

Faculty of Arts & Science Self-Study: Undergraduate Education

Consultation with Arts & Science Council
for feedback and discussion

7 November 2012

1

5 Years of Undergraduate Education: Review, Renewal, and Going Forward

- Significant advances over 5 years of curriculum renewal, with goals and priorities set by a consultative process of curriculum review, and refined by an external review and the academic plan.
- Overarching goals:
 - Strengthening Our Programs
 - Supporting Our Students
 - Enhancing Our Teaching

2

Questions for Self-Study: Setting the Stage

- Do our goals for UG education and curriculum accurately and comprehensively reflect the needs and priorities of students, faculty, staff, and other stakeholders?
- Are the current and planned initiatives leading the Faculty toward achievement of its goals?
- Are there challenges or obstacles that should be anticipated?

3

Strengthening Our Programs: Depth, Breadth, and Competencies

- Realizing the potential of an honours degree:
 - Ensuring depth and an integrative, inquiry-based activity in every Major/Specialist program
 - Instituting core competencies: transferable skills
- Reviewing all programs and clarifying objectives
 - Focusing on meaningful program structure and choice
- Encouraging breadth through new categories & courses
 - CRIF, Big Ideas, UCDF

4

Supporting Our Students: Transition and Progression

- Transitioning to university
 - First year learning opportunities: FLCs, Ones, Big Ideas, ELL
 - First-year committees and others
- Progressing through the degree
 - Clearer pathways: Early Alert, POSt structuring and admissions
 - Tools for students: CR/NCR, LWD, forthcoming e-tools
- Connecting to the world
 - Experiential & service learning; research, URF; ICMS, IIF
 - UCDF, Career Connections

5

Enhancing Our Teaching: Innovation and Assessment

- Encouraging and supporting evidence-based innovations and analysis of impact
 - CRIF, WIT, ELL, Big Ideas, ICMS, IIF
 - Instituting participatory and consultative processes
- Establishing teaching supports
 - TTS Office, T&L Research Officer, TA training
 - Designing/implementing new course evaluation framework
- Looking toward the future
 - Inverted/blended learning, MOOCs, innovative classrooms

6

How have these activities advanced the Faculty's academic priorities? [1 of 2]

- Taking advantage of disciplinary breadth
 - Increased opportunities for meaningful breadth
 - Enabling of experimentation and exploration
- Leveraging excellence in grad education & research
 - More research opportunities and support
 - Connections to graduate students and faculty
- Enhancing students' academic experience
 - Innovations in teaching and learning
 - Advising supports, and tools for managing degree progress

7

How have these activities advanced the Faculty's academic priorities? [2 of 2]

- Capitalizing on our college communities
 - Collaboration with college advising and writing staff
 - Expansion of college One programs
- Engaging with the global & local communities
 - Expansion of international opportunities
 - Support for service learning and other community connections

8

Returning to the Questions for Self-Study: Feedback and Discussion

- Do our goals for UG education and curriculum accurately and comprehensively reflect the needs and priorities of students, faculty, staff, and other stakeholders?
- Are the current and planned initiatives leading the Faculty toward achievement of its goals?
- Are there challenges or obstacles that should be anticipated?

9