

Faculty General Education Design Ideas

A Compilation from Designapalooza & Minipaloozas

March 5, 2019

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Beginning in late fall, 2018, with the Senate Chancellor's Roundtable, and continuing with the idea generating session in the November 2018 Senate meeting, GERI turned its attention fully to the Design Phase of its work. That work received a strong kickoff of the Designapalooza on January 11, in which 90 faculty spent a half day in teams generating prototypes for enacting four specific outcomes for general education. (We have previously shared with university community [a raw compilation of Designapalooza reports](#) and a [Synthesis](#).) During February, GERI invited all DU faculty, through two direct emails and invitations to chairs and deans, to participate in one or more of 11 additional design sessions. There were at least three different opportunities to generate ideas for each of the remaining outcomes. In addition, we invited written comments. At least 143 different faculty members participated in the design sessions.

This document compiles, in a single place and summary fashion, all the input GERI received, ideas that we've discussed in weekly meetings and have informed our model building. The ideas are organized by outcome. For Designapalooza, you'll see the final reports from each team, plus a photo of their poster(s), in many cases. (The [Designapalooza Raw Compilation](#) has much more detailed information, and GERI worked from it.) For the Minipaloozas (the February sessions), you'll see a raw list of brainstormed ideas, followed by syntheses/prototypes emerging through group work. The [GERI Portfolio Site](#) has dozens of documents.

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8. The ability to apply general knowledge and skills in experiential learning settings. MIN	32
9. The ability to reflect meaningfully on relationships among areas across the general education curriculum; between general education and their majors and careers; between personal goods and public goods; and between intellectual and other aspects of living. MIN	36

1. The Public Good

Six tables at the Design-a-palooza event in December 2018 took up a discussion of how best to implement the “public good” outcome:

The ability to define “the public good” with sophistication, for contexts ranging from local to global, informed by how different areas of study contribute to understanding and realizing the public good.

Summary of Ideas

1). FYE as Public Good Colloquy: A Journey from Student-as-Consumer to Student-as-Citizen
Imagining the public good to be not a proposition to elaborate but a question to interrogate, and, further, that publics are created through the very process of interrogation, we developed an idea for a new First-Year Experience. The new FYE begins in the week before the fall quarter with a Conversation on the Public Good, consisting of several faculty lectures on a PG question, followed by a panel discussion that brings the lecturers together in conversation. This sets the broad PG question and models ways to conduct shared public inquiry. That initial conversation is deepened and enlarged across the first year. Students take an FSEM-like class on a related, more focused PG question in the fall, followed by two WRIT classes that flow organically from their FSEM. The sense of conversational flow results from the sequence being “cluster-taught:” i.e., small cohorts of faculty who teach one class in the sequence individually while conceiving the whole sequence together. (E.g. the students in Michael’s, Rachel’s, and Yohainna’s FSEMs go on to John’s and Megan’s WRIT sections — and all five faculty collaborate in creating that sequence.) The sequence is capped by a 2-credit PG Colloquium and Symposium. Students share, in a variety of forms, the work they've done over the year in pursuit of the question of the public good and participate in discussions about that inquiry with each other, faculty, and community partners. The event lasts several days and takes place at venues across campus. It's purpose is to celebrate, to demonstrate (most importantly to the students themselves), and to reflect upon the students' transformation into citizens -- by returning and responding anew to the question from which we started and the ones we've pursued since and by charting paths forward.

2). We drafted a poster suggesting a comprehensive but flexible curriculum starting with a place-based focus on Denver and additional ASEMs. This enables the DU experience to include both transfer students and those first-year students that come in with a lot of credit, including those students more in a common DU experience. Please see our poster for details.

3). The Gen Ed curriculum structure would remain essentially the same, but the idea of Public Good themes (addressing a specific problem, such as water conservation, food insecurity, income inequality, etc.) would be layered on top, providing the scaffolding for teaching the courses within Gen Ed. Students would select up to three themes their first year and select Gen Ed courses within those three themes, but narrow in on one Public Good theme in year 2. Gen Ed courses would be scattered throughout the four years, and ideally even some major courses would embrace some of the Public Good themes. Given a student selects a PG theme in year 2, she ends up interacting with a "cohort" of students who share similar concerns and passions about this theme but are from a variety of majors. ASEM would be relabeled as a capstone, and would culminate with an applied, community-based project within the theme the student had selected in year two. A research study, internship, or

community-based project would be a requirement of Gen Ed (again in the chosen theme), and this trans-disciplinary theme would be listed on the transcript and diploma since ALL the Gen Ed courses (including intro to sociology, the sciences, etc.) would revolve around these themes. So if one of the themes was "water conservation," a student would take all her Gen Ed courses (and perhaps even some of her major courses) and they would all revolve around the theme of water. She would have an electronic portfolio of her work on water conservation and a "specialist" classification of "water conservation" would be on her diploma and transcript. PG-based themed learning provides a rich context for learning and application, and brings together the various disciplines to help address a real-world problem.

4). Public Good ASEM experience PSEM, for short. The core idea was to think about how we could focus on the public good in curriculum, both broadly and intentionally. We thought of it as taking place in at least three realms in alignment with current DU structures: internationally via study abroad, community engagement models (CCESL), and through knowledge production.

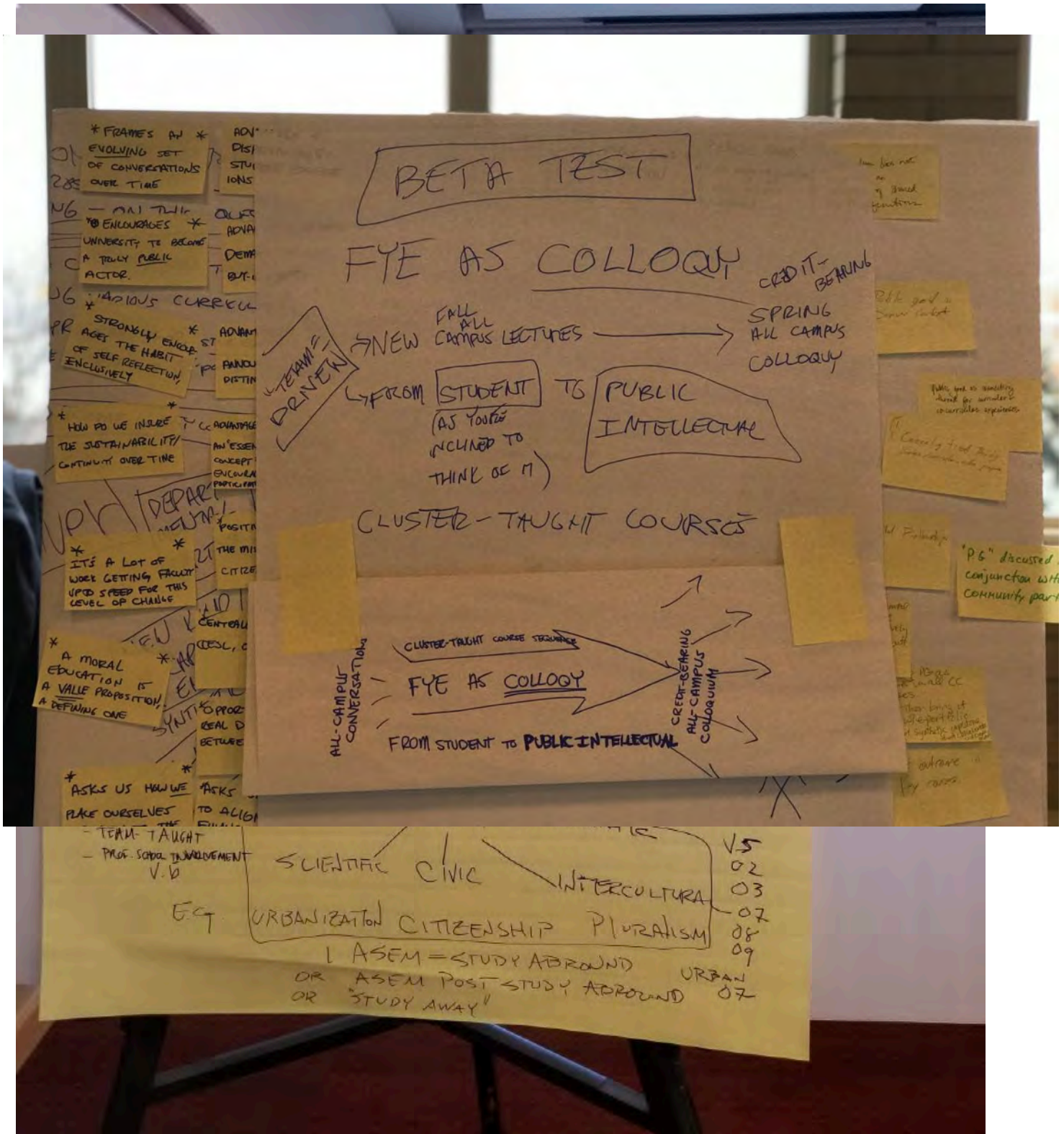
5). Incorporate a public good focus into study abroad, following a systematic set of steps. (See poster below.) Create a parallel process for non-travelers.

6). Common curriculum should be integrated all 3-4 years of the UG experience, but the 1st year become a 3 quarter (Q)linked sequence. This 1st year 3Q sequence is formed around the Public Good theme identified. This replaces FSEM, and folds FSEM experiences into the broader 3 Q sequence, and also integrates writing/communication, but all focused on the PG theme. As part of the opening quarter of this 1st year course, a nationally renowned guest speaker is brought to campus to give a TED style presentation to launch each new year (although all themes would last 4-5 years). 1st year 3Q sequence sets the PG theme, and subsequent CC courses in 2nd, 3rd, 4th year build upon this from content specific perspectives. Students must have intellectual and practical experiences in the community related to their PG theme. At the end of their 3rd/4th year, students must present back to the community related to their PG theme. The ability to LISTEN and COMMUNICATE respectively in a variety of methods and situations is fundamentally important.

Commonalities in Public Good prototyping

- 1). Themed Courses
- 2). Greater coherence in FSEM, CC, ASEM (usually through PG-related themes)
- 3). Denver-based/Denver as lab
- 4). Cohorts, both students and faculty team-teaching
- 5). Integrated with study abroad

Public Good Prototypes



Challenge #1

Geometry
in construction
model

Certain %/#
of courses in
in theme or
PG area

Co-curricular
support based
on activity from
FSEM

Better
book ending
w/ FSEM
FSEM capstone
w/ coherent
path

Cohort
LLCs
expanding
to 4 years

PG addressing
1st generation
students -
study skills, motivation,
possibilities, etc

Challenge #1

Jeff Edgington
Heather Martin

Janeen Beening Locke
Paul Sutton

Christopher Pappas
Scott Lautenschlager

Imagine "the public good" as a way to bring identity
and coherence to the Common Curriculum with that focus
in mind, what curricular features can best help enable
+ manifest "the public good" for students?

