

# CHARRETTE COMMENTS

## Group #2 – Transforming Learning

1. Radical Curricular Reform
    - a. Interdisciplinary colloquia
    - b. Immersion experience
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- Yes! I think there needs to be vast improvements in curricular reform.
- It could be a good idea to have the colloquia for freshmen tie into global awareness and international experiences.
  - Yes, but limiting to freshman inhibits students applying the degree-based professional knowledge in the setting, or examining how the ways of another culture would benefit their profession.
- Further define “colloquia” for students, staff and faculty. Full engagement of faculty/staff and encouragement to participate will be important.
- It is important to integrate the University strategic plan with college and department plans, since we reside within departments, disciplines and colleges. There are similar plans emerging from the College of Arts and Sciences. Lack of department “buy-in” has been a problem in the past. It would be helpful if Work Group members could consult with members engaged in similar planning at the college and department levels.
- Combine immersion with international experience? That might be a way to assuage worries about non-traditional and lower-income students not being able to afford an international experience. Students might be as or more transformed by an immersion experience in Milwaukee or Chicago as in London....
  - Immersion experience is an excellent idea. Integrate it with international studies and service learning. Much better than mandatory international.
  - Include internship experiences in the immersion experience.
- An interdisciplinary environmental course or series of courses that are required for *all* students would set UW-EC apart. If the classes get students into nature or doing service or advocacy projects, that would be immersion.
  - An attainable four-year program would also.
- Focus on the availability, not the requirement of the immersion experience.
- There are SO many opportunities for interdisciplinary studies. This may be the most important reform.
  - Yes, but these reforms need to be paired with a reward system for those who would team-teach such courses. It’s always “out-of-hide.”
    - YES!!!
  - Remember, the focus is on integrated learning, not interdisciplinary courses. There are many ways to get integrated learning that don’t require interdisciplinary courses.

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- Interdisciplinary has to mean multi-disciplinary. Students who don't know the theory/methods of a discipline to start with get totally lost in interdisciplinary research.
- Very little about the role of technology in any of the initiatives (across all groups).
  - Yes, and we must learn to teach how the students live!!
- I completely agree with the idea of residential learning communities. You may not have made it number one, but you must include it (I'm not a hall director).
- Define a leadership colloquia—name it so students will recognize/want it. Servant leadership, organizational leadership.
- At this point, it is still difficult to combine humanities and sciences—interdisciplinary courses here would be fabulous. Just a matter of changing some curricular obstacles, I believe.
  - I agree [to humanities/sciences interdisciplinary courses]
- This is one of our most exciting proposals. I am thinking primarily of the interdisciplinary colloquia. Isn't that what a liberal education is all about?
- I love the colloquia ideas. Very exciting. When one starts to think what could be done with this...
- I support this “gateway colloquium” core course, as long as the focus is on engagement AND transitions issues. FYE courses have benefited students who need assistance in negotiating the transition from high school to college--including study strategies, critical thinking, writing; as well as more personal/social issues, such as how do I get along with a roommate, talk to a professor, or deal with a long-distance relationship, etc. Our first-generation students (about 40% of the study body) particularly need this transition assistance and mentorship that such a colloquium would offer. A gateway class must address the “personal” *and* the academic because traditional-age students need to see how the two can be linked--and they particularly need to be guided to discover how one becomes a liberally educated person.
  - I'd suggest a uniform "gateway colloquium" rather than one offered for specific majors.
- The colloquia ideas present a perfect opportunity for incorporating other skill sets students need, but often don't get because they're not institutionalized, like library instruction, communication skills, etc.
- I really like the idea of interdisciplinary colloquia and of interdisciplinary teaching in general. But these courses, taught by “teams” of teachers, will need development. The instructors (even those who may know each other well, socially), must have a chance to sit in on one another's classes, observe one another's teaching styles, decide how they can best work together. Then they must have TIME to plan their curriculum for the course(s)/colloquia.
  - YES! [Agreement with need for time to plan

