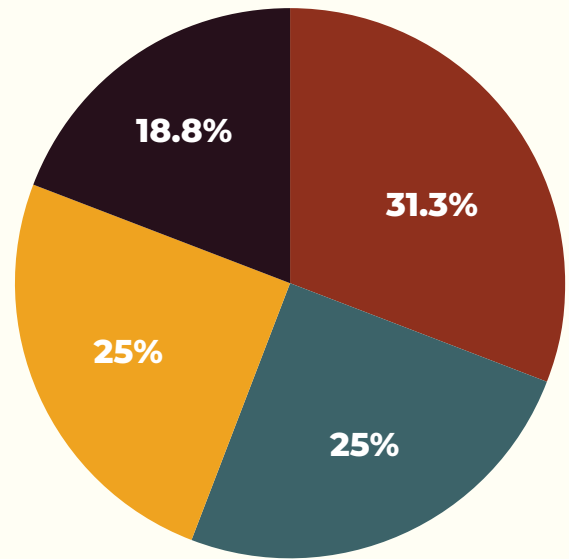
VINTAGE



Question 1

In which TGQF Summer workshop were you enrolled in?

- **Summer 22 | Workshop 1:**
Plato, Wollstonecraft, Lincoln, Dr. King
- **Summer 22 | Workshop 2:**
Augustine, Baldwin
- **Summer 23 | Workshop 1:**
Plato, Toni Morrison
- **Summer 24 | Workshop 2:**
Sophocles, Soyinka



01



SUMMER 22 | WORKSHOP 1

Led by: Ted Hadzi-Antich Jr. (Austin Community College)
Emily Langston (St. John's College)

Republic Book 1, Lincoln Douglas Debate 7, Wollstonecraft's A Vindication of The Rights of Women and MLK's Letter from A Birmingham Jail | Organizing Questions:
What is Justice? What are my obligations to others and what are their obligations towards me?
What is the best form of government and the proper relationship between the individual and the state?

Four Consecutive Tuesdays, June 7 - June 28, 10:30AM - 12:30PM CT

DAVID LIAKOS
PHILOSOPHY/HUMANITIES | Houston Community College

MICHAEL J. LENAGHAN
POLITICAL SCIENCE | Miami Dade College, North and Padron Campuses

FRANK WATERS
PHILOSOPHY | Los Angeles Valley College

MICHELLE PERUCHE
PSYCHOLOGY | Tallahassee Community College

JACQUELINE SCOTT
ENGLISH | Community College of Baltimore County

THERESA GROMEK
ENGLISH | Cuyahoga Community College

JANENE AMYX DAVISON
SPEECH COMMUNICATION | Galveston College

ANDREA OLIVER
AMERICAN & AFRICAN AMERICAN HISTORY | Tallahassee Community College

KATHRYN BOCKINO
ENGLISH | BMCC (Borough of Manhattan Community College)

MATT DELLA PORTA
PSYCHOLOGY | Monroe Community College

02

SUMMER 22 | WORKSHOP 2

Led by: Ted Hadzi-Antich Jr. (Austin Community College)
Gayle Williamson (Cuyahoga Community College)

Augustine's Confessions and Baldwin's A Fire Next Time | Organizing Questions:
 Who am I? Where am I going? And what difference does it make?
 Is there a Supreme Being or Beings? If so, what is this Being's nature?

Four Consecutive Wednesday, July 13 - August 3, 10:00AM - 12:00PM CT

ADAM ROSEN-CAROLE
 PHILOSOPHY | Monroe Community College

JACOB SHAW MILLS
 PHILOSOPHY | Houston Community College

DIONISIA MORALES
 ENGLISH/WRITING | Linn-Benton Community College

NUALA MARY LINCKE
 COMPOSITION & LITERATURE | West Los Angeles
 College

GLORIAN PROVOST
 PHILOSOPHY | West Los Angeles College

PATRICK KENNY
 PHILOSOPHY | Onondaga Community College

ISABELLE HAVET
 ART HISTORY | Linn-Benton Community College

LINDA GRAHAM
 HISTORY/HUMANITIES | Houston Community College

03

SUMMER 23 | WORKSHOP 1

Led by: Ted Hadzi-Antich Jr. (Austin Community College)
Andrea Fabrizio (Hostos Community College)

Plato's Symposium and Toni Morrison's Song of Solomon | Organizing Questions:
 What is Beauty? What do I find to be beautiful, why do I find those things to be beautiful and
 how do/can/should I create beauty in the world?