A market
failure

intentional
thematic
curriculum

Community
engagement

Get off to head
in the CC

Could the PG
be embedded in
existing courses

Undergrad
research

Everyone
is part of
society

Support
non-dominant
populations

buy in
from dept to
ALL

What is
our mission?

A benefit to
society

help students
learn in a
problem-based way

flexibility in
the curriculum

Common theme
that articulates
w/ majors

A single
problem worked
on across all
courses over
the years

Table 3

DU
↗
Denver

The importance of Common Curriculum in which DU Students ^{intentionally} engage with Denver and the world in meaningful/intentional ways, through new academic/innovative structures (such as ~~course~~ ^{intentionally linking} through study abroad, community engagement, and public knowledge) and celebrating / communicating this work.

PSEM

Faculty Ownership \$

Portfolio

Info gathering
+ ideas
- what current courses exist
- what courses could be added
- new courses

How do we incorporate a ~~#~~ public good focus into study abroad?

Pre-travel

#1 Partnering institutions identify people, community, organizations students might engage with ~~and what area/issues around which they want to engage.~~

#2 Students choose where they want to go based in part on #1 & how it intersects with public good area they care about

#3 Students develop plan for engaging with people/organizations/community (for example, develop questionnaire/interview protocol in collaboration with Office of Public Good)

While abroad

#4 Students talk to/engage with people in study abroad location around public good issue they care about

Upon return

#5 Students write reflection on what they learned related to public good

#6 Student share what they learned with broader community

- So many possibilities for how to do this!! (blog, panel, video, etc.)
- Community can be many different things (CU, or an organization they work with, or...)

This may result in a domestic project.

THERE WILL BE A PARALLEL EXPERIENCE FOR NON-TRAVELERS (like, virtual interviews, or...?)

- Students learn to work with others in way that doesn't do harm

Table 3

Table 6: Step 4: Prototype

Focus: Intgd 1st Yr 3 Q experience
(* Replaces FSEM)

- 1) 18-20 students/class
- 2) Over-arching P.G. theme
- 3) Team-taught courses
 - a. Faculty choose peers w/ whom they ^{want} to teach
 - b. Faculty teams submit proposals for 3-yr P.G. ^{topic}
 - c. Incentives for faculty teams ^{w/ justification}
- 4) Information & Technology

P.G. theme I'd first

- Faculty-team structure
- Model integrative practice for students
- "Fish bowl idea"

Gen Z themes

- Will want 1st Yr exper. to be focused on gaining skills
- 1) Don't remember 9-11
 - 2) 2008 Great Recession
 - 3) 2012-2013 > 50% ownership of smart mobile tech
 - 4) "Gig economy" students
 - Want coaches to drp skills, not managers to organize
 - 5) A.I. future... student knowledge & abilities

- Faculty need to ^{better} understand goals & roles of students w/ respect to Gen Ed & college overall.

2a. Human Cultures

During three meetings in February 2019 faculty discussed how best to implement the second learning outcome with regards to human cultures:

The ability to address complex questions by applying and synthesizing knowledge of human cultures and the physical world, using methods of inquiry and analysis practiced across the liberal arts and sciences.

Brainstorming

- Two models – every Gen Ed course has to include more than one but less than nine of the outcomes OR “badges” model – achievement in each outcomes or trusts students will be exposed in ways analogous to “herd immunity”
- Perceived lack of coherence in Gen. Ed, curriculum must build a narrative
- Could students and faculty be included together in the process?
- Human cultures must be addressed through multiple disciplines/courses
- Language exposure and culture exposure could complement each other
- Faculty cluster teaching around a theme
- More coherent FSEM to ASEM sequence with learning in 2nd & 3rd year – some logic where students go from learning to applying to engaging to giving back
- Specific roles for writing, service learning, study abroad, and other learning experiences beyond the classroom
- All-year FSEM
- Chronological offerings with historical depth
- Theme for every year with lecture series or colloquium, co-curricular aspect
- Summer money & planning time to foster coordination
- Should do something to enhance language study for study abroad, encourage students to student in countries with language other than English
- Non-niche/extra-disciplinary assignments, of interest and utility for non-historians
- Broad reading across a wide range of viewpoints and themes
- Encounters with human cultures in as direct a way as possible; face-to-face with cultures
- Problem solving and key debates with complex questions
- Multi-media approaches, beyond just a book or a text (history is very text centered)
- Team-taught courses to see how STEM impacts the humanities and vice versa
- Cross-disciplinary approaches, building links between disciplines so a history class is more than just a history class and make the connections between history and relevance
- Culture is intrinsically taught through foreign languages
- Understand the why the differences between human cultures make us uncomfortable
- Students need to understand their own culture first
- The students need to learn flexibility and allow their values and views change
- Need to learn to accept different points of view; force them to defend a view they don’t espouse
- Faculty should not impose their values and beliefs on students
- Should be a connection between foreign language and student abroad

- Students should be prepared for study abroad (common curriculum, not just international house)
- Co-teaching (not team teaching), so just two professors in the classroom from two different (not adjacent) disciplines, showing contrasting approaches to the course and/or subject
- Have a theme for every cohort of undergraduate students, carried through from the 1st to the 2nd year; have the theme fundamentally addressed in the courses; the theme should be analyzed during orientation
- Orientation should be more academic than just student-life information, and introduce the theme and its complexity during orientation; can introduce the importance of the Gen Ed
- The “one book” be better chosen and discarded; can use a movie or a play and it can be followed through for the entire the year
- There could be alternative themes (a small number), that cohort would follow through
- ASEM were supposed to be interdisciplinary; should be co-taught
- Bring back the sophomore experience that was proposed about 8 years ago: common courses and professed ambition from first to second year
- Consecutive courses and cumulative, even if they are 2 credit courses
- Classes framed as questions rather than topics
- Co-requirements and sequence
- Clusters of courses, perhaps around a question, that connects their major with a related AI and SI and foreign language
- Have Gen Ed courses throughout the four year and have them integrated with the major courses
- Students should not be permitted to get a minor in an adjacent discipline

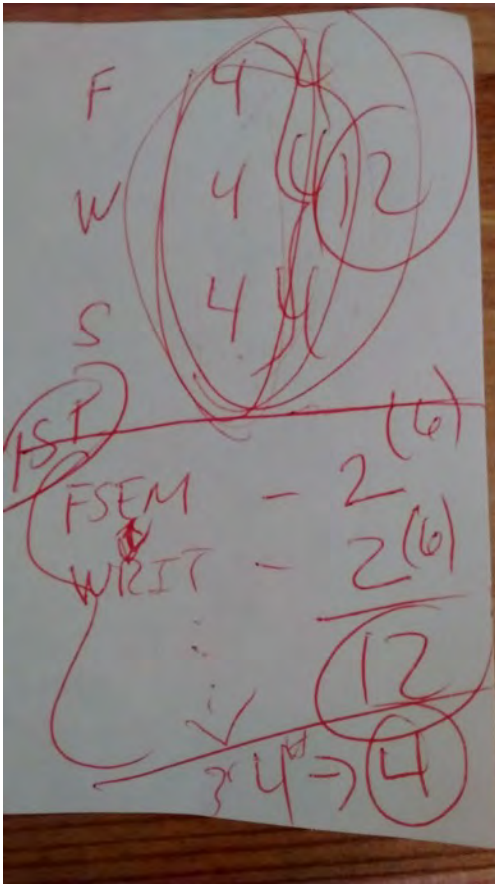
Commonalities in Human Cultures Prototyping

- 1). Themed Courses
- 2). Importance of language learning to human cultures
- 3). Better integration of language to study abroad
- 4). Team teaching/co-teaching

Prototype 1

- 1).

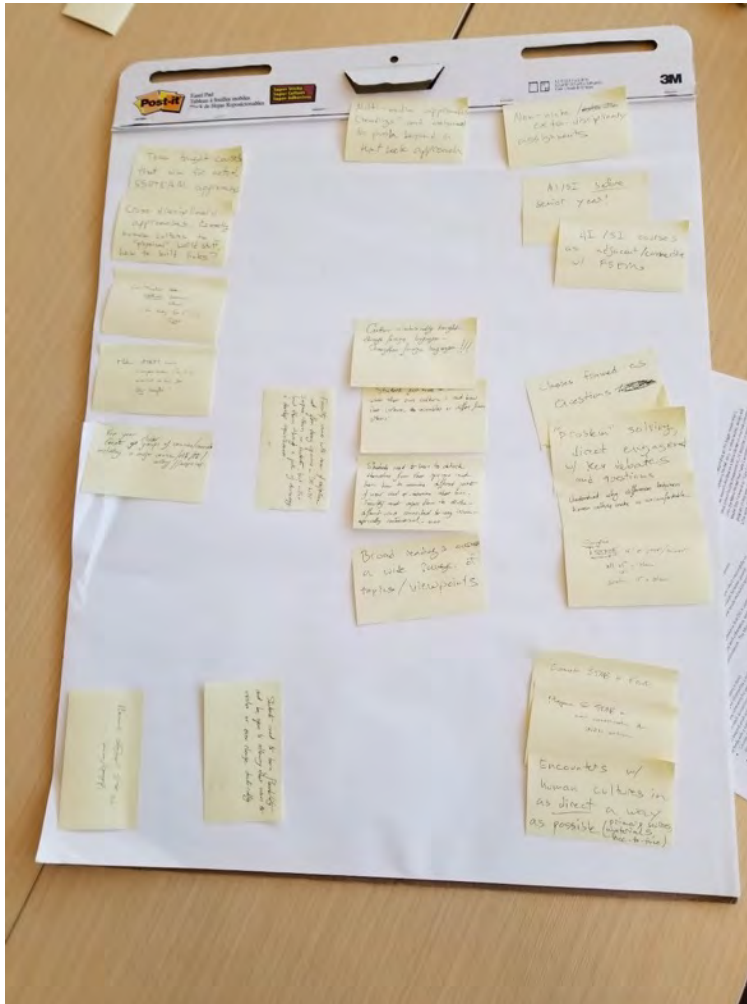
Year	CURRENT	Prototype
First	Fall: FSEM (4 credits) Winter: WRIT (4 credits) Spring: WRIT (4 credits) TOTAL: 12 credits	Fall: FSEM (2 credits); WRIT (2credits) Winter: FSEM (2 credits); WRIT (2credits) Spring: FSEM (2 credits); WRIT (2credits) TOTAL: 12 credits



Prototype 2

1. Start with orientation: Multi-media presentation on the importance of Gen Ed; make it ACADEMIC orientation. Theme or themes could be introduced. Making Gen Ed of core value and exploring and getting a sense of why education is of value and what you can do with it.
2. Co-teaching or clusters of courses would bring accounting and history together, for example, or engineering and philosophy together so that the students understand the value of the Gen Ed as applied to their major courses.
3. Have Gen Ed courses clustered around majors. Could use the majors of the humanities, social sciences, natural sciences, business, engineering, etc. There would be relevance for the Gen Ed courses specific to a major. Could use non-niche, intra-disciplinary assignments that show how history is applicable to engineering, rather than trying to create historians in a quarter.
4. Students determine their major, find a complex question in their major, and then find Gen Ed courses that help to answer that complex questions. There would be a list of complex questions (perhaps within themes like intelligence, movement of people, etc.). These questions/themes would have a shelf-life of 3 to 5 years.
5. Clusters of Gen Ed courses specific for particular majors. We could pilot a couple of these. These could be co-taught or at least sequentially co-taught.
6. Start with a big idea and find all the majors that would accept this idea as relevant to their majors.

