Professional Development for the University Studies Program

Agenda Archive

In these professional development sessions, instructors worked together to create expectations for USP courses in preparation for their course development, proposal, review, and approval. Those collaboratively constructed expectations for each component of the program can be found on the USP website in the teaching community area. USP Council members facilitated the professional development sessions with generous assistance from many members of the faculty and staff. Thanks to all who participated and contributed. Podcasts of several of these workshops are available online as are many other teaching resources related to the USP. Short video "refresher" explanations of key components of the program (peer mentors, ePortfolio, etc.) will be available soon.

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Agendas for August 2013 professional development will be posted later in the summer. Watch your inbox for registration details:

- **New instructors USP professional development (19,20)**
- **Summer Launch Intensives (13,14,21,28)**
- **Teaching Community Gathering (29)**

Professional development is being provided to assist instructors with course design so that USP courses will 1) enhance student learning for students at the beginning of their college journey; 2) address and assess the UW Oshkosh Essential Learning Outcomes within the disciplinary content of general education courses and 3) integrate the research-based "high-impact practices" known to benefit student learning and retention. The vision of the Center for Excellence in Teaching and Learning (CETL) at UW Oshkosh continues to guide professional development at UW Oshkosh: *To enhance student learning by inspiring and equipping the UW Oshkosh teaching community to achieve excellence that emanates from research.*

USP courses intentionally address and assess student learning on the following UW Oshkosh Essential Learning Outcomes: **Knowledge of Human Cultures and the Physical and Natural World:** Through study in fine and performing arts, humanities, mathematics and science, and social science focused by engagement with big questions, both contemporary and enduring; **Skills, Both Intellectual and Practical:** Identification and objective evaluation of theories and assumptions; Critical and creative thinking; Written and oral communication; Quantitative literacy; Technology and information literacy; Teamwork, leadership and problem solving practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects and standards for performance; **Responsibility, as Individuals and Communities:** Knowledge of Sustainability and Its Applications; Civic Knowledge and Engagement—local and global; Intercultural Knowledge and Competence: Ethical reasoning and action: Foundations and skills for lifelong learning developed through real-world challenges and active involvement with diverse communities; **Learning: Integrated, Synthesized and Advanced:** Synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.

High Impact Practices incorporated in the University Studies Program include:

First-year Seminars and Experiences (Quest I & II); **Common Intellectual Experiences** (Signature Questions and ePortfolio); **Learning Communities** (small Quests and their paired courses); **Writing-Intensive Courses** (Quest Writing: WBIS, Connect, and others); **Collaborative Assignments and Projects** (Quest III and throughout); **Undergraduate Research** (information literacy ELO in Quest Speaking: Comm 111 and Quest Writing: WBIS plus Quest II Ethical Reasoning ELO and connection to Celebration of Scholarship); **Diversity/Global Learning** (Intercultural Knowledge and Competence Signature Question, UW System Ethnic Studies Requirement; NonWestern Culture requirement and Inclusive Excellence commitment)**; Service Learning/Community Based Learning** (Quest III); **Capstone Courses and Projects** (Connect as "capstone" of USP and ePortfolio reflection project).

Quest I, Quest Speaking, & Quest Writing: May 2012

May 22-24, 2012 Quest I Faculty College Schedule

Tuesday May 22

MORNING: 10 a.m.-Noon Sage 1216

- Welcome and Opening
- ***First Year Experience Workshop***

AFTERNON:

12:15 p.m. Participants get box lunch in Sage 1216 and proceed to second floor rooms to begin Signature Question Workshops [those teaching interim WBIS and Communication courses will join the Faculty College at this time]

12:15-4:00 p.m. **Signature Question Workshops**

- Civic Knowledge & Engagement-Sage 2218
- Intercultural Knowledge & Competence-Sage 2221
- Sustainability – Sage 2224

Wednesday May 23

MORNING: 10 a.m.-Noon Sage 1216

- Welcome and Day One Reflection
- First Year Students: UW Oshkosh Profile (Jill Endries, Admissions)
- ***Inclusive Excellence in the USP***
- Synthesis

12:15 p.m. Lunch with all participants in Sage 1216

- Advising and the USP (Liz Whalley, Advising)
- Course Pairing Connections

AFTERNOON: 1:00-4:00 p.m. Signature Question Workshops (see locations above)

Thursday May 24

MORNING: 10 a.m.-Noon Sage 1216

- Welcome and Day Two Reflection
- Quest I Course Design: Q & A
- Assessment and the ePortfolio in the USP (Carleen Vandezande)
- Information Literacy in the USP Quest (Ted Mulvey, Information Literacy Librarian)
- Campus Resources for First Year Students (Debbie Gray Patton)
- Summer Process: Expectations, Resources & Practical Matters + Closing Reflection

AFTERNOON:

12:15 p.m. Participants get box lunch in Sage 1216 and proceed to second floor rooms for final day of Signature Question Workshops

12:15-4:00 p.m. Signature Question workshops (see locations above)

May 22-24, 2012 Quest I Faculty College Logistics

Checking In: Please check in outside Sage 1216 by signing next to your name on the participants' list for ***each*** morning and afternoon session.

Parking Lot: We expect recommendations for University Studies Program policies and procedures to develop out of the collaborative conversation of the USP teaching community. As ideas or questions occur to you, please write those thoughts on the "stickie notes" (provided in your folders) and place the notes on the "Parking Lot" poster in Sage 1216 or the "Parking Lot" area provided on the whiteboard in your afternoon workshop. These contributions will be compiled and shared. Thank you for your assistance!

Lunch: On Tuesday and Thursday, a box lunch will be made available in Sage 1216. Please take the box lunch to your Signature Question workshop room so the workshop can begin shortly after 12:15 p.m. On Wednesday, a buffet lunch will be served in Sage 1216. As soon as all are served and seated, our Advising presentation will begin. A vegetarian option will be available each day.

Quest I Course Pairing Connections: As you become acquainted with potential learning community partners (Quest I disciplinary courses will be paired with Quest I Writing and Communication courses), you may request a particular pairing (see "Pairing Request" list at the registration table). Note that scheduling logistics may affect the feasibility of honoring pairing requests.

Quest I Faculty College Taping: These sessions are being taped to create resources for the USP teaching community and to assist those who cannot attend this session (due to study abroad or other professional commitments). Though a microphone may not seem necessary in the workshop rooms, please be aware of the need for the microphone for the taping. Thanks!

USP Teaching Community Resource Request: As you look forward to constructing a Quest course syllabus and teaching in the University Studies Program, consider the resources that might be useful to you and your colleagues. In your folder, please find a "Resource Request" sheet. The USP Council welcomes your suggestions. Please leave your "Resource Requests" at the registration table.

Quest I Faculty College Feedback: Please complete the Feedback Form prior to your departure on Thursday. Notice that there are two sections on the form, one for the morning sessions and one for the afternoon workshops (as some participants are only attending the afternoon workshops). Please leave your Feedback Forms on the Registration Table outside Sage 1216.

Quest I SQ: Civic Learning Workshop

Civic Knowledge and Engagement
University of Wisconsin Oshkosh, May, 2012

Signature Question: How do people understand and engage in community life?

"We are caught in an inescapable network of mutuality, tied in a single garment of destiny."
-Dr. Martin Luther King, Jr. "Letter from a Birmingham Jail," April 16, 1963

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning.

Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

Agenda

Tuesday Afternoon:
Signature question panel (models)
Discussion of CK + CE basics/elements to be expected (Collaborative Process):

1. **Discuss Common Requirements for Courses**
   Read Musil
   See shared Quest I expectations not related to Civic Learning (ePortfolio, Early Alert, etc.)

2. Review **Essential Learning Outcomes Addressed**
   Responsibility, as Individuals and Communities: Civic Knowledge and Engagement—Local, National, and Global

3. Discuss and Create/Come to Consensus regarding **Civic Knowledge and Engagement Outcomes**
   - ***Outcomes for civic learning about the self*:**
   - ***Outcomes for civic learning about communities and cultures:***
   - ***Outcomes for civic learning about knowledge:***
   - ***Outcomes for civic learning about skills:***
   - ***Outcomes for civic learning about values:***
   - ***Outcomes for civic learning about public action:***

     [Musil, Caryn McTighe. 2009. Civic Engagement in Higher Education. Jossey-Bass. p. 61- 63]

Wednesday Afternoon
Solo faculty design activity. Write a written reflection responding to questions such as the following: What are the basic parameters of your course? How does it fit into the categories of CK+CE just delineated? Broadly, how do you envision Ethical Reasoning being infused into your course?

Group sharing and discussion about the design activity

Carleen Vandezande, Assistant Vice Chancellor, Curricular Affairs and Student Academic Achievement, will help us explore the use of the expectations listed above and AAC&U values rubric to develop appropriate learning outcomes and assessments for your Quest I classes.

Thursday Afternoon
1. Solo faculty design activity. Write a written reflection around:
   Your goals for students in your Quest I course, Quest Speaking, or Quest Writing course.
   Work on refining these some of these goals into measureable learning outcomes (at least one)
2. Group sharing and discussion about courses
3. How does the teaching of CE + CK look in practice? Sharing of ideas and examples from participants
4. Solo faculty design activity. Write a written reflection around:
   How will you assess students' achievement of your course goals and objectives, and specifically related to Civic Learning? What specific assignments are you envisioning?

5. Introduction to resources for teaching CE + CK (Civic Learning)
6. Sharing of course ideas, future plans, questions

Quest I: SQ: Intercultural Knowledge and Competence Workshop

University Studies Program—May 2012 Workshop
Quest I, Quest Speaking & Quest Writing Course Development
Intercultural Knowledge and Competence Signature Question

"How do people understand and bridge cultural differences?"

"Free your mind, and the rest will follow." En Vogue

"I have sought teachers in all areas of my life who would challenge me beyond what I might select for myself, and in and through that challenge allow me a space of radical openness where I am truly free to choose—able to learn and grow without limits. . . The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress." bell hooks

USP Definition of Intercultural Knowledge and Competence:

Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of world views, beliefs, practices, and values.

Wednesday, May 23

1:30-2:00: **Icebreaker on Diverse Experiences of First-Year Students**: Irma Burgos (Center for Academic Support and Diversity) and Stephanie Rolain-Jacobs (Communication). Read excerpt provided at your table and discuss it in terms of challenges diverse students face in coming to college. If memory allows, share your own journey to college.
2:00-2:50: **Modeling Creativity, Modeling the Discipline: Global, Local, and Campus Engagements.** Panel presentation on creative collaborations.
Emmet Sandberg (Art), Crystal Mueller (English and Writing Center), Mijeong Park (English): ART Jam!
Paul Van Auken (Sociology): Engaging students in campus issues
Thomas Lee Eades (Native American Students Services): Collaborating across campus
2:50-3:15: **Questions and Discussion in Response to Panel.**
3:15-3:45: **Creating Strategies that Actively Develop Students' Intercultural Experiences.** Individual time to brainstorm projects, assignments, and/or materials that provide students with experiences aimed at increasing their cultural competence.
3:45-4:00-**Large Group Discussion on Providing Intercultural Experiences to Students.**

Thursday, May 24

12:15-1:00: **Lunch and Open Discussion.**
1:00-2:00: **Case Studies on Conflict and Backlash in the Classroom**. Small and large group discussions about the case studies provided and strategies for handling such conflict among and backlash from students on hot topics.
2:00-2:15: **Individual Reflection on Syllabus, Projects, and/or Writing Assignments for SQ.**

2:15-2:30: Break.
2:30-3:30: **Workshopping Pedagogical Strategies and Curriculum for Teaching SQ**.
In small groups, each person will present their ideas for engaging students on the SQ. Other group members will respond with questions and suggestions.
3:30-4:00: **Large Group Discussion and Goodbyes**.

Quest I SQ: Sustainability Workshop

Knowledge of sustainability and its applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being.

Sustainability is about working towards a future in which all human beings can enjoy decent quality of life– good health, economic security, membership in strong and inclusive communities, the list goes on– while ensuring that we do not endanger the natural resources and environments upon which we depend. At its core, sustainability is about helping us live up to our fullest potential, as individuals and as a society. Making our way towards sustainability will involve addressing some very big and complicated problems– problems that will not have just single answers, or answers generated by single perspectives. Educating our students about sustainability means presenting them with multiple perspectives and teaching them how to critically evaluate the pros and cons, costs and consequences of the many options that lie before us. Sustainability is not about prescription, or about liberal or conservative points of view; it is about thoughtfully questioning, analyzing, and coming up with creative solutions. And isn't this exactly what we want our students to be able to do?

Essential Learning Outcome
Responsibility, as Individuals and Communities: Knowledge of Sustainability and Its Applications

Agenda

Tuesday May 22: Sustainability in the Curriculum and On Campus

12:15-12:45 Lunch; introduction to the workshop and each other
Conversation starters: Where do you think our first year students are coming from? How can we best reach them?

12:45-1:30 What is sustainability, and what is its role in the university curriculum?
1:30-2:00 Small group reflection:
1. How does sustainability intersect with your disciplinary perspective? How does it apply to your course?
2. Based on this, what are some possible goals and outcomes for the first-year students in your course? What is your vision for the impact of this course (e.g., what will students remember 10 years from now)?

2:00-2:15 Break; individual reflection

2:15-2:45 Sustainability at UW Oshkosh (Mike Lizotte, Director of Campus Sustainability)
2:45-3:45 Campus sustainability tour
3:45-4:00 Sharing course ideas and wrap up

Wednesday May 23: Learning Outcomes and Curricular Models

1:15-1:45 What do we want our students to know, and how do we help them get there? Sustainability learning outcomes and models for curricular change
1:45-2:45 Panel: Bringing sustainability into your classroom (Manjari Chatterji, English/WBIS; Kevin Crawford, Chemistry; Douglas Haynes, English; Druscilla Scribner, Political Science)

2:45-3:00 Break; individual reflection

3:00-3:45 Small group reflection:

1. How do the competencies outlined in the rubric intersect with your goals for students in your course? Can this rubric help you refine these goals into measureable learning outcomes?
2. How might you assess these learning outcomes?
3. What pedagogical strategies, activities, or assignments can you envision to help students achieve these goals?

