

## 2018-19 Annual Report Center for the Liberal Arts

### Summary

In the 2018-19 academic year, the CLA pivoted from the five-year initial implementation of the COLL Curriculum toward its mission of supporting an innovative and dynamic COLL Curriculum. To this end, faculty development efforts focused on assisting faculty in proposing and developing their COLL courses, reaching across department/program boundaries to brainstorm new initiatives, and assessing the effectiveness of the COLL Curriculum. Through 11 working sessions and 16 end-of-semester workshops, CLA Fellows worked with nearly 200 faculty members from across the university. Throughout the year, the CLA also contributed to the planning and development of the university's new Studio for Teaching & Learning Innovation and the work of the Ad hoc COLL 199 Implementation Committee. Beginning in early 2019, the CLA turned its focus to the upcoming COLL 199 requirement, to the analysis of assessment data gathered about the COLL, and implementing the changes needed to respond to both of these initiatives.

### The CLA Fellows

Christine Nemacheck (Government) became the second Faculty Director of the CLA on July 1, 2018. The CLA Fellows for the 2018-19 academic year were:

- Jim Barber, Educational Planning, Policy, & Leadership
- Leslie Cochrane, English & Linguistics
- Michael Cronin, Japanese Studies
- Michael Gaynes, Art & Art History
- Betsy Konefal, History
- Giulia Pacini, French & Francophone Studies
- John Parman, Economics
- Alison Scott, Kinesiology & Health Sciences
- Kristin Wustholz, Chemistry

This year, the Fellows adopted a 'contact Fellow' model to provide direct lines of communication to faculty. This model worked well as an adaptation to the traditional model that assigned Fellows to specific levels of the COLL Curriculum. In the future, the CLA will blend the two models, utilizing both 'contact Fellows' and level-specific responsibilities.

### Assessment Initiatives

The CLA launched three major assessment initiatives this year. First, we surveyed all university faculty who teach undergraduate students for their perspectives on COLL 300. We asked faculty to evaluate whether and to what degree the various flavors of COLL 300 – study abroad, study away, on-campus – meet the educational objectives for COLL 300 approved by the Faculty of Arts & Sciences. The results from this assessment confirmed that study abroad and study away strongly meet the goals of COLL 300. We have work to do to strengthen the Campus COLL 300 program to align with these learning outcomes. The CLA will make changes to the 2020-21 Campus COLL 300 program in response to the feedback provided by faculty. Those changes are detailed below. Overall, the faculty affirmed that COLL 300's aim to broaden students' experiences with the global and cross-cultural world around them is of critical importance.

The second major assessment initiative was also specific to a single level of COLL. The CLA collaborated with the Educational Policy Committee and the Office of Institutional Accreditation and Effectiveness to design and implement a pilot assessment of COLL 400 courses. The CLA worked to

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ensure that this assessment tool would satisfy both EPC and IAE's mandates to assess specific skills associated with COLL 400. The design and pilot assessment initiatives were successful, and IAE will be implementing the university-wide assessment of COLL 400 in the 2019-20 academic year.

Finally, the CLA surveyed all students graduating in May 2019 to determine perceptions of the COLL Curriculum. The survey collected almost 250 responses. Data from the survey confirm what the CLA and A&S faculty have long known to be true – the true hallmark of the William & Mary undergraduate education is the close interaction between students and faculty that occurs at every level of a student's time at the university. While the data is not ready for public release at the time of this report, we can offer the following generalities. Students answered questions about each level of the COLL Curriculum, including detailing perceptions of alignment between their individual experiences and the state educational outcomes of each COLL course. Overall, the COLL is providing students with the skills the faculty desired. The students indicated one area for improvement that aligns with faculty feedback – the Campus COLL 300 program does not fully meet expectations for achieving desired outcomes. The CLA is addressing this concern with immediate measures for the 2019-20 program and modifications to the structure of the program moving forward from the 2020-21 academic year.

### Faculty Development

The CLA continued its successful faculty development programming focused on course design and implementation. The Fellows offered 27 workshops that range in duration from 2 hours to 3 full days. Over 195 faculty attended these events. Our workshops span all levels of the COLL Curriculum and focus on helping faculty develop courses that deliver the skills and content for each COLL course. While our development efforts focus on the COLL Curriculum, we receive feedback from nearly all of our workshops that faculty apply what they learn and practice with the CLA to their other, non-COLL courses.