7. Instead of one book, one DU, have it be: one theme, one DU and it could be manifested via book, film, etc. The theme will be carried through at least one year. Coherence to the major.
8. There would be some course at the end of second year that would address their coming study abroad experience and brings in all of the clusters of course together from the Gen Ed. Ideally the students will have satisfied their foreign language requirement. It will be co-taught (with someone in the student's major and someone from outside the major) and it will be like an ASEM and show how their major is connected and prepare for the study abroad. This kind of experience would prepare them for the abroad experience (internationalization). A culminating 6-quarter course.



2b. Physical World

During four meetings in February 2019 faculty discussed how best to implement the second learning outcome with regards to the physical world:

The ability to address complex questions by applying and synthesizing knowledge of human cultures and the physical world, using methods of inquiry and analysis practiced across the liberal arts and sciences.

Ideas/Brainstorming

- how to make science courses foundation to the public good
- --should science courses be “foundational” (i.e. first courses in sequence for sciences) or something else?
- --are they “vocabulary building?”
- --goal should be to make students excited about science; courses may look different as a result; that goal should be true of all gen ed courses
- --is three course-sequence vital? Tracks v. silos
- --public good does not equal social justice; example of Green Revolution serving the public good; water; power. Take care in not defining narrowly.
- --WPI has strong project-based curriculum; in a 16-week course, students exam a multidisciplinary problem society is facing for first 8 weeks, then join a team for the second 8
- --problem-based focus for science: all courses have problem focus v. one course?
- --how could ASEM be problem/project-centered?
- --project/problem based first courses, THEN majors sequence (stand practice on its head)
- --because credentials are so important to students, we should figure out ways to have gen ed experiences easily lead to minors
- --faculty should learn from each other; we should do what we expect students to do; professional development and professional learning; faculty should learn, not just defer to others
- --how might we cluster science courses with others?
- It would be nice if every Gen Ed course touched on all nine of the Gen Ed outcomes.
- It would be good to include case studies that show the practice of scientific research. For example, a case on inter planetary travel could be addressed from different disciplines in the sciences, social, sciences, arts, and humanities. Case studies could be included in three ways: as part of a course, a course on its own, and as a capstone project. Case studies could contribute to “quantitative literacy” and improve students’ ability to interpret data.
- It would be good to consider a General Education Capstone Project instead of an ASEM. This would be different from the senior thesis for students’ major. The capstone project would need to be community-engaged and somehow related to the student’s major. For instance, a science major could do a Gen Ed capstone focusing on communicating science to the community.
- Students could get involved in research opportunities that are ongoing and with community partners in Denver and beyond.
- Understanding science as a human endeavor through an interdisciplinary course that includes perhaps a historian, a sociologist, and a philosopher of science. This would showcase the positive and the negative in some scientific practices, and also the social and cultural context in which science happens.
- Having students “shadow” an active research group for one week or so.

- Students could get involved in “citizen science”, where they are involved in creating and analyzing information, as part of a larger scientific project that is led by faculty with graduate students. This would help students understand the process of science as one that begins without a “correct answer”.
- Having information literacy as a goal, developing students’ skills to find, use, evaluate, and communicate information.
- The “mode of delivery” should include the following:
 - Problem-based learning projects
 - Community-engaged work, linking everyday life in the community to the learning process
 - Active learning
- For non-science majors, it would be nice to be able to connect the science sequence to classes in their majors.
- It would be interesting to explore the possibility to package Gen Ed with courses in the majors, perhaps with some theme/issue/problem as a common thread. Having two courses at the same time that are somehow connected would be good.
- Team teaching seems very attractive, and it could happen within the sciences (e.g., a biology, chemistry, physics, and environmental sciences) or across sciences and humanities.
- An immersive, year-long series of latticed courses focused on scientific/information literacy, with the application and synthesis of knowledge through selection of commonly chosen and relevant topic (food, drugs, pollutants, climate, warfare, etc.) which relates to our unique and collective human experiences in/with the physical world.

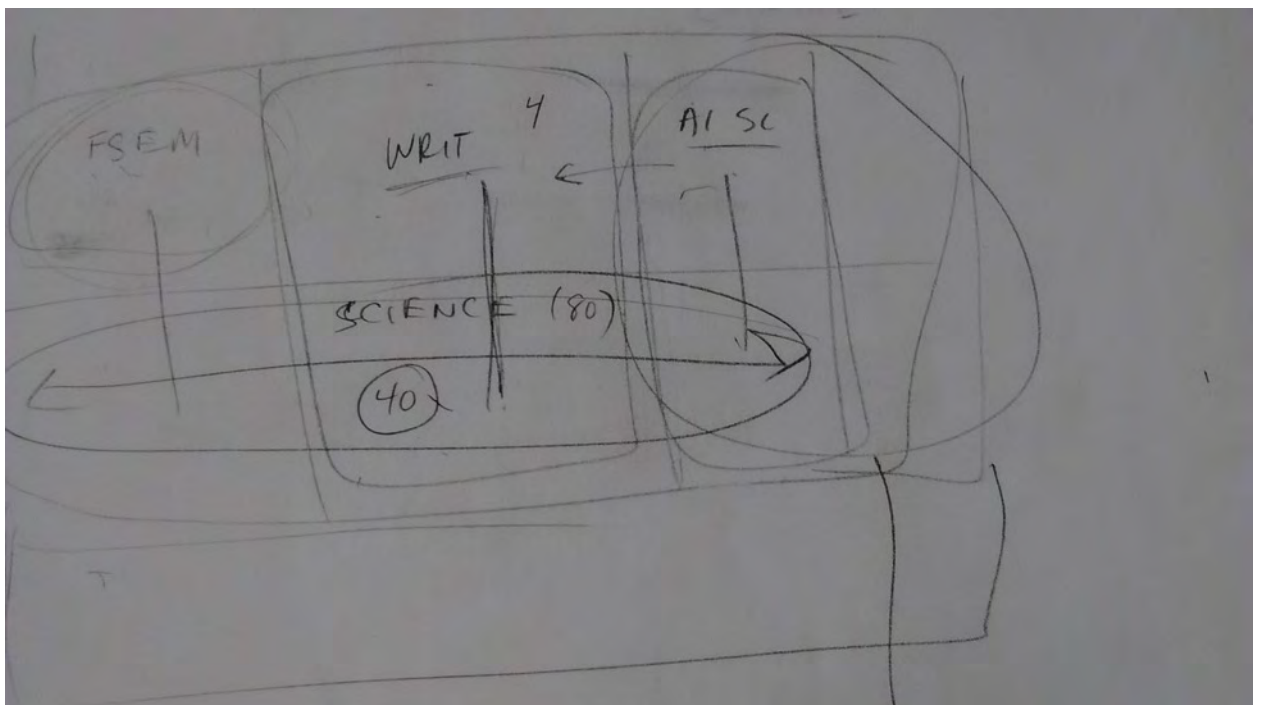
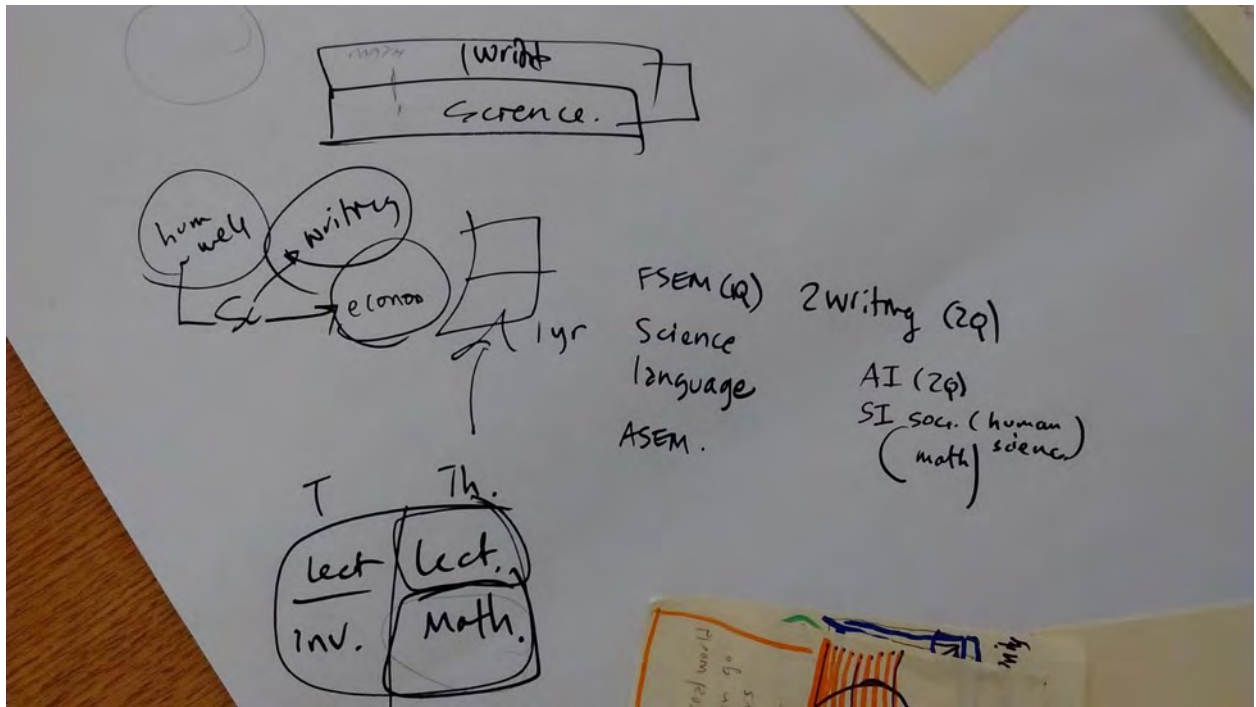
Physical World Commonalities

- 1). Problem-based learning
- 2). Interdisciplinary, cross-disciplinary, trans-disciplinary modes of inquiry
- 3). Value of scientific literacy

Prototypes

PW 1

- Organizing a Gen Ed sequence during the first year, that is complemented with extra-curricular activities, and a capstone project. The example we discussed was thinking of non-science majors, but something similar could be done with science majors.
- There could be an introductory course organized around a “frame” (theme/problem/issue, like climate change, poverty, or the like). Students would be attracted by the frame and then take classes that are relevant to the frame, which would be organized through “pods” of three science professor that are matched with writing faculty.
- There would be a Capstone project instead of an ASEM, perhaps in the 3rd year, and also facilitated by the same faculty team.
- E-Portfolio would be part of the whole process.