3:45-4:00 Sharing course ideas and wrap up

Thursday May 24: Bringing It All Together

12:15-1:15 Panel: Sustainability and Food (Pete Brown, Anthropology; Moe Muldoon, Geology; Marty Strand, Campus Dining Services; Paul Van Auken, Sociology); lunch
1:15-1:45 Group discussion: How does this issue integrate the "three pillars" of sustainability? How can you imagine integrating this issue (or similar) into your course?
1:45-2:00 Break/individual reflection
2:00-2:15 Bringing it all together: Quest I goals and your course
2:15-2:45 Small group reflection:
1. How could you incorporate high-impact practices into your course design? Can campus or community resources help you to do this?
2. How can you integrate goals for Quest I (FYE), sustainability, and your discipline in the learning outcomes, assignments, and assessments in your class?
3. How can you best take advantage of resources like peer mentors in your class?
2:45-3:30 Critiques and challenges of sustainability
3:30-4:00 Sharing of course ideas, future plans and final reflections

Quest II Professional Development (September 2012)

University Studies Program
GENERAL EDUCATION FOR THE 21st CENTURY

Quest II Workshop Agenda

FRIDAY SEPTEMBER 28, 2012
Welcome and Introduction
1:50–2:30 p.m. in Sage 4224

- Workshop Welcome and Overview
- First Year Students: UW Oshkosh Profile
- Inclusive Excellence in the USP
- Participant Introductions

General Quest II Expectations & Process
2:30–3:00 p.m.

- Pairing Process: Q & A
- Quest II Draft Checklist
- Learning Communities and Class Size

Ethical Reasoning Discussion
3:00–4:00 p.m.

SATURDAY, SEPTEMBER 29, 2012
Ethical Reasoning in the Signature Questions: Panel Discussion
10:00–11:15 a.m. in Sage 4224

Signature Question Workshops
11:15 a.m.–4:00 p.m. (including lunch at 12:30 p.m.)

- Civic Knowledge & Engagement (Sage 4218)
- Intercultural Knowledge & Competence (Sage 4221)
- Sustainability (Sage 4224)

"If we do nothing more than come together with a few colleagues and ask them the kinds of questions that we ask of the phenomena we study—questions about their experiences and visions as educators—and then seek points of theoretical and applied convergence between us, we would take a first step toward becoming agents of change [as we] ask each other questions that matter, listen with care, and find our way toward personal and communal action."

From *The Heart of Higher Education: A Call to Renewal* (*Transforming the Academy through Collegial Conversations*), pp.136-137.

Quest II SQ: Civic Learning Workshop

Quest II Faculty College

Civic Knowledge and Engagement in the Quest II
University of Wisconsin Oshkosh, September 29, 2012

Signature Question: How do people understand and engage in community life?

"We are caught in an inescapable network of mutuality, tied in a single garment of destiny."
-Dr. Martin Luther King, Jr. "Letter from a Birmingham Jail," April 16, 1963

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

Agenda

10:00-10:15 Lori intro to day

10:15-11:15 Ethics and signature question panel

11:15-11:45 Segue to signature question workshops, introductions and initial discussion

11:45-12:15 Discussion of CK + CE basics:

A) **Common Requirements for Courses:**
In its workshop sessions of May 2012, the Civic Knowledge/Civic Engagement working group decided that the following elements would be a part of every course offered under this Signature Question:

- The text of the Signature Question will be contained in the syllabus
- The definition of Civic Knowledge and Civic Engagement, as written above, will be included in the syllabus

- Course descriptions contained in the syllabus will mention Civic Knowledge and/or Civic Engagement
- At least two of the expected course outcomes which are assessed and listed in the syllabus will be from the list of "Outcomes" offered below (from Musil)
- At least one CK/CE artifact will be uploaded and assessed in each student's ePortfolio
- There will be at least one assessed exercise within the first 2-3 weeks of the course
- SEE DRAFT COURSE SYLLABUS CHECKLIST

B) **Essential Learning Outcomes Addressed**

- Responsibility, as Individuals and Communities: Civic Knowledge and Engagement—Local, National, and Global

C) **Civic Knowledge and Engagement Outcomes**

- ***Outcomes for civic learning about the self*:**
  - Understanding that the self is always embedded in relationships, a social location, and a specific historic moment. Awareness of ways one's identity is connected to inherited and self-chosen communities.
  - Ability to express one's voice to affect change. Disposition to become active in what a person cares about. Capacity to stand up for oneself and one's passionate commitments
- ***Outcomes for civic learning about communities and cultures:***
  - Appreciation of the rich resources and accumulated wisdom of diverse communities and cultures
  - Understanding how communities can also exclude, judge, and restrict
  - Curiosity to learn about the diversity of groups locally and globally
  - Willingness to move from the comfort zone to the contact zone by transgressing boundaries that divide
  - Capacity to describe comparative civic traditions expressed within and by different cultural groups
- ***Outcomes for civic learning about knowledge:***
  - Recognition that knowledge is dynamic, changing, and consistently re-evaluated
  - Understanding that knowledge is socially constructed and implicated with power
  - Familiarity with key historical struggles, campaigns, and social movements to achieve the full promise of democracy
  - Deep knowledge about the fundamental principles of and central arguments about democracy over time as expressed in the United States and in other countries
  - Ability to describe the main civic intellectual debates within one's major
- ***Outcomes for civic learning about skills:***
  - Adeptness at critical thinking, conflict resolution, and cooperative methods
  - Ability to listen eloquently and speak confidently
  - Skills in deliberation, dialogue, and community building
  - Development of a civic imagination
  - Capacity to work well across multiple differences
- ***Outcomes for civic learning about values:***
  - Serious exploration of and reflection about core animating personal values

        - Examination of personal values in the context of promoting the public good
        - Espousal of democratic aspirations of equality, opportunity, liberty, and justice
        - Development of affective qualities of character, integrity, empathy, and hope
        - Ability to negotiate traffic at the intersection where worlds collide
    - ***Outcomes for civic learning about public action:***
        - Understanding of, commitment to, and ability to live in communal contexts
        - Disposition to create and participate in democratic governance structures of school, college, and the community
        - Disciplined civic practices that lead to constructive participation in the communities in which one lives and works
        - Formulation of multiple strategies for action (service, advocacy, policy-change) to accomplish public ends/purposes
        - Planning, carrying out, and reflecting upon public action
        - Development of the moral and political courage to take risks to achieve the public good
        - Determination to raise ethical issues and questions in and about public life. [Musil, Caryn McTighe. 2009. Civic Engagement in Higher Education. Jossey-Bass. p. 61- 63]

12:00-12:15 Solo faculty design activity. Write a written reflection responding to questions such as the following: What are the basic parameters of your course? How does it fit into the categories of CK+CE just delineated? Broadly, how do you envision Ethical Reasoning being infused into your course?

12:15-12:30 Group sharing and discussion about the design activity

12:30-1:00 Lunch

1:00-2:00 Carleen VandeZande, Assistant Vice Chancellor, Curricular Affairs and Student Academic Achievement, will help us explore the use of the expectations listed above and AAC&U values rubric to develop appropriate learning outcomes and assessments for your Quest II classes.

2:00-2:30 Solo faculty design activity. Write a written reflection around:
1. Your goals for students in your Quest II course.
2. Work on refining these some of these goals into measureable learning outcomes (at least one)

2:30-2:45 Group sharing and discussion about courses

2:45-3:00 Break; time for further reflection and informal discussion

3:00-3:40 How does the teaching of CE + CK look in practice? Sharing of ideas and examples from participants

3:40-3:50 Solo faculty design activity. Write a written reflection around:
1. How will you assess students' achievement of your course goals and objectives, and specifically related to the SQ and Ethical Reasoning?
2. What specific assignments are you envisioning?