Four Consecutive Wednesdays , June 21 - July 12, 10:30AM - 12:30PM CT

SARAH HUNT
 ENGLISH | Savannah Technical College

TERRI NARRELL
 ENGLISH, HUMANITIES | Snead State Community
 College

KEVIN MURPHY
 PHILOSOPHY | Anne Arundel community College

PATRICIA GEORGE
 ENGLISH | CUNY Kingsborough Community College

REBECCA SAILOR
 HUMANITIES | Aims Community College

MARY CATHRYN ROTH
 DIGITAL AND DARKROOM, PHOTOGRAPHY AND ART |
 Sussex County Community College, Orange County
 Community College

WENDY SWYT
 ENGLISH | Highline College

LYNN KILPATRICK
 HUMANITIES, CREATIVE WRITING, COMPOSITION |
 Salt Lake Community College

BRANDI SMITH WALLACE
 ENGLISH | Wallace Community College

Continued on page 30

SUMMER 23 | WORKSHOP 2

Led by: **Grant Potts (Austin Community College)**
Gayle Williamson (Cuyahoga Community College)

Antigone by Sophocles and Death and the King's Horseman by Soyinka | Organizing Questions:
 What Is Justice? What are my obligations to others and what are their obligations towards me?
 Who Am I? Where am I going? And what difference does it make?

Four Consecutive Thursdays, July 20 - August 10, 10:00AM CT - 12:00PM CT.

DIANE GASTON
 PHILOSOPHY | Cuyahoga Community College

ANTHONY SAMS
 ENGLISH | Ivy Tech Community College

DUJUAN BROWN
 CRIMINAL JUSTICE | Atlanta Metropolitan
 State College

JAMES MATTHEW TIERNEY
 HUMANITIES | Macomb Community College

BETTINA CALUORI
 ENGLISH | Mercer County Community College

STEPHANIE PESCE
 ENGLISH | Middlesex Community College

ALEXA LANDRUS
 ENGLISH | Montgomery College and Anne Arundel
 Community College

AMY WILSON
 ENGLISH | Community College of Baltimore County

Faculty Question 1:

Please describe how your participation in a TGQF Summer Workshop has impacted your curriculum or pedagogy in this course or courses and/or overall.

- I LOVED being a part of TGQF. It opened my eyes on how I was/am teaching my readings and how to discuss them with students. I now focus on broader, more connecting discussion questions and have noticed a big uptick in participation and engagement.
- We are beginning our unit after Thanksgiving but my students re already excited about it. They have told me they have read neither Plato or Morrison's Song of Solomon before.
- I think it had a positive impact. It gave me some strategies for getting back to more student-led activities; this was good timing because my balance of "me-directed" and "them-directed" activities had gotten too me-centric during the pandemic.
- I have greater confidence and a better understanding of how to facilitate discussion-based courses centering on core texts. In the courses where I have adopted core texts I have found that I have adjusted the syllabus quite a lot. We get through less material but we go much deeper. It's caused me to slow down my teaching, which has had some positive effects. I've also felt challenged to turn a critical eye on my syllabus and teaching methods, and what I want students to leave with at the end of our time together.
- The Summer Workshop helped me practice framing and scaffolding student-centered questions to best engage students in discussion in class.
- I was already committed to introducing "great books" into some of my courses, and participation in the workshop gave increased my courage to introduce texts that were a fair bit outside of my area. I also appreciated all of the discussion questions on the texts that were generated over the few weeks. Finally, it was good to see how the facilitators modeled how a discussion should go in the classroom.
- I was able to incorporate curated passages along with a summary to these intriguing and important texts. I also had the chance to BE the student on these works, making me a better teacher.
- Each of these made an impact: themes, questions, group structure, essay prompts
- Both my criminal justice and law enforcement courses were greatly impacted by the workshop. I was successful in providing discussion-based curriculum to my syllabi and I have the workshop to thank for that.
- I have a greater appreciation for exposing students to great works, even if they don't fully comprehend them.
- It improved my understanding of the importance of having a holistic approach to teaching and including thought provoking texts into the curriculum.
- Thinking in terms of the great questions has had a big impact on the kinds of paper topics I assign. I am thinking more about creating questions with a personal hook. I also used the pedagogical strategy of writing, sharing, and having students tell us about what someone else said.
- The workshop impacted my curriculum by my now infusing my federal government syllabi and course with original documents as "required" along with textbooks (original documents/literature need not cost extra since MDC has extraordinary data bases accessible to all scholars). And my "Multigogy" (TM) is widened and deepened - more engaging to more scholars because there are increased illustrative ways to demonstrate each scholar's mastery of course related knowledge from roots to contemporary branches of discourse in the ecology of our democracy.
- I am shifting to much more of a discussion oriented approach to Antigone this semester. I will be using some of the discussion strategies taught during the workshop to help develop our approach to the text.
- My American literature class was entirely online in the summer, so I used the GQ model to craft discussion board questions to model classroom discussion.
- Didn't get to apply the skills I learned

Faculty Question 2:

What is the most valuable thing you gained from your participation in a TGQF Summer Workshop?