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- I suggest that this type of interdisciplinary course planning should be considered “professional development” worthy of ORSP sponsored course relief (or some other sort of compensation). We WILL need resources if we are going to plan an excellent interdisciplinary program of courses with instructors who understand the connections our students are meant to understand—with instructors who have, to some extent, been educated in one another’s disciplines, and who can/will work well together.
- Offer forums where the disciplines can talk to each other.
- I like this idea—colloquia are good for new students! Immersion experience—great! It gives students options and does not shove study-abroad down their throats.
- I think the university needs to do more to ease new students (freshman) into the university so the drop-out rates aren't so low. The programs now are great for students who are outgoing and have the personalities to meet people easily, but what about the shy people? All the freshman I have talked to hate it so far and are too overwhelmed and aren't educated enough so they are just lost and would love to just drop out. Please do SOMETHING, especially for shy people. You need to do something that appeals to all different types of personalities. The things you have now can be overwhelming to shy students or students from small towns.
- Define immersion experiences broadly and inventory those that already exist. Then support the expansion of those.
- A student is a torch to be lit, not a vessel to be filled. Inspire learning instead of trying to fill with knowledge.
- Well-designed, first-year “core” courses that span disciplines, focus on key, fundamental issues and “the best of human thought.” Interdisciplinary is good, but not sufficient. To be well-educated requires more than connections. It requires connections between important ideas.
  - Good point!
- Need to time to collaborate and co-teach. This will take a major re-examination of how FTE are distributed!
  - Yes, many of us are committed to the need for and attempts to engage in collaboration—time gets eaten up with already-essential tasks.
- A lot of lip service gets paid to “interdisciplinary work” around here. Ever tried to do it? The silos of the colleges are a barrier! I run an interdisciplinary program that relies on departments from across the university to offer coursework my students need. When budget cuts came, departments were allowed to make their own cuts and obviously, what did they cut? Classes that serve those outside their discipline. I was left with major voids in my students’ education and when I asked for support was told “teach it yourself.” So... what to do?
  1. Actually support interdisciplinary education with practices, not just words.
  2. CHANGE the stronghold A&S has on being able to offer GE courses.

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3. Myself and colleagues are in interdisciplinary fields and could offer *excellent* opportunities to GE students to take an interdisciplinary course, but because I am not in A&S, the courses cannot be approved in the GE categories they best belong in.
  4. We DO have the power to change these arbitrary silos and work together, but in my experience, the silo mentality runs DEEP for some at UWEC.
- How are we as a university leveraging the tools and skill sets our students arrive with? Cell phones, iPods/MP3 players, social networking, texting, 24/7 access to the world, etc? What are we doing to help “old folks” realize the potential for teaching and learning? For our students’ professional lives?
    - !!!
  - How can we “work smarter” re: curriculum reform? Ph.D. shortages in many fields (CSD, Nursing), the “graying”/retiring of faculty in these departments means that we need to radically reform so as to save our programs (accreditation needs, etc.). Consortiums? Other types of collaborations with our sister campuses? Electronic distance education? Online offerings from other universities or colleges? Lots of potential problems with any of these solutions, but we must pursue NEW ways of curriculum planning.
  - I love these ideas, but what will we need to give up? Are we willing to offer fewer majors, reduces classes, increase size of some classes to implement the ideas? I hope so....
  - Incorporate universal design principles in instruction, including addressing climate, physical environments/products, delivery methods, information resources/technology, interactions, feedback, assessment and accommodations.
  - Interdisciplinary is wonderful. Look at the cohort in Curriculum & Instruction!
  - It should be made more transparent that “radical” is not in reference to the core curricula of any given major. I suspect it would be very difficult to instill any change in core major courses.
  - Radical sometimes denotes “scary.”BUT we do need to work to form intentional learners. Immersion can come nationally, internships, practical settings.
  - Graduate education must be included in all discussions of curricular reform! Most grad programs already have immersion experiences that could be modified to implement within undergraduate curricula.
  - I am concerned that your report mentioned library skills and resources nowhere. What good is interdisciplinary when you don’t support the library in trying to: 1) teach interdisciplinary research skills (which are more sophisticated) and 2) have a collection that goes beyond the bare bones of a college library.
  - I like the gateway colloquium and milestone colloquium ideas.
  - We should have a broad field major that has “marketable” skills. Perhaps a major in liberal arts?
    - Yes, this would greatly help adults/nontraditional students in the community—also need to offer more evening and night classes.