PW 2

DU Common Curriculum Framework--60 Hrs

Year One: Foundations: Awakening Intellectual Curiosity (32 hrs., based on 48 hrs., full year schedule)

First-Year Experience (Science, Writing, Liberal Arts/Humanities) (12 hrs)

An immersive, year-long series of latticed courses focused on scientific/information literacy, with the application and synthesis of knowledge through selection of commonly chosen and relevant topic (food, drugs, pollutants, climate, warfare, etc.,) which relates to our unique and collective human experiences in/with the physical world.

Languages (8 hrs)

Writing (8--including 4 from First-Year Exp.)

Math/Logical reasoning (4 hrs)

Year Two: Integrating Knowledge (16 hrs)

Courses rooted in problem-based learning approaches using quantitative and empirical modes of inquiry and discovery.

Science/Technology/Virtual Realities (8 hrs, in different field of Natural/Computer sciences from First-Year Exp.)

Human Diversity and Non-Western Cultures (8 hrs)

Year Three: Individual Agency, Social Responsibility, and Justice (8 hrs)

Focus on high impact practices to nurture/encourage empathy, equity, creativity, and action through courses that use interdisciplinary, cross-disciplinary, trans-disciplinary modes of inquiry.

Human Societies, Ethics, and the Public Good (4)

Being and Acting in a Global World (4, can include study abroad, but not exclusive to it)

Year Four: Experiencing/Engaging/Imagining/Realizing (4)

Culmination of Common Curriculum with focus on integrative and applied learning.

Experiential Learning in a form most beneficial and relevant to a students interests and career goals. Pathways include community engaged learning and research, community partnerships, direct public service, social policy, and public entrepreneurship and corporate responsibility

3. Human Diversity

During the Design-a-Palooza event in December 2018 two tables took up the outcome regarding human diversity:

A critical understanding of human diversity and the importance of social, historical, and cultural identities in addition to one's own.

Idea Summaries

1). We agreed that the mode of delivery should be interdisciplinary and cumulative, generating cohorts of about 50 first year students, working closely with a cluster of three or four faculty members from different disciplines. We also liked the ideas of coherence, sequence and limited choices. Writing and foreign language courses would be crucial for this first year. Building links to research, student organizations and service learning would also be part of it (LLC could be a model to learn from).

2). Curricular sequencing Required 1st year course: Student self-identity, reflection on diversity & identity, guided by students own interests and ideas OPTIONAL: 1st year addition – Certain FSEMS with focus on diversity and identity could be designated as such to interested students *Course may or may not be accepted as substitute for required first year course Required 2nd year course: Diversity and identity dialogue – moving beyond the “me”, how to speak about this? How to have difficult conversations/discussions OPTIONAL: 3rd year course – to be completed after study abroad: integrating diversity and identity at the local and global level *This sequence assumes the continuation of FOLA, especially as preparation for meaningful study abroad experiences OPTIONAL ASEM: could allow deeper focus on these issues 4th year course: Praxis of diversity and identity at the regional/local level, experiential & applied, recognition of self as member of communities Completion of 3rd & 4th year course could constitute achievement of a concentration in diversity and identity Continued development could allow creation of a major/minor in diversity & identity Faculty development with respect to curricular Training Development topics Faculty self-id diversity and identity reflection (before we teach, we need to reflect). Ongoing process Faculty development on “difficult conversations” re: diversity and identity + how to teach skills (ongoing) How to assess diversity and identity in required courses and beyond Peer networks for training, teaching and reflection Supporting and sustaining Curricular coordination for faculty teaching in D&I concentration pathway Support for major and minor Support for mutually beneficial community partnership Training on praxis from ODI/CCESL/OTL Support for faculty of intersection on local/domestic/global Scholarship of Teaching and Learning support for teaching and learning re:D&I (research /publishing Admin support/structure Explicit incentives for faculty and review merit or D&I service work Grants for faculty fellows Grants for community engaged teaching for the 4th year praxis class) internal and external Grant writing support around these initiatives (D&i) Staff hiring/position to coordinate this D &I work sequence Process for faculty to identify existing expertise and assets and celebrate them-imagine/build new 2-4 year /experience

Human Diversity Commonalities

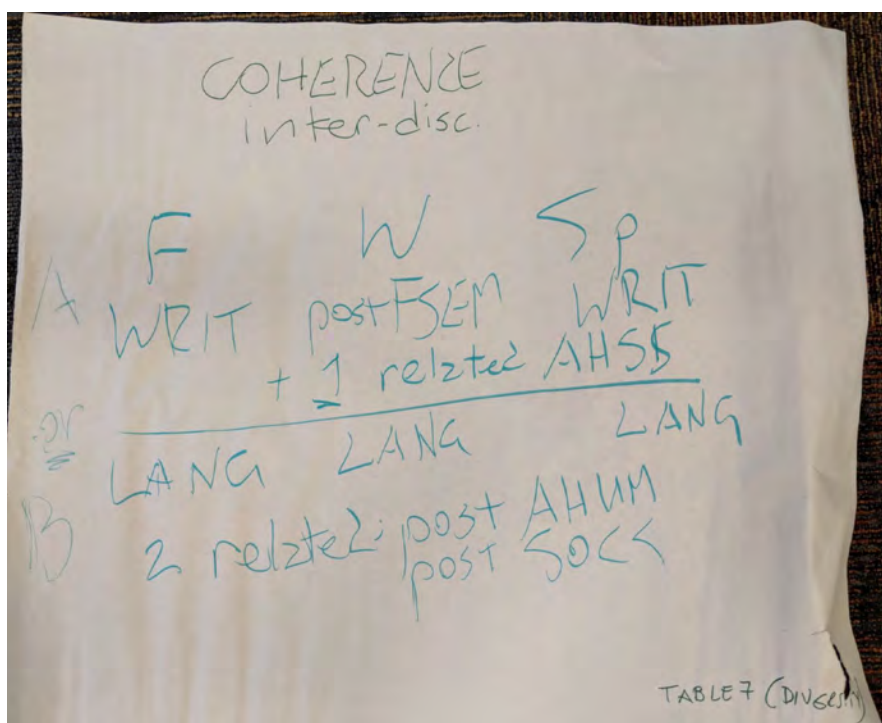
- 1). Interdisciplinary
- 2). 1st year sequence

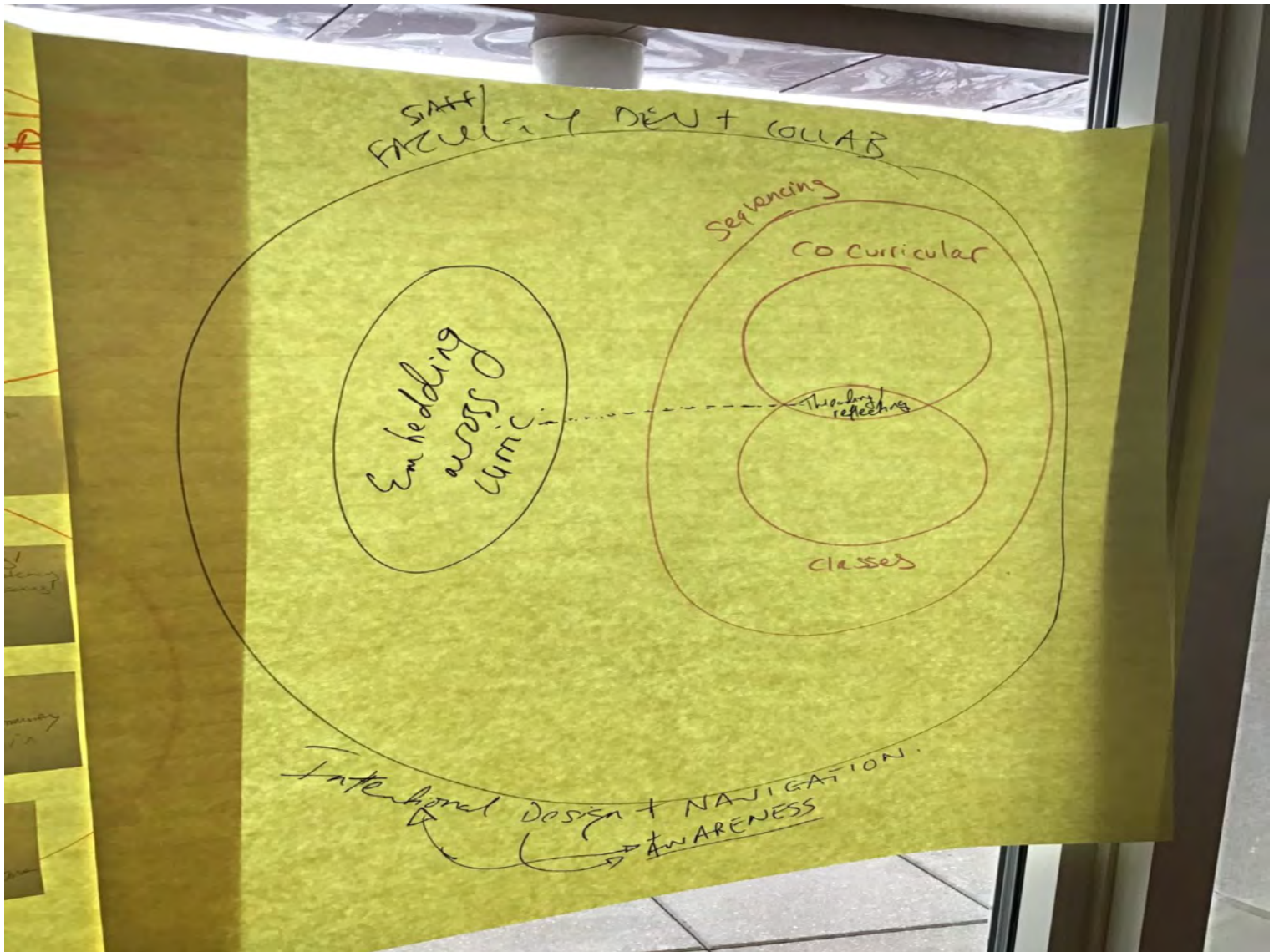
Prototypes

1). We agreed that the mode of delivery should be interdisciplinary and cumulative, generating cohorts of about 50 first year students¹, working closely with a cluster of three or four faculty members from different disciplines. Ideally, clusters would be interdisciplinary and faculty generated, and would be grounded in shared research/teaching interests, complementary research practices, or a common question with multiple disciplinary implications. Each faculty member would contribute a particular disciplinary perspective to the cluster, which would be reflected in their course offering. We also liked the ideas of coherence, sequence and limited choices. Writing and foreign language courses would be crucial for this first year. Building links to research, student organizations and service learning would also be part of it (LLC could be a model to learn from).