3:50-4:00 Introduction to resources for teaching CE + CK
Sharing of course ideas, future plans, questions

Quest II: SQ: Intercultural Knowledge and Competence Workshop

University Studies Program—September 2012 Workshop
Quest II Course Development
Intercultural Knowledge and Competence Signature Question

"How do people understand and bridge cultural differences?"

"Free your mind, and the rest will follow." En Vogue

"I have sought teachers in all areas of my life who would challenge me beyond what I might select for myself, and in and through that challenge allow me a space of radical openness where I am truly free to choose—able to learn and grow without limits. . . The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress." bell hooks

Saturday, September 29

11:20-11:30: **Welcome and Overview of Workshop**.
11:30-11:45: **Introductions.** Share one idea about how Ethical Reasoning and Action applies to your course.
11:45-12:00: **Discussion on Infusing Ethical Reasoning and Action into the Signature Question**. What stories, plays, case studies, and/or similar content will you use in your class to prepare students to tackle ethical dilemmas related to intercultural knowledge and competence? What elements should be present in the content to encourage students' engagement with the ethical dilemma?
12:00-12:15: **Common Language for Quest II: Concepts and Definitions.**
12:15-12:30: **Overview of Common Elements of the Syllabus for Quest II.**
12:30-1:00: **Lunch**
1:00-2:00: **Panel on Incorporating the SQ into a Quest Course.** Examples of Learning Outcomes, Content Focus, and Assignments. Student presentation on the importance of co-curricular activities to the Signature Question.

Emmet Sandberg, Art
Stephanie de Montigny, Anthropology

2:00-2:45-**Developing the Learning Outcomes for Quest II**: Small group discussion on developing learning outcomes for your course. In large group, share one of your learning outcomes and its importance to your course.
2:45-3:15: **Workshopping Pedagogical Strategies and Curriculum for Teaching SQ**. In small groups, each person will present their ideas for an assignment or a culminating project that encourages students to think about Ethical Reasoning and Action in relationship to the SQ. Other group members will respond with questions and suggestions.
3:15-3:45: **Large Group Discussion of Promising Ideas for Quest II Development.** Share promising ideas from workshopping activity. Discussion of possibility that assignment on integrating Ethical Reasoning and Action and the SQ be the one uploaded to students' e-portfolio.
3:45-4:00-**Wrap-Up and Goodbyes.**

Quest II SQ: Sustainability Workshop
How do people understand and create a more sustainable world?

UW Oshkosh Sustainability Learning Outcome

Knowledge of sustainability and its applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being.

Sustainability is about working towards a future in which all human beings can enjoy decent quality of life– good health, economic security, membership in strong and inclusive communities, the list goes on– while ensuring that we do not endanger the natural resources and environments upon which we depend. At its core, sustainability is about helping us live up to our fullest potential, as individuals and as a society. Making our way towards sustainability will involve addressing some very big and complicated problems– problems that will not have just single answers, or answers generated by single perspectives. Educating our students about sustainability means presenting them with multiple perspectives and teaching them how to critically evaluate the pros and cons, costs and consequences of the many options that lie before us. Sustainability is not about prescription, or about liberal or conservative points of view; it is about thoughtfully questioning, analyzing, and coming up with creative solutions. And isn't this exactly what we want our students to be able to do?

Essential Learning Outcome
Responsibility, as Individuals and Communities: Knowledge of Sustainability and Its Applications

Saturday, September 29

Agenda

10:00-10:15	Introduction to day
10:15-11:15	Panel discussion: Ethical reasoning and the signature question
11:15-11:30	Transition to signature question workshop, introductions
11:30-12:00	What is sustainability, and what is its role in a liberal arts education?
12:00-12:30	Sustainability and your Quest II course: guidelines, expectations, and resources
12:30-1:00	Lunch, time for reflection on course goals and getting to know other participants
1:00-2:00	Panel presents examples of sustainability in their courses
2:00-2:30	Individual and small group workshopping of courses 3. Can you refine the goals for students in your course into measureable learning outcomes? 4. How might you assess these learning outcomes? 5. What pedagogical strategies, activities, or assignments can you envision to help students achieve these goals in your course?
2:30-3:00	Group sharing and discussion about courses
3:00-3:45	Presentation by UW Oshkosh Director of Sustainability, Brian Kermath
3:45-4:00	Sharing of resources, ideas, future plans and final reflections

Workshop facilitators and speakers

Stephanie Spehar, Anthropology/Sustainability	spehars@uwosh.edu
Brian Kermath, Director of Sustainability	kermathb@uwosh.edu
Catherine Bryan, Foreign Languages	bryan@uwosh.edu
Mary Hoefferle, Art	hoefferm@uwosh.edu
Jane Purse-Wiedenhoeft, Theatre	pursewij@uwosh.edu
Linfeng Xie, Chemistry	xie@uwosh.edu

Quest III: General and Signature Question Workshops (January 2013)

Quest III: General

University Studies Program
GENERAL EDUCATION FOR THE 21st CENTURY

Schedule of Quest III Workshop Session

Jan. 7, 1-3 p.m. Special session for participants new to USP (those who have not completed Quest I or II workshops).

Jan. 8 and 9, 1-5 p.m. Sessions focused on Signature Question content, facilitated by USP faculty coordinators Jordan Landry, Stephanie Spehar and Paul Van Auken.

Jan. 15, 16 and 17, 1-3 p.m. Sessions focused on "Community Experience" assignment development including second networking opportunities with community partners arranged by Michael Lueder, Community Experience Coordinator.

January 7th Agenda: 2013 New to USP

Introduction to USP: Big Questions (website)

1. **How did the USP evolve?** Welcome and Overview Reform Process LC

2. **What is the big picture?** Describe USP Curriculum (overview) LC

3. **What's the story so far?** Quest I and Quest II (THS)

4. **How do USP instructors begin to think about course design?** USP Professional Development LC

Writing Student Learning Outcomes; Sample Language Quest III

5. **How is Quest III distinctive?** Characteristics of Quest III (T)

Draft Quest III Checklist and Quest III Community Experience Description (will evolve into "Handbook")

Quest III SQ: Civic Learning Workshop

Quest III Faculty College

Civic Knowledge and Engagement in the Quest III
University of Wisconsin Oshkosh, January, 2013

Signature Question: How do people understand and engage in community life?

"We are caught in an inescapable network of mutuality, tied in a single garment of destiny."
-Dr. Martin Luther King, Jr. "Letter from a Birmingham Jail," April 16, 1963

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

<u>Day One: 8th</u> 1-5 p.m.