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- It would be great to stop people from having to waste their time and money on courses that don't apply for their major. It would just be great to go to a progressive campus that doesn't waste the student's time and money.
  - It's called a "liberal arts university." Go somewhere else.
- Needs to an increase in students' participation in internships.
- Small adjustment: D2L needs rules and regulations. I find it frustrating to receive an assignment/find a posted assignment on a Saturday that is due on Monday morning. We are not forced to be accountable for class 24/7. I did not register for an online course. If we are to have an assignment posted on D2L, they should be made available the minute we leave class if it is to be due in the next class session. Assignments should not have deadlines that are on Sunday nights, for example. They should be due the same time as the class session. I have a very busy schedule, as do most students. Professors should not be able to manage our time outside of the time slots we registered for. Also, if an exam or quiz is given on D2L, we should be given class time to take it (meaning not meet during that class period or be released early for a brief quiz.) I have a professor now that "guarantees assignments posted at least 24 hours before they're due." Well, classes are 47 hours apart. What if I only have time in the first 24 hours and it's not posted yet?
- Vast changes in [the ways that?] knowledge is produced, archived, assessed and organized will be a big part of transforming learning. We have so much potential for interdisciplinary work because we can more quickly access the results of others' work—people in Libraries know about systems to facilitate these changes but need understanding of faculty and administration to get the chance to present and implement. Our efforts could bear much more fruit with attention to resource needed to make a contribution, i.e., metadata/disaggregating tools/hyperlink cross-disciplinary project content and delivery methods are NOT separate processes—some things are lost when they're treated that way.
- How would the details of this experiment look? All change must be undertaken with measurable, meaningful outcomes in mind. Don't transform for the sake of change. What is the purpose? How would Baccalaureate programs that require two years of coursework be considered? Grad programs?
- This appears to be focused on the A&S liberal arts programs. How would professional programs fit into this? We are driven by outside requirements and standards that need to be followed. I'm up for a discussion that allows a broad understanding of learning that includes professional schools and liberal arts.
- I congratulate the Transforming Learning Group for their EXCELLENT work, recommendations, and report.
- I fully support each of those recommendations because in their entirety they would meet the immediate and long-range needs of both students and faculty.
- Please make this a priority commitment!

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## Group #2 – Transforming Learning

### 2. Cultivation of intentional educators

- a. Administrative role for undergraduate education
  - b. Intentional Educator development programs
  - c. UW-Eau Claire culture of assessment
- 

- We have experts on campus who are not used for their expertise in education.
  - I agree.
  - Very true.
  - Need to provide them with release time or other rewards to participate this way—can't take it out of their hides.
- I support this idea and would like more effective training for existing faculty.
  - Yes, instead of just focusing on new faculty, we should include existing faculty. Rather than adding a 10<sup>th</sup> month to the contract period, just hold faculty to the 9 months they are already under contract. Much could be done during Winterim, and prior to classes in August.
    - Yes, where are people in January?
- I like the idea of creating “intentional educators.” It is time this happened at a larger scale at this university. Development and support of faculty/staff will be huge.
  - I agree faculty and staff need to be good and ready for the result of this strategic plan.
- Revamp NET again?
  - Yes!
  - It's not clear to me what they are doing OR what instructional design services are offered (if any) by NET.
    - Expand NET is great idea. Answer is just ask them.
  - Technology and instructional design are intimately connected in the modern world—they need to be kept together in NET.
  - This year's Faculty College featured a great workshop on intentionality in our courses, a speaker from IU-Bloomington. NET should get her to come here!
  - Focus on NET as the center where new skills in teaching can be developed. They can serve as a resource for faculty as they move to more effective teaching strategies. As we move from lectures to more active, collaborative, discovery learning.
  - I have attended a number of NET sponsored workshops, discussions, etc., as a new faculty member and in later years. There has been very little that has been helpful. Sciences operate differently and maybe having faculty direct these—not NET—would be more effective and useful. Time is so valuable so we want to make time spent well worth it.
- Elevate NET to the same status as ORSP. We say teaching is the most valued here, but there seems to be a lot more dollars available internally (i.e. ORSP) for research.
  - The STUDENTS make that possible. ORSP's major funding comes from Differential Tuition.