- We did not reach consensus about the specific configuration it all would take, but here are some of the ideas we discussed:

- One possibility would be to build student cohorts and faculty clusters around the sequence FSEM and two writing courses, but conceived as sequential. This way, students would take one General Education class per quarter during the first year.
- Another possibility would be to build courses around the foreign language students are taking, and use that as a pivot or linkage for taking courses in different disciplines that are somehow connected to the language students are learning.
- Another possibility, the co-requisite model, would condense the first-year cluster experience into the first quarter, during which enrolled students take cluster courses concurrently with the cluster faculty, rather than across the academic year.
- Two ideas are summarized in the following figure:





4. Critical Thinking/Evidence & Sources

At the Design-a-Palooza event in December 2018 four tables took up the outcome regarding evidence & sources:

The ability to evaluate evidence and source materials and to employ them responsibly.

Idea Summaries

- 1). We devised a new companion sequence to content courses. It's a 4 course progression called "Information Research Practices (IRP)" through generating data/examining primary sources ("discovery"), then finding existing sources, collecting, organizing and archiving them ("curation"), analyzing, interpreting and synthesizing them ("interpretation"), and then writing/speaking/recording for multiple audiences ("communication"). In addition to (or alongside, see below), content courses will be taken, 1 each in natural science, social science, arts, and humanities (and maybe engineering?). The interpretation and communication courses can be taken within a major/discipline and could build upon the first two. Students wishing for maximum flexibility/breadth would take paired content courses/IRP courses, but could mix and match to complete the sequence. Students wishing for maximum coherence could take a recommended sequence of IRP courses with content courses standing alone. (Honors or research active students may have the option to do an IRP sequence with a project/data entirely of their own devising.) Sequenced courses may follow a theme (survey research, archival research, qualitative, etc). IRP courses would be small (max 20 - compensated for by fewer lecture style courses compared to now), and include faculty development for best practices in that area of research pedagogy. Students would continue to take an FSEM to be introduced to college, but ASEMs would largely be replaced with communication courses (WRIT faculty would be qualified to teach other IRPs as well). Foreign language requirements would remain (largely as is? our group was ambivalent) and the communication IRP could be offered in a foreign language.
- 2). Groups of core courses across the disciplines (AI-SOC, SI-SOC, SI-NATS, etc) would have common learning outcomes focused on information literacy and evidence (finding/creating, evaluating, applying/presenting). Collaborations with librarians would be critical. - Faculty in these groups of courses are incentivized to collaborate, and may or may not have a common theme/challenge/project/problem - May also include crossdisciplinary conferences, reading groups with faculty and students in different courses in the group periodically coming together
- 3). Require all students to take at least 3 courses with the designation of "cluster," with "cluster" referring to the grouping of classes that encourage students to engage in evidence-based learning that is organized according to issues. We felt that it was important to keep the same basic "buckets" of SI, AI, SINN, but thought that we'd like students to have a choice: they could choose to focus on one particular issue across the various disciplines (e.g. sociology and poverty; literature on poverty; mathematics of poverty) or focus on two or more issues across disciplines (sociology of poverty; literature of environmental sustainability; mathematics of climate change). ASEMs could also have designations that helped students to identify them in relation to clusters (e.g. media representations of poverty, e.g. poverty porn), but there would be no requirement that students must keep a consistency between clusters or issues. We could also see a nice tie-in with living and

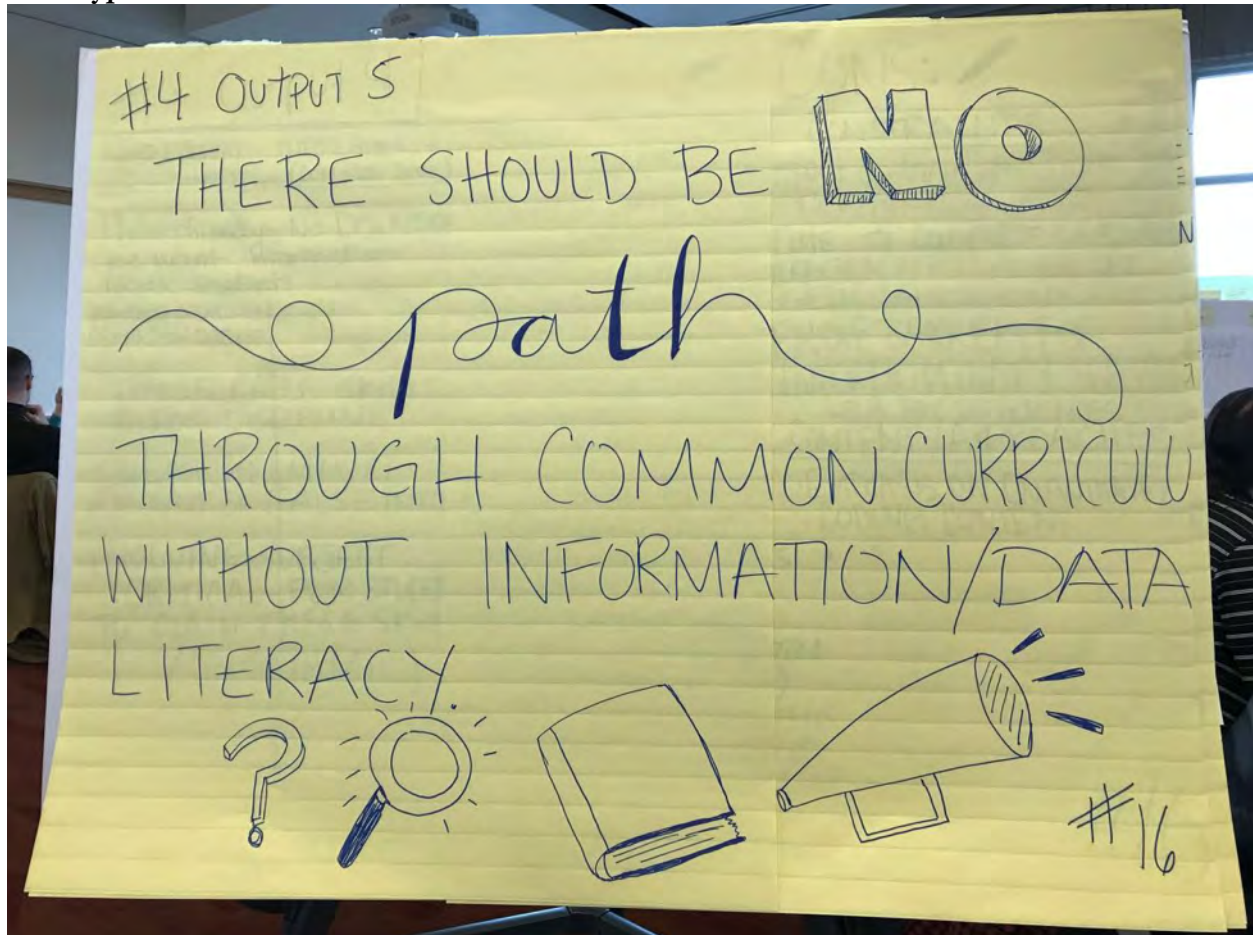
learning communities and would advocate promoting and supporting those.

4). Main Theme: There should be no path through the common curriculum without information/data literacy.

Critical Thinking/Evidence & Sources Commonalities

- 1). Themed/Cluster courses
- 2). Interdisciplinary
- 3). No student should leave DU without an understanding of data literacy

Prototypes



PURPOSE?

WHAT IS EVIDENCE/
SOURCE MATERIALS
THROUGH DIFFERENT LENSES:

- VARIOUS METHODS OF
EVALUATING EVIDENCE/
AUTHORITY
RELIABILITY

Students create
their own schema
evaluating & apply
different sources
of evidence

know that almost
every fact will be
found to be at least
incomplete

- RESEARCH SKILLS/
STRATEGIES
(DESIGN + ANALYSIS)

designs for collecting and
identifying evidence -
structure & curriculum design
research design - all knowledge
arises from some design

- CRITICAL READING/THINKING

- CREATING EV
THINKING

students investigate
the process behind
evidence creation
- how to write/create
research for - news
- scholarly pub. - blogs
do it themselves too!

Challenge 3

1 team-based projects

2 knowledge of indiv (strengths/weaknesses)
(personality)

3 community-engaged teaching
(community's attitude)

4 study abroad

5 ethics

6 empathy / perspective-taking

• w/ communities - out of AU

7 team-teaching (as model of collaboration)

8 storytelling / narratives - lived experience
- telling / hearing

9 listening courses

5. Communication

Over three meetings in February 2018, faculty took up the outcome of Communication:

The ability to communicate effectively, ethically, and creatively for a variety of situations and purposes, using written, spoken, visual, material, and/or digital modes.

Brainstorming/Ideas:

- This challenge on communication should also be about understanding different cultures.
- There should be cross-disciplinarity and a focus on communication skills.
- Incorporate “task-based learning” that is connected to “real life”, perhaps related to a “keystone” or capstone experience/project, which is developed along the four years, including study abroad.
- Avoid a business focus to communication (as in the elevator speech that will get you a job or sell a product). The focus should be from the Humanities, with an emphasis on the public good, and a focus on DU’s mission.
- Link communication to its different real-life applications, expressions, and modes, beyond writing and public speaking.
- Communication has to be meaningful, personal, with opportunities to grow in relevant ways.
- Have a “great communicators” series that invites conversations about what makes someone a great communicator.
- Important to keep in mind that communication (teaching communication and doing communication well) takes time. It is time intensive.
- If the curriculum had communication at its core, it could be taught through two sequences:
 - “Self” and “Other” sequence
 - First class focused on knowing oneself, social identities, positionality.
 - Relate social identities and positionality to experience and social interactions.
 - Develop the practice of self-reflection.
 - Second class focused on learning how to communicate with others.
 - Develop reflexivity. Can I listen, share a space, and communicate?
 - Distinct focus for majority and minority identities.
- “Skill-building” and “Skill-practice” sequence
 - Understanding communication as a medium, which can have manifestations in capstone/keystone projects, e-Portfolio, and others.
- Early in the sequence, focus on learning the fundamental communication skills. What are those skills would need to be carefully defined, understanding multiple expressions and modes. Some of those skills/modes could be: listening, small-group, on-line, decision-making, reflexivity, relationality.
- Progressing in the sequence leads to many opportunities for practicing/applying communication skills. Transferable skills that students need to learn and also identify as transferable.
- The curriculum should create opportunities for connections, between students, between faculty, between students and faculty, and between disciplines/contents.