1-1:30 – Oshkosh trivia and teambuilding

1:30-2:00 – Discussion of Civic Learning

A) **Common Requirements for Courses:**
In its workshop sessions of May 2012, the Civic Knowledge/Civic Engagement working group decided that the following elements would be a part of every course offered under this Signature Question:

- The text of the Signature Question will be contained in the syllabus
- The definition of Civic Knowledge and Civic Engagement, as written above, will be included in the syllabus
- Course descriptions contained in the syllabus will mention Civic Knowledge and/or Civic Engagement
- At least two of the expected course outcomes which are assessed and listed in the syllabus will be from the list of "Outcomes" offered below (from Musil)
- At least one CK/CE artifact will be uploaded and assessed in each student's ePortfolio
- There will be at least one assessed exercise within the first 2-3 weeks of the course

- SEE DRAFT QUEST III SYLLABUS CHECKLIST

B) **Essential Learning Outcomes Addressed**

- Responsibility, as Individuals and Communities: Civic Knowledge and Engagement—Local, National, and Global

C) **Civic Knowledge and Engagement Outcomes**

- ***Outcomes for civic learning about the self*:**
  - Understanding that the self is always embedded in relationships, a social location, and a specific historic moment. Awareness of ways one's identity is connected to inherited and self-chosen communities.
  - Ability to express one's voice to affect change. Disposition to become active in what a person cares about. Capacity to stand up for oneself and one's passionate commitments
- ***Outcomes for civic learning about communities and cultures:***
  - Appreciation of the rich resources and accumulated wisdom of diverse communities and cultures
  - Understanding how communities can also exclude, judge, and restrict
  - Curiosity to learn about the diversity of groups locally and globally
  - Willingness to move from the comfort zone to the contact zone by transgressing boundaries that divide
  - Capacity to describe comparative civic traditions expressed within and by different cultural groups
- ***Outcomes for civic learning about knowledge:***
  - Recognition that knowledge is dynamic, changing, and consistently re-evaluated
  - Understanding that knowledge is socially constructed and implicated with power
  - Familiarity with key historical struggles, campaigns, and social movements to achieve the full promise of democracy
  - Deep knowledge about the fundamental principles of and central arguments about democracy over time as expressed in the United States and in other countries
  - Ability to describe the main civic intellectual debates within one's major
- ***Outcomes for civic learning about skills:***
  - Adeptness at critical thinking, conflict resolution, and cooperative methods
  - Ability to listen eloquently and speak confidently
  - Skills in deliberation, dialogue, and community building
  - Development of a civic imagination
  - Capacity to work well across multiple differences
- ***Outcomes for civic learning about values:***
  - Serious exploration of and reflection about core animating personal values
  - Examination of personal values in the context of promoting the public good
  - Espousal of democratic aspirations of equality, opportunity, liberty, and justice
  - Development of affective qualities of character, integrity, empathy, and hope
  - Ability to negotiate traffic at the intersection where worlds collide
- ***Outcomes for civic learning about public action:***
  - Understanding of, commitment to, and ability to live in communal contexts

- Disposition to create and participate in democratic governance structures of school, college, and the community
- Disciplined civic practices that lead to constructive participation in the communities in which one lives and works
- Formulation of multiple strategies for action (service, advocacy, policy-change) to accomplish public ends/purposes
- Planning, carrying out, and reflecting upon public action
- Development of the moral and political courage to take risks to achieve the public good
- Determination to raise ethical issues and questions in and about public life. [Musil, Caryn McTighe. 2009. Civic Engagement in Higher Education. Jossey-Bass. p. 61- 63]

12:00-12:15 Solo faculty design activity. Write a written reflection responding to questions such as the following: What are the basic parameters of your course? How does it fit into the categories of CK+CE just delineated? Broadly, how do you envision Ethical Reasoning being infused into your course?

2-3 – Engaging in Local Community Panel

3-3:30 – Reflection (incorporation of place, objectives for course)
Solo faculty design activity. Write a written reflection responding to questions such as the following: What are the basic parameters of your course? How does it fit into the categories of Civic Learning and the Community Experience and Community Partner just delineated?

Paul 3:30-4:30 - Carleen) - 1 hour (for specific civic learning focus) [Sage 2210]
Carleen VandeZande, Assistant Vice Chancellor, Curricular Affairs and Student Academic Achievement, will help us explore the use of the expectations listed above and AAC&U values rubric to develop appropriate learning outcomes and assessments for your Quest III classes.

4:30-4:50 – Reflection about Quest III learning outcomes

<u>Day Two: 9th 1-5 p.m.</u>

1:00-1:30 - Paul [Sage 4487] Reflection and discussion: Civic Engagement (Peter's article)
1:30-2:00 – Michael Lueder, Civic Engagement Coordinator
Preview of expectations and logistics of Civic Engagement and ePortfolio processes.
2:00-2:15 break (informal Q & A with Michael)
2:15-4:00: Assessment and ePortfolio: Large and small group discussion of documenting learning and of aligning Learning Outcomes, Assignments, and Assessment in Quest III. Tracy Slagter (University Studies Program and Political Science) and John Robertson (Learning Technologies).
3:30-3:45 break (informal Q & A with Tracy and John)
3:45-4:15 How does the teaching of Civic Learning look in practice? Sharing of ideas and examples from participants.
4:15-4:45: Pedagogical Strategies and Curriculum for Teaching SQ
In small groups, each person will present their ideas for engaging students on the Civic Learning SQ – integrating Civic Learning as content in their Quest III course in addition to having the Civic Engagement Experience assignment with reflection. Each person will reflect on the connections among their Learning Outcomes, Assignments, and Community Engagement Experience. Other group members will respond with questions and suggestions.
4:45-5:00: **Large Group Discussion** (questions that need to be addressed to create the Community Experiences)

Quest III SQ: Intercultural Knowledge and Competence Workshop

University Studies Program—Quest III January 2013 Workshop
Intercultural Knowledge and Competence Signature Question

"How do people understand and bridge cultural differences?"

USP Definition of Intercultural Knowledge and Competence:

Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of world views, beliefs, practices, and values.

The Benefits of Community Engagement for Ourselves and Our Students:

The connections between the classroom and community-based learning are all about translation. In looking for ways to help my students understand communities outside of themselves and to become engaged interpreters, I have been transforming the pedagogy in my classroom, extending the boundaries of the classroom, and rethinking the methods and purposes of undergraduate research. . . In using hands-on research to find creative solutions to compelling problems, these kinds of experiences help students develop as participant translators. By making connections between the academy and the community, my students and I have been involved in translating silence into critical consciousness. – Jose Calderón

To see from other perspectives – to go beyond an embedded existence – awakens possibilities for individual as well as socio-political, environmental, and global understanding… What is significant – deeply significant in what strikes so many as a chaotic world – is the weaving of wider and wider webs of relationship [into] what may become a common world … That may be where coherence is fulfilled – in the making of a common world. – Maxine Greene

Tuesday, January 8

1:00-1: 30: **Introductions**.

1:30-1:45: **Overview of Purpose of Workshop**: Franca Barricelli (COLS Dean's Office and History) and Jordan Landry (COLS Dean's Office and English).

1:45-2:30**: Engaging Diverse Communities**: Thomas Lee Eades, American Indian Retention Specialist. Small and large group discussion on ideas and questions around engaging diverse communities. ***Tie to the need to provide actual experiences of cultural differences for students and a forum for discussing those experiences***.

2:30-2:45: **Break.**

2:45-3:15: **Common Language for Quest III**: Small and large group discussions. Turning ideas into course goals and learning outcomes. ***Tie to student learning outcomes on Syllabus Checklist. Provide examples from syllabi.***

3:15-3:45: **Developing an Early Assessment Writing Assignment in Quest III**: Sam Looker (English and WBIS). Individual reflection time/small group time for creating an early assessment assignment (in-class or out-of-class) linked to **SQ**, especially concepts and definitions. ***Tie to Early Alert assignment on Syllabus Checklist.***

3:45-4:30: **Assessment and ePortfolio:** Large and small group discussion of documenting learning and of aligning Learning Outcomes, Assignments, and Assessment. Tracy Slagter (University Studies Program and Political Science) and John Robertson (Learning Technologies).