The CLA also offers Faculty Innovation Grants to supplement activities in COLL classes. These grants provide support for speakers, materials, and activities that faculty would otherwise not have access to, with the goal of enhancing faculty and student learning in the COLL. Some examples of this year's funded initiatives include speakers for Campus COLL 300 courses that directly connect the semester's theme to course content. We welcomed 10 additional visitors to campus this year through this supplemental support. These grants also include materials for course development, including books, multimedia, and equipment.

### Campus COLL 300

The CLA is responsible for the implementation of the Campus COLL 300 program. This academic year we had a record number of proposals for visitors. The six visitors selected were:

- Fall 2018 (Bodies that Matter)
  - Fredy Peccerelli
  - Bernedette Muthien
  - Micha Cárdenas
- Spring 2019 (Ceremony)
  - Candomblé Practitioners
  - Selena Fox
  - Setsuko Thurwell

In the fall semester, approximately 650 students enrolled in Campus COLL 300 courses. The spring semester saw enrollments of approximately 575 students. We estimate that we need to maintain an

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offering of roughly 1,000 seats per year to meet demand for students who need to fulfill COLL 300 on campus. As noted above, we will be making some initial changes to the Campus COLL 300 program in the coming academic year.

### **Collaborations**

Partnerships with administrative offices and faculty committees are key to the success of the CLA and the COLL Curriculum. This year we focused on four primary collaborations: EPC, the new COLL 300 Working Group, the Washington DC Center, and the new Studio for Teaching & Learning Innovation. The CLA's work with EPC this year focused on creating standardized approaches to course development, deadlines for course approvals, and establishing shared understanding for each unit's role in the COLL Curriculum. In fall 2018 Dean John Donahue assembled a COLL 300 Working Group. This group consists of faculty and staff from the CLA, EPC, Charles Center, and Reves Center. Over the course of this year we have worked to address issues related to student data, access and equity related to COLL 300 programs, and faculty involvement in COLL 300 programs. We worked closely with the DC Center to establish timelines and processes related to the DC courses that carry the COLL 300 attribute. DC Center staff now have a deeper understanding of how to connect faculty with resources on campus, and through stronger connections to the DC Center's programming, the CLA is better situated to support these faculty. Finally, the CLA's leadership participated in multiple advisory teams focused on developing the university's new Studio for Teaching & Learning Innovation. The CLA is excited about partnering with the Studio in programming initiatives across the university.

### **Looking Forward**

As the 2019-20 academic year begins, the CLA will focus much of its efforts on the proposed COLL 199 course as well as COLL 300. Regarding COLL 199, the CLA is poised to ramp up implementation as soon as EPC determines the specific characteristics of the requirement and the faculty votes to move forward. Ahead of the final EPC-approved language, the CLA will offer reading groups and workshops that aim to prepare faculty more generally for COLL 199. Once the faculty approve the specific language for the requirement, we will scaffold faculty development programming to support faculty in designing and teaching these courses. These efforts will build off the COLL 199 Implementation Committee's recommendations as detailed in the committee's report.

As mentioned above, we have made adjustments to Campus COLL 300 for this year and have more changes slated for 2020-21. The CLA continues to work with faculty-proposed visitors to better orient them for their campus visits and prepare them to engage with the specific courses that carry the COLL 300 attribute. We are also investing more resources to support Campus COLL 300 faculty in bringing guests to their classrooms who can connect the theme directly with specific course material. More significantly and based our survey of faculty, beginning in the 2020-2021 academic year we will repeat our two most successful themes thus far, "Well-Being" and "Sustainability," and reduce the number of campus-wide visitors from three to two each semester. We hope repeating themes will ease the demand on faculty to adapt courses consistent with new themes each semester. Reducing the number of visitors will also allow us to provide greater support for faculty to invite course-specific visitors to facilitate tighter connections between individual course material and the semester's theme. We envision that as COLL 199 evolves, so too may COLL 300. The CLA is prepared to address any changes the faculty approve to the COLL Curriculum and look forward to doing so with the same innovative energy we brought to the initial COLL implementation.