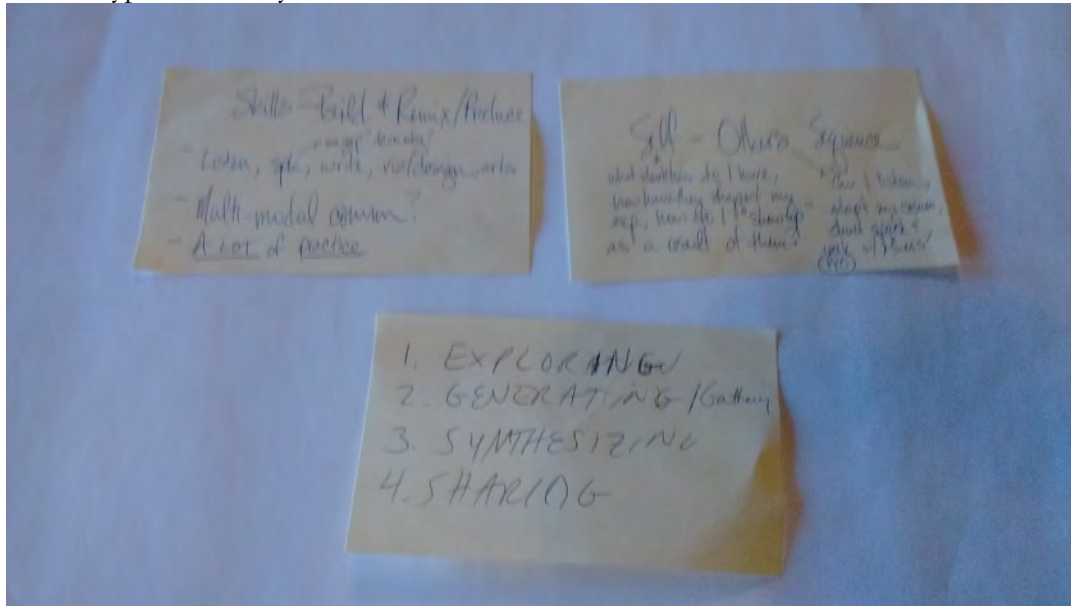
- Opportunities to co-teach, teach across disciplines/courses. Bringing resources, and students and teachers together. Cohorts of students and teams of teachers. Projects that cross contexts, experiences and the like.
- Interdisciplinary writing.
- Projects that go beyond the classroom.
- Intentionality.
- “Platooning” (team of teachers with distinct specialties work with a cohort of students).
- Classroom and courses could help community building at DU.
- Implementing ideas like these (team teaching, cohorts, intentionality) would be a big change for DU. Would DU fund it?
- Resource-a-Palooza. There should be a big meeting, similar to Design-a-Palooza, where, once some prototypes have been defined, stakeholders discuss about resources that would facilitate or complicate the implementation of the prototypes. At least department chairs and deans should be part of such conversation. Part of the goal would be to build democratic processes, transparency, and accountability.

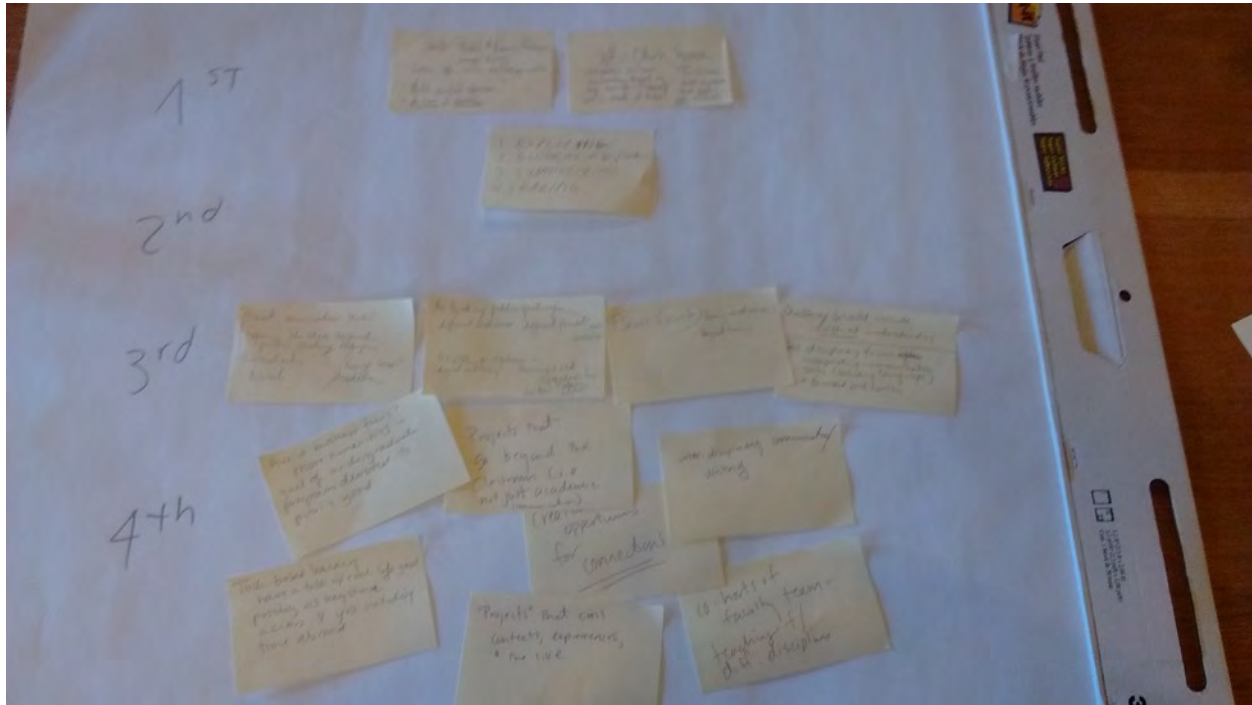
Prototypes

1.

- The group thinks that the only way to respond to current and future needs is to make a big change. We need to blow it up!
 - Consider changing to a semester system that promotes community building, a sense of belonging, student cohorts, and faculty teams.
 - Sense of belonging and community building may prevent and/or address some of the issues that students deal with through Campus Life support.
 - Do we need to re-think the majors?
 - Needed budget and management changes need to be discussed with transparency through a Resource-a-Palooza.
- A General Education curriculum over the four years could be organized around the following:
 - First year: Exploring
 - Second year: Generating
 - Third year: Synthesizing
 - Fourth year: Sharing
- The curriculum would incorporate the two sequences outlined in step 1 above: the “Self” and “Other” sequence and the “Skill-building” and “Skill-practice” sequence.
 - “Skill” may not be the best word. Perhaps “habit” or “practice” would encompass what we mean when we include “skills” like reflexivity and relationality.
 - The first year could focus on skill-building (skills to communicate effectively and ethically), and the second year on making connections (communication skills applied across common curriculum, major and minor).
- A one year re-imagined FSEM (with a different name) would implement the sequence during the first year, with some of the following elements:
 - Defining the communication skills/habits/practices
 - Have interdisciplinary teams of teachers capable of teaching these skills/habits/practice

- Perhaps Writing faculty should be integrated (as opposed to separated in their own program, as it currently is), and writing can be considered one of the important communication modes to master, but not the only one.
- Reflection, e-Portfolios, study abroad, capstone/keystone projects could be also intentionally linked.
- The General Education curriculum could continue during the second, third and fourth years through year-long sequences, or one-semester courses, or two-quarter courses.
- Faculty development and support will be fundamental for the implementation of the new curriculum.
- There is a need to eradicate the sense that teaching faculty are somehow less than other types of faculty.





2.

3 ASEM's
(or some combination of 3 Gen Ed)
courses in JR + SR years

PROPOSAL:

- WRIT 2133 TO 2ND YR.
- ASEM I TO JR YR
TEAM TAUGHT
INTERDISCIPLINARY
FOCUS ON PUBLIC GOOD
BEGIN PORTFOLIO
- ASEM II TO SR YR
TEAM TAUGHT
INTERDISCIPLINARY
CONTINUE PUBLIC GOOD
FINALIZE PORTFOLIO
CAPSTONE PRESENTATION

E.g. ↓
REACTING TO
PAST GAMES

6. Quantitative Reasoning

Over three meetings in February 2019 faculty discussed the outcome of Quantitative Reasoning:

The ability to use quantitative methods responsibly in addressing questions and solving problems.

Brainstorming

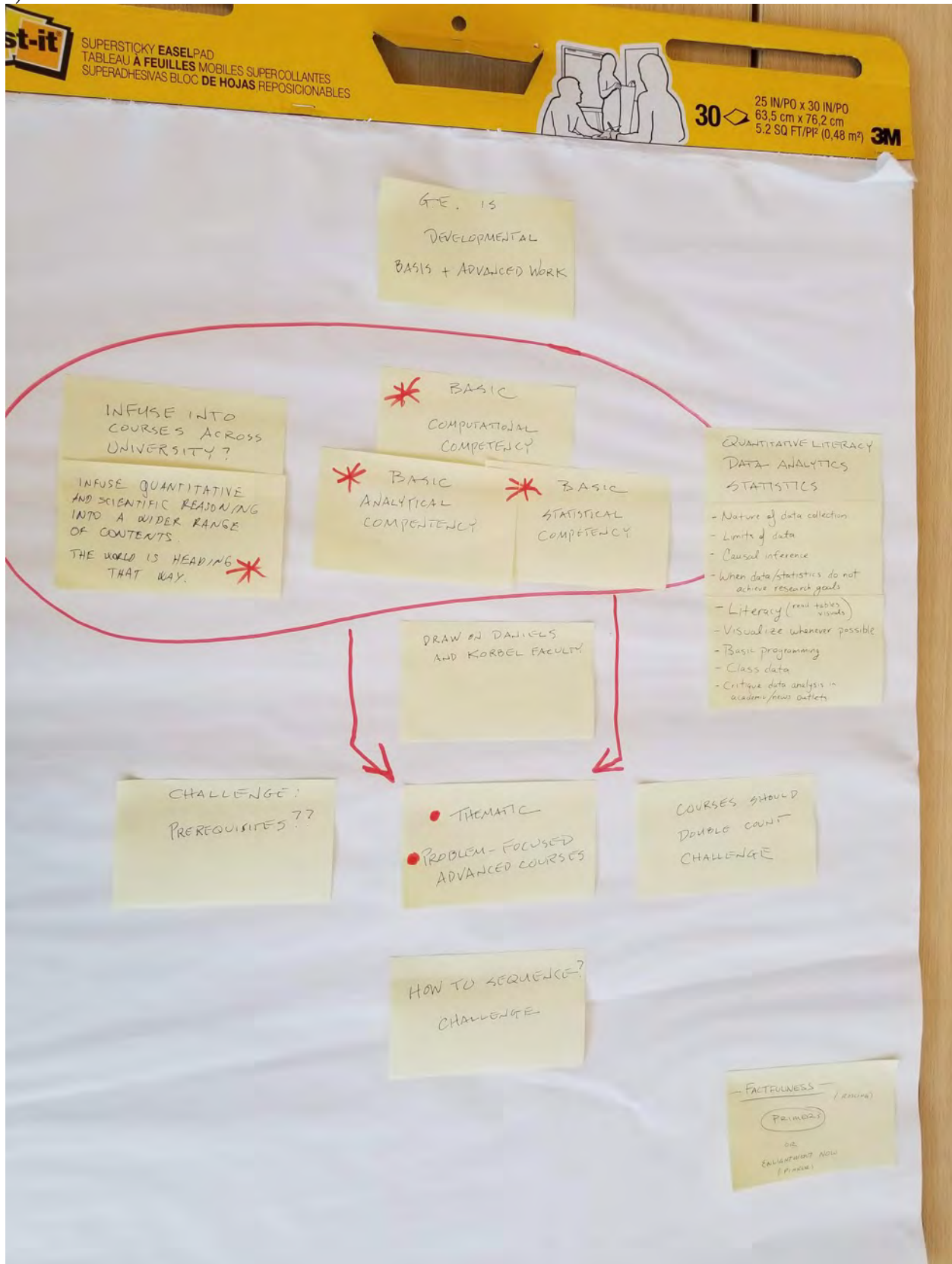
- Challenge students to find a disturbing published statement or graph and challenge the math or method, and can be in any course (it is already a learning objectives in the science & inquiry courses)
- Statistics is housed in many departments
- Statistics should be required of every student and the above “challenge” could be placed in the statistics course
- Should this objective (using quantitative methods responsibly) be an objective in other courses?
- How to use the numbers/data generated by software programs should be an objective of some courses where the faculty have expertise
- This challenge could be a feature of any course in the Gen Ed
- We don’t know whether or not students graduating from DU today have the ability to use quantitative methods responsibly to address questions and solve problems. But the sense is that the students do not have enough of the competency, and we need more.
- Eliminate FSEM and make them take math
- ASEM can address this quantitative methods competency: Writing component, and interdisciplinary and reviewed by a committee; there was training for the faculty in the writing component
- There could be a “quantitative reasoning” designation for courses—could be in both Gen Ed and in major courses
- Understanding computer coding—they should have the experience of doing a bit of computer coding
- Quantitative reasoning boot camp
- Communication among departments needs to be improved; public seminars every week and the faculty in these Gen Ed courses communicate with the other faculty who are teaching major courses would know what is being taught in the Gen Ed curriculum
- OTL has something like this and we could scale it up.