4:30-5:00: **Large Group Discussion of Assessment and Signature Question.**

Wednesday, January 9

1:00-1:30: **Sharing Innovative Assignments that Capture Experiential Learning:** Franca Barricelli (COLS Dean's Office and History) and Jordan Landry (COLS Dean's Office and English). Small and large group discussion of innovative assignments that you have already used in a course or plan to implement in Quest III.

1:30-1:45: **Overview of Resources**. Franca Barricelli (COLS Dean's Office and History) and Jordan Landry (COLS Dean's Office and English). Presentation of academic resources on Global Learning, Civic Engagement, Diversity, and Student Learning.

1:45-2:30: **The Community Engagement Experience**. Mike Lueder, Community Experience Coordinator and Program Advisor for Volunteerism in Reeve Union. Small and large group discussion of emergent community engagement experiences.

2:30-2:45: **Break**.

2:45-3:45: **Panel on Community Engagement and Student Learning.** Presenters speak about their teaching innovations and creation of community engagement experiences.

Dru Scribner, Political Science
Douglas Haynes, English
Carmen Heider, Communication

3:45-4:15: **Small Group Discussions with Presenter(s).** Each presenter is paired with a small group to assist in the further development of ideas about community engagement projects that will provide students with experiences aimed at increasing their cultural competence, particularly around race and ethnicity. Discussion of assignments that will effectively capture student learning.

4:15-4:45: **Workshopping Pedagogical Strategies and Curriculum for Teaching SQ**. In small groups, each person will present their ideas for engaging students on the SQ. Each person will reflect on the connections between their emergent Learning Outcomes, Assignments, and Community Engagement Experience. Other group members will respond with questions and suggestions.

4:45-5:00: **Large Group Discussion and Goodbyes**.

Quest III SQ: Sustainability Workshop

Knowledge of sustainability and its applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being.

Sustainability is about working towards a future in which all human beings can enjoy decent quality of life– good health, economic security, membership in strong and inclusive communities, the list goes on– while ensuring that we do not endanger the natural resources and environments upon which we depend. At its core, sustainability is about helping us live up to our fullest potential, as individuals and as a society. Making our way towards sustainability will involve addressing some very big and complicated problems– problems that will not have just single answers, or answers generated by single perspectives. Educating our students about sustainability means presenting them with multiple perspectives and teaching them how to critically evaluate the pros and cons, costs and consequences of the many options that lie before us. Sustainability is not about prescription, or about liberal or conservative points of view; it is about thoughtfully questioning, analyzing, and coming up with creative solutions. And isn't this exactly what we want our students to be able to do?

Essential Learning Outcome
Responsibility, as Individuals and Communities: Knowledge of Sustainability and Its Applications

Agenda

Day 1: Tuesday, January 8

1:00-1:15 Introductions to the workshop and each other

1:15-1:30 What is sustainability, and what is its role in a liberal arts education?

1:30-2:15 Sustainability 101 (UWO Sustainability Director, Brian Kermath)

2:15-3:00	Exercise: Integrating "big ideas" in sustainability and your discipline
3:00-3:15	Break, time for individual reflection
3:15-4:00	Learning goals for sustainability: What do we want our students to understand and be able to do? And how do we help them get there?
4:00-4:45	Issue focus: Panel on food and sustainability (Pete Brown, Anthropology; Moe Muldoon, Geology; Dani Stolley, Growing Oshkosh)
4:45-5:00	Sharing of ideas and wrapup

Day 2: Wednesday, January 9

1:00-1:30	Quest III and your course: guidelines, expectations, and resources
1:30-2:30	Panel: Examples of sustainability in the classroom (Jodi Eichler-Levine, Religious Studies; Kevin Crawford, Chemistry; Cathy Bryan, Foreign Languages)
2:30-3:00	Community engagement in your course (USP Community Experience Coordinator, Mike Lueder)
3:00-3:30	Individual and small group workshopping of courses
3:30-3:45	Break; individual reflection on courses
3:45-4:45	Critiques and challenges of sustainability (David Barnhill, Environmental Studies)
4:45-5:00	Sharing of course ideas, future plans and final reflections

Agenda for Feb. 21, March 15, and April 10 Explore Sessions:

With the launch of the University Studies Program (USP) just months away, we a pleased to have Explore instructors as part of the teaching community that will be welcoming 1,800 new first-year students this fall. But...what does it mean to be an Explore instructor in the USP? What has changed? The resources below are designed to assist you as members of the USP teaching community.

What difference does it make that my course is an Explore course?

1. **Your colleagues are different.** While you maintain your department colleagues, you gain USP teaching community colleagues. Events and professional development opportunities will be offered regularly. Support from the USP Council and the Center for Excellence in Teaching and Learning webpage will also be available (see "USP teaching resources").
2. **Your students are different.** Be aware that in the first few years of the USP students in your class will have a mixed student population– with many who are experiencing the University Studies Program and some who are finishing the current general education requirements. Within a few years, all of your EXPLORE students will be in their first or second year.
3. **Your students' academic experiences in other general education courses are different.** They now have common elements that may be helpful to you as you teach your subject matter including learning communities, peer mentors, Signature Question content, instruction in information literacy, writing and speaking instruction in the first year, direct instruction related to the liberal arts, and more! As you learn more about the USP, you may find elements of the program that are useful to your EXPLORE course.
4. **Your students' awareness of their own learning processes will be different** as they document and reflect upon that learning in an ePortfolio that travels with them from course to course.
5. **Your students understanding of the liberal arts and the purpose of general education will be different.** In fact, your course description and other parts of your syllabus can now explicitly reference the liberal arts, as you–along with all USP instructors- welcome students to campus, empower them with resources, and help them make connections within their college experience and to the world beyond.

Explore Teaching Resources

Explore Courses in the USP: Goals & Expectations: This document outlines learning outcomes for Explore courses and recommends syllabus inclusions to assist students.

Sample Syllabus Language: An example of how to introduce students to a liberal education and include campus resources in your Explore syllabus from Bill Wresh (College of Business).

Invitational Language and Tone for First-Year Students: An example of how to set a welcoming, engaging tone in the syllabus for your Explore course.

Writing Student Learning Outcomes: This document may assist you as you construct student learning outcomes for your course.

Instructions for finding your approved course forms: This document aids you in locating University Studies Program Approved Course Forms for your Explore course.

UW Oshkosh Essential Learning Outcomes: Read more about the Essential Learning Outcomes adapted from the AAC&U for our campus.

High-Impact Practices: Read the AAC&U's High-Impact Practices that play a major role in the student learning goals of the USP.

Connect: General, Signature Question Workshops, & Synthesis

Connect: SQ: Intercultural Knowledge and Competence

University Studies Program—Quest III March 2013 Workshop
Intercultural Knowledge and Competence Signature Question

"How do people understand and bridge cultural differences?"

USP Definition of Intercultural Knowledge and Competence:

Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of world views, beliefs, practices, and values.

