

## **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