Prototypes

1).

- Designated quantitative reasoning courses need to be small class sizes: 24 students
- Students would need to take a certain number of courses in quantitative reasoning.
- Have students find a published statement or graph, and challenge it, examining the math, reasoning, etc. –information literacy—responsible critical consumers of information; it is a responsibility to be critical of what they are reading and seeing

2).



7. Collaboration

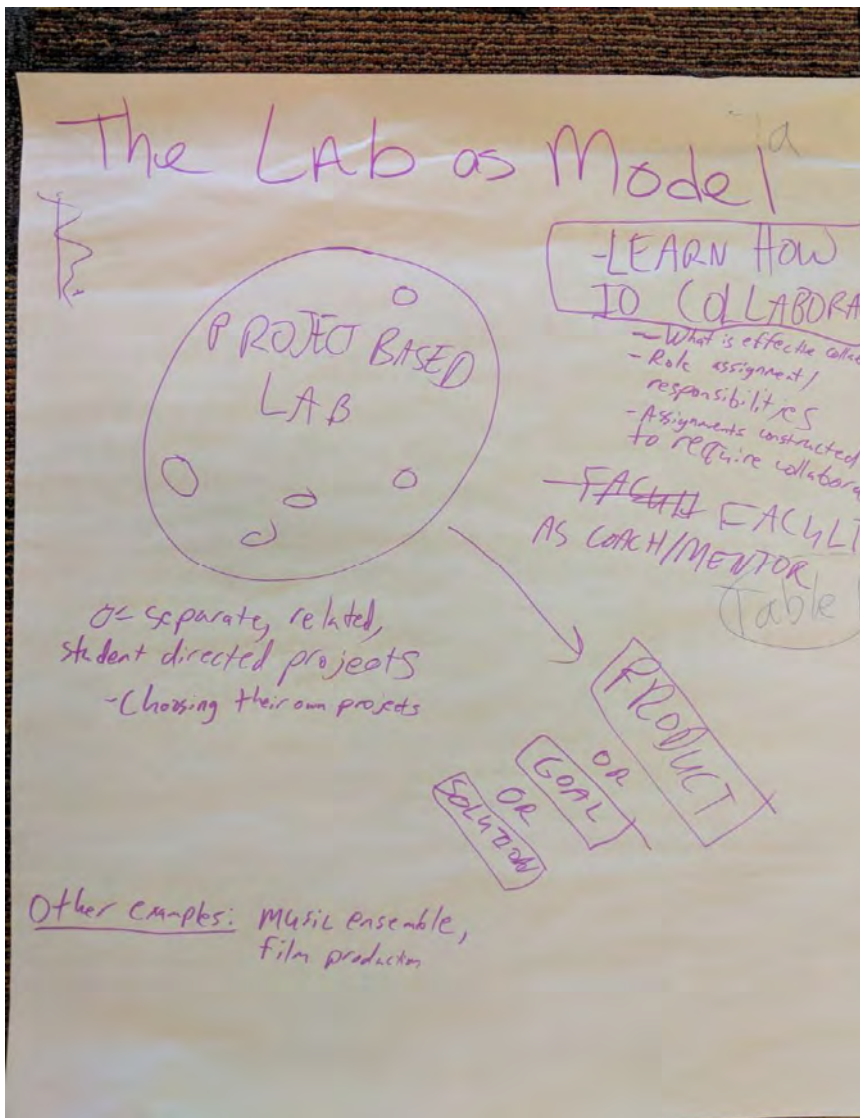
At the Design-a-Palooza event in December 2018, three tables took up the Collaboration outcome:

The ability to work productively with others and to collaborate effectively and ethically with different communities.

Idea Summaries

1). A four course sequence that includes - team taught classes - team-based projects (big and small) - problem-based learning anchored in real world problems - reflection (through eportfolios) - intentionality (throughout the common curriculum) - learning moments that lead to the ability to take multiple perspectives on a problem - ownership of learning – self-awareness exercises - an outward facing multi-disciplinary final project. The sequence builds throughout the students' time at DU.

Prototypes



Collaboration

Outcomes

Leadership/self-awareness
Multi-perspective
Problem-based → Practical, authentic
Group settings w/ diversity
Multi-disciplinary focus w/in/extracurricular faculty

Table 11
+

Table 12

Challenge
#3

Multi-year, Multi-perspective, multi-faculty
(Small group/cohort)

Goal → learning moments that take a multi-perspective
process to/un problems

Theme → Intentional. Flexible. Meaningful. Reflective.
Students take charge of their own education (agency).

Process → eportfolio

8. Experiential Learning

Over three meetings in February 2019, faculty discussed how to best implement the Experiential learning outcome:

The ability to apply general knowledge and skills in experiential learning settings.

- Brainstorming
- Maker spaces
- Community engaged
- Beyond the confines of the classroom
- Practicum / internship
- Study abroad
- Undergraduate research
- Project-based
- Peer element / collaborative learning / students teaching each other
- Production element — creating or producing something (even if it just an experience)
- Parameters / goals, things that need to be accomplished, but the process is not defined, the participants have some agency in figuring out the process
- --Interdisciplinary Practicum: lies outside classes, and students apply to join teams on projects
- --Service learning (as aspect of major or gen ed?)
- --Problem or project-based attribute for courses
- --Capstone/keystone final project or internship
- --Extended LLC, to support projects beyond first year
- --Study Abroad/Study Away: a broader notion of study abroad, including domestic/local sites
- --Undergrad research symposium but in general education
- --Practitioner teaching/lectures, introducing “external” problems/projects
- --Community-engaged problems, issues
- --“Citizen Science” and projects that can be done by students with basic knowledge; crowd-sourcing
- --a “significant experience” out the major
- --projects tied to the Grand Challenge
- --Making better use of the interterm, with better funding for students
- --Helping students make sense of experiences they have, through reflection
- --support more off-campus trips
- --create better pre/post “away” experiences: preparation and reflection
- --find ways for students to apply class experience more broadly to everyday life
- --encourage students to think outside the box
- --enhance student listening skills particularly in relation to other situations
- --create practicum experiences that don’t happen with classes
- --use videos to introduce concepts
- --create internship funding so students can do unpaid internships
- --have students reflect on work experience, connecting it to studies

- --create “experience” portfolio similar to the portfolios piloted a few years ago
- --have students complete class projects in which they gather and analyze data or information
- --create an attribute designation for projects, for courses
- --create longer duration community partnerships so that there aren’t fits and starts
- --make students create a public artifact
- --connect students more with communities
- --foster undergraduate research within the common curriculum

Experiential Learning Commonalities

- 1). Community/Public Facing
- 2). Projects could continue longer than 10-week quarter duration
- 3). Creation of artifacts or portfolios