Thursday, March 21

9:30-9:40: **Introductions.**
9:40-9:50: **Overview of Purpose of Workshop**: Franca Barricelli (COLS Dean's Office and History) and Jordan Landry (COLS Dean's Office and English).
9:50-10:30**: Common Language for the SQ**: Small and large group discussions. Turning ideas into course goals, learning outcomes, and assignments.
10:30-11:30: **Curricular Models for Synthesizing the SQs:**

Dr. Michael Baltutis, Religious Studies
Dr. Dru Scribner, Political Science
Dr. Liz Cannon, English, Women's Studies, and Social Justice
Dr. James Krueger, Political Science
Eliza Salisbury, Student Leader
Steve Kuecker, Student Leader
Chad Erickson, Student Leader

11:30-12:00: **Developing Strategies for Synthesizing the SQs**. Small group discussions.
12:00-12:30: **Lunch**.
12:30-1:00- **Developing Strategies for Synthesizing the SQs**. Large group discussion .
1:00-1:30-**Putting it All Together.** Overview of Aligning Learning Outcomes, Assignments and Assessment. Dr. Lori Carrell, University Studies Program, CeTL, and Communication.
1:30-2:15: Overview of Resources.
2:15-2:30: Break.
2:30-3:15: **Workshopping Pedagogical Strategies and Curriculum for Teaching SQ**. In small groups, each person will present their ideas for engaging students on two or more SQs of which one must be the SQ: How do people understand and bridge cultural Differences? Each person will reflect on the connections between their emergent Learning Outcomes, Assignments, and Assessment. Other group members will respond with questions and suggestions.
3:15-3:45: **Large Group Discussion**.
3:45-4:00: **Wrap Up**.

Connect Course: Professional Development [SQ Sustainability/Synthesis]
How do people understand and create a more sustainable world?

Knowledge of sustainability and its applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being.

Sustainability is about working towards a future in which all human beings can enjoy decent quality of life– good health, economic security, membership in strong and inclusive communities, the list goes on– while ensuring that we do not endanger the natural resources and environments upon which we depend. At its core, sustainability is about helping us live up to our fullest potential, as individuals and as a society. Making our way towards sustainability will involve addressing some very big and complicated problems– problems that will not have just single answers, or answers generated by single perspectives. Educating our students about sustainability means presenting them with multiple perspectives and teaching them how to critically evaluate the pros and cons, costs and consequences of the many options that lie before us. Sustainability is not about prescription, or about liberal or conservative points of view; it is about thoughtfully questioning, analyzing, and coming up with creative solutions. And isn't this exactly what we want our students to be able to do?

Essential Learning Outcome
Responsibility, as Individuals and Communities: Knowledge of Sustainability and Its Applications

March 18, 2013

Agenda

9:30-9:45	Introductions to the workshop and each other
9:45-10:15	What is sustainability, and what is its role in a liberal arts education?
10:15-11:15	Sustainability 101 (Brian Kermath, Director of Sustainability)
11:15-12:00	Exercise: Merging "big ideas" in sustainability and your discipline
12:00-12:30	Lunch, time for individual reflection and discussion
12:30-12:45	Sustainability in the USP and beyond: what do we want our students to know, and how do we help them get there?
12:45-1:45	Panel: Examples of sustainability in the classroom (Robert Wagoner, Philosophy; Manjari Chatterji, English; Catherine Bryan, Foreign Languages)
1:45-2:00	Facilitating synthesis: what are the connections between the signature questions?
2:00-3:00	Issue focus: Panel on food and sustainability (Dani Stolley, Growing Oshkosh; Misty McPhee, Environmental Studies/Biology; Manjari Chatterji, English)
3:00-3:45	Group discussion: How could you use an issue like this to facilitate student exploration of sustainability? How could this issue, or others, help facilitate student synthesis of the three signature questions? What are ways you can help students bring things together in your Connect course?
3:45-4:00	Sharing of ideas, resources, and final reflections

University Studies Program
GENERAL EDUCATION FOR THE 21st CENTURY

Quest III Teaching Community Lunch
May 29, 2013
Agenda and Resources

High-Impact Practice for Quest III:

Community-Based Learning
"In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life." (High-Impact Practice, AACU)

"…universities offer an intellectual and public commons where it is possible not only to theorize about what education for democratic citizenship might require in a diverse society, but also to rehearse that citizenship daily in the fertile, roiling context of pedagogic inquiry and hands-on experiences." *A Crucible Moment*, AAC&U (2012).

1. Welcome & Lunch (LC)
2. Model: Community Partner (CP) Visit (Stephanie)
3. Discuss Expectations for the Community Experiences (CE):
   Level of development needed by July 26 (LC and ML)

Questions to consider:

a) **Timing of CE**
b) **Student Groupings**
c) Tasks
d) Assignment and Reflection
e) Transportation study away (course fee tbd with OIE or Reeve Volunteer – see Michael)?
f) Course Offering Timing
g) **Alumni Mentors**
h) Logistics/Community Partner Meetings (with Mike)
i) Draft Syllabus: **include questions you have not be able to resolve in your draft syllabus—so we can give feedback**
j) CEs that needs **IRB approval**
k) CPs that require **criminal background check**
l) **CE expectations (modified after today's discussion**) will be posted online and emailed to you.
m) Code of Conduct/Sample Syllabus Language
   <u>Sample Syllabus Language appropriate for June 14 draft syllabi:</u>
   Students are expected to abide by the UW Oshkosh Student Academic Disciplinary Procedures and the Student Non-Academic Procedures during their CE (insert links). Other policies that may be relevant to the Community Experience in this course are described in the online Quest III Handbook.
n) P**lan the CE in as much detail as possible**...even knowing things could change and that flexibility will be present.

4. Share current ideas in Signature Question Groups (with SQ Faculty Coordinators and Student Ambassadors)

5. Review Quest III Handbook (headings and subheadings – FYI) (ML)
6. Review FAQ's (ML)
7. Review current "course offering" schedule (based on your feedback to date: any changes?) (ML)
8. Whole group Q & A (LC and ML)
9. Timeline Reminders (LC)
   June 14: Draft Syllabi due to usp@uwosh.edu
   June 17-21: Draft syllabi review by USP Council members to support you
   June 24: Syllabi returned with checklist, feedback, and notes
   July 26: Final Syllabi due to 1) usp@uwosh.edu **for professional development** stipend and 2) (separate email) **to chair with USP course review form** (and Form A if the course is brand new) for course review and approval. Please contact Lori Carrell if you need assistance with the forms. We are here to help! Forms need to get to Dean's Office asap from the department.

IMPORTANT NOTE: If your Quest III is a NEW COURSE, please check with Lisa Danielson, the registrar, about a course number for the course.

COMPLICATED NOTE (for ES or NW courses): If your Quest III course has an ES or NW designation (as is expected of all with the Intercultural Knowledge and Competence Signature Question) AND Explore-only versions of the SAME course will be offered ("sections" that are not Quest III courses and that do not include content sufficient for an ES or NW designation), a new number may need to be created for your course. Talk to Jordan Landry or Lori Carrell, and ultimately Lisa Danielson (prior to submitting your form) if you think your course might fit this complex situation.

Resources:
A. **Logistical Support: Mike Lueder** luederm@uwosh.edu 920-424-1269
Available: Friday, May 31 Tuesday June 4 Friday, June 6 Monday June 10 - Thursday, June 13

B. **Online Resources**: check "Quest III" in the "Teaching Community" area of the USP website.

C. **Your CP partner** is a resource. Establishing a relationship with appropriate people (Volunteer Coordinator or whomever) over the summer and the next year is part of the historic endeavor of creating the USP. You are establishing a foundational relationship that we expect may last for many years. Thank you! Having a required CE experience at the sophomore level is a phenomenal and unusual general education practice! We anticipate the development of reciprocal relationships – our students are a resource and the CP is a resource – all about community-based learning.