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- Secondly, I think professional development of teaching needs more support. NET offers great programs, but sometimes deans/chairs schedule other events at the same time. Professional development is important, but like a lot of my job, to do it comes at the expense of my family, as I feel there is not time accounted for in my workload to even focus on it. The resources are available, the time is short. \*These ideas sound great, but where will faculty time come from?
  - Yes, financially support professional development for teaching to a greater extent than we currently do.
  - But be careful: financial needs of curricular research and development are different from labs. Equal emphasis does not equal dollars. Presumably NET may not have the same funding needs.
  - Yes, Right now there is no time and little reward for participating in NET.
    - Agree
- NET has undergone so much restructuring (e.g., merging with LTS) that I feel I have lost track of its mission. Have they recently defined a mission statement? If so, I would be interested in seeing it again. Thanks.
- If you tell me what you are measuring, I'll tell you what you think is important. I believe we should expand our vision to include graduate success 3-5 years and beyond. In terms of leadership, we want to be #1 in value-added by our alumni vs. our competitor & regional schools.
- Intentional educator development and programs must include University Design Principles to ensure curricular access for all students, especially non-traditional students, students with disabilities and other disadvantages. Definitely support a culture of assessment—we need to know how we're doing and how we can improve.
- I hope electronic distance education is given a central role in our future since it is a primary means of serving students who have historically been unable to participate in higher education because of time and location constraints. At the same time, to differentiate ourselves, we need to solve the persistent quality problems that plague electronic distance education. The content is often top notch, but interaction/socialization and certification of student learning are usually inadequate. If we can adequately address those two issues, we will be world leaders.
  - I endorse more distance education opportunities and suggest considering "distance learning" as general education goal. I do two courses online, one in which there is much interchange done in which there is little. Interaction is important in content of the course—not a goal itself.
- What about blended learning for on-campus instruction?
- Look at intentional learning in wellness/health for all.
- I have no idea what 2(a) means "administrative role for undergraduate education"
  - Create a position in Academic Affairs that will oversee undergraduate initiatives.
- From my understanding of intentional teaching, I worry that students will lose their ability to independently connect issues/disciplines/ideas.

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- Don't forget graduate education!
- The scholarship of teaching and learning must be viewed as "real scholarship" by ALL DPCs on campus.
- Many faculty are experts in their fields, but lack instruction skills. The "usual" method of instruction is to emulate their teachers, which includes lecture and basically reading the material back in the form of PowerPoints. Training in "education" methodology should be considered.
- I especially support the three parts of the Intentional Educators recommendation. Integration and coordination of the listed initiatives/offices would greatly improve their effectiveness as well as perceptions of their value and validity. I believe these initiatives do set us apart from other system schools and beyond, but their lack of coordination/integration erodes their effectiveness.
- I was recently reading the convocation address of the new president of my alma mater (the College of Wooster). I was struck by a paragraph in which he explained Martha Nussbaum's definition of "liberal education." This is the quote from Dr. Grant Cornwell:

*"The philosopher and legal scholar, Martha Nussbaum, defines liberal education by reaching back to the Stoics. The project of liberal education is, as she says, the cultivation of humanity. In a book by that title and elsewhere, Nussbaum advocates an education designed to produce "citizens of the world," people of cosmopolitan subjectivity, who see a world full of equally valuable human persons, all of whom have a claim on our sense of moral obligations.<sup>[1]</sup> Nussbaum believes that the task of liberal education is to enable us to imagine the realities of peoples distant in time and space, to understand both what humanity has in common but also the variety of ways in which it manifests itself. Through the reading of history, literature, and poetry, by the study of the social and natural sciences, liberally educated persons develop empathy without borders.*

*For these reasons Nussbaum believes our mission as a liberal arts college is to cultivate an ideal of cosmopolitanism and teach the critical reasoning skills that liberate one from ethnocentrism or from the kind of patriotism that says "My country, right or wrong."*

This seems to me to be a wonderful way to look at the goals of Group 1----as others have said, it is crucial that we know "why" we are sending student abroad and whether we could achieve the same goals here. If you look at our goal broadly, as Nussbaum does, then there are many ways to achieve that goal. We are, of course, already providing many opportunities for students to reach the goal---in classes, through out of class activities, as well as study abroad. To me, what we want to do is two-fold:

1. We want to expand on those opportunities---in Eau Claire (both in and outside of the classroom), in other places in the United States and through study abroad.
2. We want to help students be intentional about that learning. We need to help them put their foreign culture courses together with their major courses with their volunteer activities with their friendship with an international student and reflect on who they are and how they fit into the global world. This is really what group two is all about. It isn't that we are unintentional in our teaching. I know that each faculty member is very intentional about what he/she wants his students to learn. But we can be more

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intentional about making connections among our courses (through such things as the interdisciplinary courses Group 2 is recommending, as well as other courses and individual contacts with students). And we can ask students to be more intentional about both planning their experiences and reflecting on them.

The OSP (Open Source Portfolio project) at the University of Minnesota-Duluth seems to provide a starting point for this---both Portland State and IUPUI seem to have adapted this in interesting ways. I would expand it beyond a “check-off” list of our goals, to a truly individualized learning program where each student is introduced to our learning goals in a meaningful way during their freshman year and begin thinking about how they relate to the student’s own goals. Together with a faculty member, the student begins to think critically about the question: “what does my education really mean and what do I intend to get out of it. The goals of the University for the Student and their own goals then become intertwined in a multi-faceted “journey” to graduation which could include study abroad or another type of immersion experience. Whatever it includes, it is intentional and revolves around what the university has determined as ultimate learning outcomes.