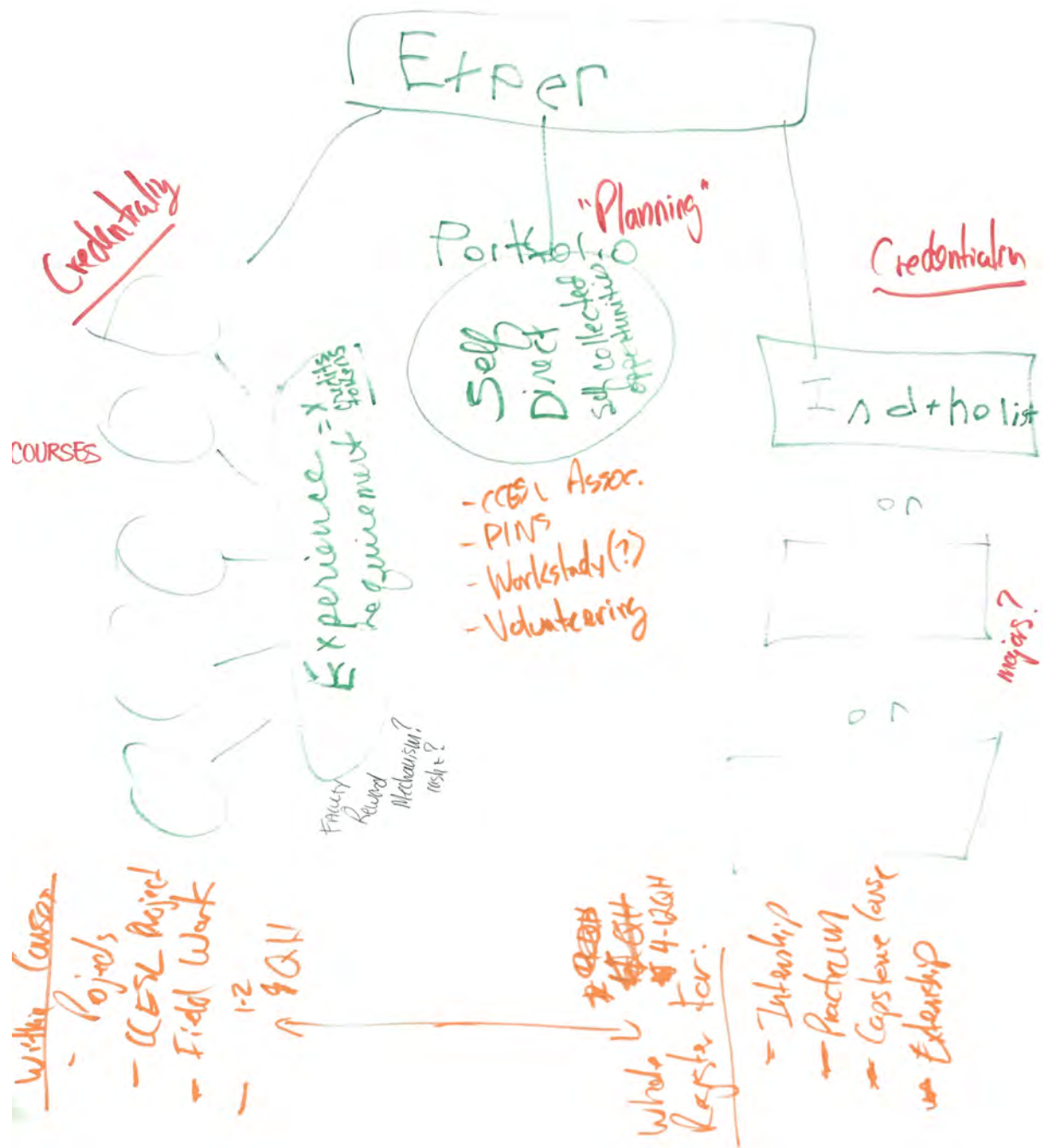
Prototypes

Experiential Prototype 1

Envisioned 3 different tracks, ways to satisfy EL requirements that are part of General Ed

1. Full courses that are dedicated to things like internships, externships, practica, capstone projects (these would typically be in larger chunks of credits 4-12QH)
2. Parts of courses (projects, field work, etc) that are experiential (these would typically gain the student 1-2 QH of “experiential credits”)
3. Co-curricular items that would not take credits, but would still help with requirements. This was termed the “Portfolio Approach”. This is things like students being CSSEL Associate, PINS projects, some workstudy appointments (e.g., writing center), volunteering.

1 and 3 would require some credentialing by a committee. The portfolio approach would require a student-generated plan to be submitted and approved early on in the process.



Additional ideas that emerged from discussion

1. Making better use of Study Abroad and Study Away. We shouldn't discount the inherent experiential aspect of study abroad, and perhaps we should require it or something like it, maybe by asking for a report or reflection. More importantly, we might create parallel opportunities for students unable to do study abroad. Some institutions have "study away," either exchanges with other schools or domestic projects that take students off campus for a period of time. Immersion. Probably there'd need to be opportunities in shorter time frames than a whole quarter. Looking at

summer or interterm opens possibilities, but questions of cost arise, since financial aid doesn't pertain, and since there are opportunity costs.

2. Practicum. We could set up some projects that exist outside specific courses, so that they're not attached to a specific course but, rather, existing and ongoing. Students could apply for a spot on one of these projects, having to demonstrate particular skills and experiences in order to be accepted. One big advantage of this is that the projects could be of longer duration, not beholden to the 10-week quarter, and individual faculty wouldn't have to create partnerships, etc. Perhaps these can be connected to the Grand Challenge initiative.

3. Project attribute. We could specify that students need to complete one or more courses that have a "Project" attribute. The criteria to earn that designation would have to be carefully specified, as something other than, say, a term paper. For example, perhaps this must be tied to a deliverable or artifact intended for "external" use or an external purpose. There's an element of applying "theoretical/conceptual/academic" knowledge to circumstances or needs in the world. Some of these course projects would necessarily be low level, as students aren't majors and won't have deep knowledge. But there are even "translation" projects in which students repurpose academic knowledge for a public audiences that could serve some value. Projects could be celebrated on campus in a gen ed research symposium.

4. Creating longer duration, ongoing projects. Right now a problem is that 10 weeks is often not enough to start and end a partnership with a community member. Instead, we should seek to create ongoing, longer term frameworks that students could enter and leave, in a fashion that's somewhat invisible to partners. For example, we establish a literacy project with schools that can depend on trained students showing up across the year. This might work best with a "clinical coordinator," someone with an established professional role to be the contact with the partner and to handle screening issues, training issues, evaluations, etc. Of course, these wouldn't necessarily be for external projects only. There may be ongoing campus initiatives. For example, the Sustainability Program could use students gathering and analyzing data as, for example, through a bike program.

5. One idea for longer duration, co-curricular projects is establishing several "clinics" whereby people could come to DU for help. The clinics in Law are an example. We've played around with a Writing Clinic, Maybe there's a Food Bank or other kinds of services that we set up "storefronts" (physical or virtual)/

6. A third idea is for DU to set up projects that communities don't necessarily request but which produce materials of interest and value to those communities. The history department's project concerning war veterans is an example. There could be oral/community history projects. There could be water/air quality projects. There could be surveys and analysis. Some of these could benefit from grant funding, obviously, but paramount would be creating experiential learning for students. Grand Challenges may offer a structure.

7. We agreed that community service/engagement/projects shouldn't be required of everyone. Students might seek that path, or they fulfill any requirement through course-based projects, for which we'd established some qualifying criteria. In larger classes (80 or more), there can be formidable barriers to faculty time and expertise, and perhaps these can be addressed through pairings (class X plus writing or class X plus statistics, etc.). Too, certain kinds of projects would need some financial support or, at least, access to expertise. Others might not.

9. Reflection

During meetings in February 2019, faculty met to discuss the Reflection outcome:

The ability to reflect meaningfully on relationships among areas across the general education curriculum; between general education and their majors and careers; between personal goods and public goods; and between intellectual and other aspects of living.

Brainstorming

- Moments embedded in courses to have them make connections
- Work some a similar definition of reflection
- Need faculty support
- Mentors for students
- Eportfolio
- Connection reflect to the major
- Outside moments for reflection (co-curricular)
- 1 credit class based on their major for reflection
- Embedding maps or visual representation of how they understand their Gen Ed courses connecting to their major
- Faculty advisors for student organizations need support and then the FA can helps students see connections
- Change registration systems so they don't just take whatever course they can get into or that fits with their schedule
- Change course schedules because courses are back-to-back and no time in between classes for reflection and impromptu chats (e.g., staggered start times of classes; on Wednesday between noon to 2pm there are no courses)
- Year-long FSEM with advising built-in or an "interest group" that all take the same classes
- Year-long courses
- Thematic Gen Ed: classes in different departments but based on addressing themes and/or questions (Stanford model)
- Changing our transcripts with color coding of themes to help students understand their degree audit (mapping or visual representation of our courses; sustainability themed courses were highlighted in green, or social justice courses had different colors; etc.)
- Take away the false confidence that students know what they are doing
- Not allowing them to declare majors until Year 2
- Capping the number of classes that can be taken in any department in the first year
- Changing advising; not having major advising until Year 2; not permit major advisors to delete pins
- How can we weaken the instrumental focus of students of "I take this course for this specific outcome"
- Shift the burden to the students to justify things
- Departments are incentivized to "trap" students in their majors

- How does Columbia pitch its core? They have been teaching the classics forever; how do they sell it to their students? Grad students across disciplines get trained to teach core courses and they get paid more than to TA in classes in their field; then there is a community among the grad students and the undergrad students are taught by these young grad students. And it keeps it fresh.
- Self-designed major options
- Justify the courses they are taking next quarter and even having them justify their major
- Need cross-disciplinary area studies (like African Studies; Latina Studies, critical ethnic studies; etc.)—can be a thematic
- More Korbel and AHSS cross-disciplinary
- Course conveners and then faculty cycle in every 2-3 weeks and the conveners pull all the material/topics together; conveners guide the reflection (European and S. Africa model)
- Better integration of study abroad: weave in CCESL or something else get woven in—need required before and after courses; could have faculty at DU connect with the faculty at our 135 partner schools
- More multi-quarter courses (FSEM, ASEM) and try to harness summer quarter to hold reflection classes that span their internship or study abroad experience or something (could be cross-disciplinary)
- Eportfolios: prizes, gallery, etc. – need more motivation
- Student groups: get funds; they apply for a grant to lead a campus-wide activity or debate that has some kind of reflection components
- Block of time in the schedule for campus-wide speakers (Marsico speakers); a “community hour”
- More class trips and/or speakers that are fodder for reflection; have more money to get speakers into their courses
- Capping the number of majors (and minors) they can do; if a class doesn’t have an immediate application the students do not understand why they would take it
- Speakers on the value of breath of Gen Ed
- Have something like the One DU book or speaker for every year; liberal arts is not about a pure cost-benefit analysis
- We are missing a sense of community, so we could have a thematic idea or year-long course, etc. so they are always connected; cap it at 30 students;

Prototype

You can’t declare your major until Winter Quarter 2nd year

You collect classes with one theme

Faculty and student groups: support, grants; being together and making connections; incentives for faculty for class trips; more speakers on the value of breath; yearly orientation activities on a theme; early education about what the disciplines are; block of open time in the schedule; capstone project and present and

reflect; PiNS and undergraduate research required of all students and connect to the Public Good

Majors and advising: how many majors and minors; limit # of courses in one department in the 1st year; no departmental advising the first year; color coding of the transcripts;

Thematic Gen Ed and year-long courses with theme coordinators (or faculty course release); need incentives for course work development (can be dangerous for junior faculty for a \$500 honorarium for CCESL course development). There are perverse effects of this.

What are the students supposed to get out of it? The themes help the students “get it” and provides context. And faculty need take-aways for trying something new.

Reflection: It a critical practice embedded into learning opportunities that permit students to understand the past and build toward the future. Moments to tap into their cognitive and meta-cognitive learning and meaning making and very thoughtful about their future experiences. 360 degree. Allows them to become active, intentional participants in what they are learning. It is an intentional practice.

It is not the same thing as analysis. Reflection is far more personal and rhetorical. Make them uncomfortable and make students see inwards and be vulnerable and move away from the instrumental view of education. Rationality with a human edge—meaning making. Being intentional about your life choices.

They learned about reflecting on life itself. Providing space for students to reflect on themselves and their lives. More ways to bring students in as leaders. There needs to be strong student leadership components.

Reflection is the response of the isolation and seeming meaningless of the modern world. To connect to the broader context of life. Pick a topic you care about. How to have autonomy.