D**. Other instructors** developing courses in your Signature Question. Exchange names, connect via email or phone, share ideas, get feedback on your course development as you move toward a syllabus.

E. Kira-Lynn Reeves (USP Program Support/Project Manager) – ext. 1257; usp@uwosh.edu [5 days per week]; Lori Carrell [at least 5 days a week and most weekends until July – then some vacation time – feel free to call 920-203-3645 at any time]

F: **Draft in Progress - Part I: General Quest III Content.**
All students enrolled in Quest III courses will have completed the Quest I and II sequence, and so they will be familiar with the basic parameters of the program. Quest III courses should continue to *reinforce* the basic concepts of liberal education and the USP that were introduced in Quest I and II. Instructors will use the following (draft) checklist as they prepare your Quest III syllabus; this same checklist will be used to review each syllabus. Additional resources will be posted on the USP Teaching Resources website. The following elements are expected in all Quest III syllabi:

- Brief note about the USP and the role of Quest III in the USP;
- Brief note about the goals of liberal education and how Quest III contributes to them;
- Assessable student learning outcomes (e.g., "By the end of this course, students will be able to…") that incorporate the Signature Question and the Community Experience and are tied to assignments;
- Explanation of Community Experience(s) to comprise approximately 14-20 hours of work per student; this explanation should include background on the community partner as well as logistics of

the Community Experience. The Community Experiences need to be guided by the following principles:

- **Reciprocity:** partnerships are meaningful for students and their communities
- **Reflection:** students engage in intentional, systematic contextualization of the Community Experiences
- **Respect:** Community Experiences demonstrate value for the voices of the community partners and the students
- **Results:** Outcomes are shared publicly with the campus and the community

- Introduction to the ePortfolio;
- Explanation of and rationale for the Community Experience assignment/reflection to be uploaded to the ePortfolio (may be embedded in assignment or a separate paragraph);
- References to available campus resources (see website);
- Explanation of Early Alert grading;
- Inclusion of one or more assignments to be graded by the 4th week of class so that you can participate in Early Alert; and
- Note about alumni mentors associated with the course (sample language will be provided).

(**NOTE**: These expectations may be modified based on the collaborative discussions that will take place during the January 2013 Quest III workshops.)

University Studies Program
GENERAL EDUCATION FOR THE 21st CENTURY

May 29, 3:00-4:30 p.m.
USP Teaching Community
Summer Send Off

Welcome & Gratitude – Introduction to Refreshment Packet

USP Student Video

Table Talk (Connections; Reflections; Anticipation)
Books distributed.
Anticipatory Reflection/Suggestions (written feedback)

First Year Experience: New Info and Key Reminders

ePortfolio & Reflection (presentation + activity)

Q & A: What do you need to be prepared?

Signature Question Coordinators and Student Ambassador: Final Words
Mollie Merrill Stephanie Spehar Paul Van Auken Jordan Landry

Refreshments and Continued Discussion

Connect: Synthesis

University Studies Program
GENERAL EDUCATION FOR THE 21st CENTURY

CONNECT Synthesis Workshop Agenda
June 3rd 9:30 a.m.-4 p.m. Reeve 306

9:00 a.m. Refreshments available

9:30 a.m.-9:45 Welcome and Clarification (facilitated by Douglas Haynes)
- What the course is and is not (approved description)
- Evolving expectations to further evolve today
- General expectations for syllabus creation (more at end of the day)
- Today's collaborative conversations will lead to synthesis checklists, etc.

9:45-1:00 a.m. Introductions (Facilitated by LC)
Participants will be asked in advance to plan a one sentence teaching highlight from the past year to share as a means of introduction.

10-noon: Liberal Arts Dialogue (facilitated by Ron Rindo)
10-10:20 a.m. CONNECT Liberal Arts/Essential Learning Outcome Assignment
10:20-10:45 **Perspectives of the Liberal Arts informed by Civic Learning, Sustainability, and Intercultural Knowledge & Competence**: SQ Coordinators (5 minutes each followed by Q & A)
Stephanie Spehar (Anthropology)
Paul Van Auken (Sociology)
Jordan Landry (English; COLS Dean's Office)

10:45-11:00 a.m. Break

11:00 a.m.-12:15 Discussion of Liberal Arts articles

<u>Process for this Discussion:</u>
1. React to description and critique of liberal arts education in the articles.
2. Open discussion of articles with questions below guiding discussion.
3. Think-pair-share: Crafting and sharing statements on the liberal arts for their CONNECT students

Potential Questions to be addressed within the discussion:

- How does CONNECT fit into the USP? (4th or 5th semester after Q III - through years of transition will have mixed populations - first teaching in Fall 2014 will have no students in that category!)
- How can we use that course placement to optimize the writing goals of CONNECT?
- Why is it valuable to explicitly teach about a liberal arts education in CONNECT?
- How will we deepen students understanding, valuing, and critiquing of a liberal arts education and their own educational journeys?
- How will we engage students in the contemporary debate about the liberal arts while supporting their advancement in writing?
- Why are we focusing on the liberal arts in CONNECT?

- What are the ELOs and how do they relate to the USP goals and the goals of CONNECT?
- How do the Reflections on the ePortoflio and the ELOs connect to the liberal arts and to the advancement of writing?

12:15-1:00 p.m. Lunch
1:00-4:00 p.m. Afternoon Synthesis Delight!
1:00-1:15 p.m. Synthesis Assignment Review (Douglas with SQ coordinator input)
1:15-1:30 p.m. Discussion: Teaching "Synthesis"

- What is synthesis?
- How do you teach students to do "synthesis"?
- What are we expecting them to do when we create a learning outcome with the verb "synthesize" in it?
- How do we teach and grade for this higher level cognitive process?

Synthesis assignment will be predicated upon:
· Reinforcement and deepening of SQ content and the three SQ Responsibility ELOs
· Preliminary student tasks including reviewing SQ content and assignments from Quests, selection of community issue, and crafting of research question related to that issue
· Reinforcement and deepening of their Information Literacy ELO (knowledge and skill) potentially including reviewing their information literacy related assignments from Quest Speaking/Comm 111 and Quest Writing/WBIS

1:30-2:00 p.m. Sustainability (facilitated by Stephanie Spehar)
Article: Explanation; Reaction from other SQ Coordinators, Discussion

2:00-2:05 p.m. Brief Stretch Break

2:05-2:35 p.m. Intercultural Knowledge and Competence (facilitated by Jordan Landry) Article: Explanation; Reaction from other SQ Coordinators, Discussion

2:35-2:45 p.m. Break

2:45-3:15 p.m. Civic Learning (facilitated by Paul Van Auken)

3:15-3:35 Guided Work Time [may work alone or with a partner]
Task: Begin to plan how you will teach "Signature Question" synthesis in your CONNECT course. SQ Facilitators, Douglas Haynes, Ron Rindo, and John Robertson will be available to answer questions.

3:35-4:00 p.m. Collaborative Discussion of Course Expectations (facilitated by Douglas Haynes with input from all workshop facilitators and participants); **Clarification of USP**

Course Creation Expectations, Deadlines, and Resource Locations

4:00 p.m. Summer begins!