1. Enjoyed the intellectual exercises and exchanges between faculty
2. Combing through these great texts with the mindset of creating discussions that reflect the current world instead of trying to get my students to answer "correctly" and/or recite a quote from the reading.
3. The realization and understanding of methods for making connections between modern and ancient texts.
4. It was great to rekindle my passion for the deep thinking that can go in to the topics I teach. I was reminded why I love the subject and why it was valuable. The camaraderie with other teachers was really nice.
5. Confidence that I have the tools to facilitate student-centered, discussion-based courses, and to teach with a more diverse materials that might be somewhat out of my comfort zone or field of study.
6. Connecting with peers and overcoming fears of making my bacc core writing class more discussion-based.
7. A stronger conviction that I am doing the right thing by integrating these texts into my classes! I have also made some good connections with faculty from different parts of the country
8. The student's perspective and a chance to exchange ideas with colleagues, enabling us to come up with creative approaches.
9. The most valuable aspect was how we could get students to think and respond critically to literature.
10. The summer workshop providing me with innovative ways to engage my students through discussion-based practices.
11. Trusting that my students benefit at least a bit from exposure to great works
12. Developing my pedagogy and approach to teaching and reflecting on great literature.
13. I started to think about making the case for the humanities through interesting questions. We need to be proactive about this and not rely on Gen Ed requirements listed in student portals.
14. My scholars feel more empowered and confident in their conclusions pertinent to the course and its aspirations (Learning Outcomes) when having exemplary links to original sources of elements of current discourse on differences that may be apparent among any set of peer scholars and the world. Simultaneously, I have mentored 6 scholars - one at a time - in the Humanities Edge Undergraduate Research Program (funded by Mellon Foundation at MDC) - each scholar propelled to awesome transfer schools and scholarships and fellowships - informed, better equipped, and inspired by the TGQF insights, incites, collegial synergies and halo effects.
15. Personally, I found this invaluable as a professional development opportunity to discuss great and transformative texts. This opportunity has inspired me to seek out other great texts/transformative texts opportunities and expand such a program to my own campus.
16. Exposure to other disciplines in how they incorporate primary texts to lead to class discussion
17. Enjoyed the intellectual exercises and exchanges between faculty

Faculty Question 3:

What recommendations do you have for TGQF for our future summer workshop design?

1. None
2. I think finding more pairings of these texts with current readings as well.
3. I really enjoyed the workshop and wouldn't change anything.
4. I think there could be more discussion about facilitation; I struggled at times with how to manage the discussion element in a class that isn't really getting to a high level of conversation. I loved how quickly they bonded -- this was amazing and definitely due to the TGQF approach -- but that led to new challenges in classroom management.
5. NA
6. At times, our meetings became high-level discussions that reflected the participants' scholarly backgrounds. The discussions that had the most impact on me were the ones when we "grounded" the conversation in how students might respond to the texts and the questions that would most likely draw them out.
7. No recommendations, really. Maybe hold more of them?
8. I thought it was great but would benefit from the same group following up after implementing the assignments and reporting back to the cohort any findings and suggestions.
9. N/A
10. I feel the summer workshop was amazing and I would be happy to attend another workshop.
11. NA
12. Nothing. It was excellent.
13. I would add some time to discuss how the participant's target course has student learning outcomes or general expectations that will enable or limit TGQF goals at particular campuses.
14. NA
15. I hope you feel like former participants can become leaders in future seminars as a result of the good work happening with this program. There's so much opportunity to grow, and I hope individuals can continue to participate. 4 sessions alone really just gave me a taste of what I can do to grow and learn.
16. Time is a premium in the summer for new, so perhaps a recorded or asynchronous model of a version of this could be helpful for those who cannot fully participate

Student Feedback: To protect student confidentiality, TGQF did not ask students to disclose the institution at which they were enrolled.

1. "This class should be longer!"
2. "This was a very interactive and engaging class."
3. "I enjoy the deep thinking."
4. "It has been my favorite dual enrollment class so far."
5. "I enjoyed this class and learned a lot from it. I am glad I had the opportunity to be in this class."
6. "My teacher did a phenomenal job explaining thoroughly through the course and challenged the way I now think about writing."
7. "Sophisticated topics are appreciated because it shows the instructor trusts our intelligence and capabilities."
8. "It's definitely a great first year class and the teacher makes it easy to comprehend."
9. "This class was phenomenal and exceptional."
10. "Amazing class 100% recommend if I could take it again I would."
11. "I really enjoyed this class, it was always interesting and entertaining. Everyday there was something new and I overall enjoyed."
12. "This class was one of the most enjoyable and engaging classes I have taken."