- I am currently a UWEC employee at the Marshfield site Nursing program. In December 1997 I finally obtained an Associates Degree in Materials Management/Accounting from Gateway Technical College in Racine, Wisconsin. It has always been my lifelong goal, while continuing to work full-time, to obtain my Bachelor’s degree in Business Administration. I have earned 84 technical college credits while attending Gateway Technical College. Gateway, at the time of my graduation in 1997 had an articulation agreement with Carthage College, a private 4-year college in Kenosha, Wisconsin. I had started to attend Carthage College for my Bachelor’s degree before moving to central Wisconsin in 1999. Carthage College had allowed me to transfer in 37 technical college credits from Gateway. After being out of school for awhile, I was checking in to going back again, and am now currently enrolled in the Distance Education program for Business Administration through UW-Platteville.
  - What is the concern of myself and many, many other non-traditional adults who have also completed Associate Degrees at many Technical Colleges is the lack of transferable credits into the UW system that we all earned while attending the Technical Colleges. Most non-traditional adult students have either worked full-time or taken care of households and children full-time while attending the night courses at these technical colleges, which was no easy task for many of us.
  - It is frustrating to us non-traditional students that the UW system does not take more of our Technical College or other college credits toward degrees offered in the UW system, such as mine with UW-Platteville. UW-Platteville has only taken 9 of my total credits that I have earned both through Gateway and Carthage. If I take one courses a semester through UW-Platteville’s distance ed program, technically it will take me over 50 years to complete my Bachelor’s degree. Pretty disheartening. It would be wonderful if UW-Eau Claire would be a leader and create a program and articulation agreements that would allow more of us non-traditional students to earn our Bachelors degrees with more of our other college credits being considered toward that end. Also, distance learning via ITV or other modes of instructional delivery would be a good idea as well. Future leaders are not just the younger traditional students, but also non-traditional students who have many life work experiences.

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## Group #2 – Transforming Learning

3. Cultivation of intentional students
    - a. PASSPORT, a synthesized learning plan
- 

- I love this idea. This makes a lot of sense. Push this idea to the forefront of these discussions.
- This is great! I definitely feel this is an area that needs to be looked at!
- I like this idea too. Very innovative, very empowering for students.
- With revamping general education, this idea has merit. Students are products of quick and instant rewards. They want the easy way first. Students don't (in general) look at their college education as a journey, rather a destination.
- Think more in terms of helping students develop the tools and skills they need for lifelong learning. The capacity to reinvent themselves. To create a new career. Things many of our students will need to do.
- In a previous institution we instituted a "Passport to Success" What was key was the link between their college experience and their career plans and goals. It was more than a way to engage students in academics/learning. A real connection has to be made between where students are now and where they want to be in five years, 10 years, etc.
- Part of intentional learning needs to be providing support for students so that they can be successful. We need to assess why our students are leaving—or only barely succeeding.
- If you want intentional students, intentional teaching is great, but please don't forget intentional advising. Advising affects every student, for their entire college career and advising can be facilitated by all university employees. We can distinguish ourselves with first-rate advising in its many forms!
  - YES!
  - Absolutely
  - Our advising is a joke to begin with and the advisors have little time to boot. How are we going to push more responsibility on profs who don't have the time and sometimes the desire to do what we're asking?
- Make sure you include expanding internships in this.
- PASSPORT sounds great!
- Please seriously look into living-learning programs along with the proposed colloquia.
- The PASSPORT sounds like an excellent way for students to recognize their own strengths, weaknesses, and responsibilities for their own learning. "Good" students will appreciate it, and "emerging" students will grow and learn to appreciate it.

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- I worry that this will promote the “business model” of higher education—that this is the retail knowledge business, which is a creeping problem...
  - Strongly agree! So do I!
  - I second. I have not read PASSPORT, but I am increasingly worried about the “corporate” aspect of our institution. We should not be a job factory. This should be an institution of learning (KED).
    - [Learning]—To do what?
      - Think!
  - Corporatization of our mission is subversive of the goals of liberal education...but this is not the same thing as being mindful of students’ future vocations (in the sense of “calling”), i.e., corporatization of helping think about their future lives.

10/23/07