THINGS TO CONSIDER WHEN PROPOSING A BUNDLE

Getting involved in a bundle is a great opportunity for faculty and staff to make a significant contribution to defining the future liberal education core at UW-Eau Claire. Current bundled faculty are finding fulfillment in meeting and working with colleagues across disciplines to incorporate integrative learning outcomes into their courses. This means that courses are designed so students intentionally integrate their course “learning” with their own lives; and, students integrate learning across courses.

Faculty and staff who are selected as part of Bundle Cohort II will be able to participate in local and national professional development opportunities, receive course development stipends, receive supports to teach in a new and innovative manner, and have opportunities to contribute to excellence in teaching and learning with possibilities of publication.

WHAT ARE THE EXPECTATIONS?

Time is at a premium for everyone. As a pilot, there is information that needs to be gathered to adequately evaluate what we’re doing and to inform where we’re going. The following expectations are informed from our collective experiences and observations in rolling out Bundle Cohort I.

a. Designate a bundle coordinator to take the lead in communication, follow-through and team leadership. This seems essential to bundle success.
b. Spring semester 2011 CETL will offer three Communities of Learning to provide a foundation for bundle development. Each bundle is asked to have representation at the events.
c. Summer bundle and curriculum development workdays will provide specialized support to develop integrative learning and assignment design, embedded assessment, and to pull the linked courses together. Three days will be scheduled: one each in May, June, and either July or August (what works best for bundle participants). Cohort I faculty/staff indicated that consistent participation by bundle partners was very helpful to the process. Each bundle is asked to have representation at all workdays.
d. Submit a written learning outcome and embedded assessment plan. There will be external and internal (UWEC) professional support for bundle participants.
e. Participate in collecting student work demonstrative of integrative learning for longitudinal review and assessment.
f. Participate in pilot review of process, assessment of success in meeting learning outcomes, and an analysis of faculty/staff experiences.
g. Participate in sharing bundle experiences with campus community and have a willingness to share experiences and mentor peers as able.
h. Willingness to consider continuation of bundled work into the next academic year.
i. Sign a contract indicating agreement to the above.

WHY A CONTRACT WITH EXPECTATIONS?

A written contract provides a foundation for an inclusive understanding of expectations. The expectations support university efforts to be intentional in designing courses that meet the UWEC Learning Outcomes and, specifically for liberal education reform, meet goals for integrative learning. Intentionality assures that the work from each bundle pilot cohort informs the next cohort and the forward movement of liberal education reform.