



HURON
UNIVERSITY COLLEGE at WESTERN

DRAFT ACADEMIC PLAN 2010-2015
FACULTY OF ARTS AND SOCIAL SCIENCE

Presented to FASS 24th Sept 2010

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EXECUTIVE SUMMARY

Learning Objectives	Teaching Objectives	Directions for curricular, pedagogical & co-curricular change
Creative and critical thinking	To demonstrate critical and creative thinking	1. Inquiry-based learning 2. Research-based learning 3. Problem-based learning 4. Self-directed learning 5. Clear learning objectives 6. Coverage requirement for critical/creative thinking 7. Supportive co-curricular environment for critical/creative thinking
Engagement, responsibility, accountability and global awareness	To provide opportunities for students to engage, be responsible and accountable, and to become globally-aware	8. Community Based Learning (CBL) opportunities 9. Coverage requirement for global content 10. Case method learning 11. Academic community 12. Co-curricular activities to support this learning objective 13. Academic advising 14. Early intervention for 1 st year students
Contextualized knowledge and ability to use metaphor and models	To foster students who are informed by context and able to use metaphor and models	15. Porosity of Programs 16. Flexibility of course choices 17. Interdisciplinary capstone courses 18. Variety of teaching methods 19. New constellations of existing courses and new interdisciplinary modules 20. Co-curricular activities to support this learning objective 21. Coordination of first-year studies 22. Models for progression in modules
Effective communication	To promote skills in effective written and oral communication	23. 1 st year academic skills 24. Communication skills 25. Team-work and organizational understanding 26. Additional language requirement 27. Supportive co-curricular communication activities

DRAFT FASS ACADEMIC PLAN 2010-2015

PREAMBLE

This document presents an academic plan for the Faculty of Arts and Social Science (FASS) to enable rational growth toward offering a unique educational experience that is integrated, achievable, sustainable, and attractive to students.

The function of the academic plan is to guide growth of the Faculty of Arts and Social Science in student numbers and distribution, faculty positions, and educational offerings.

The development of the plan was informed by the following principles:

- The Plan would be a faculty level plan that contributes to the mission of the College and guides program-level planning.
- The Plan would be developed through consultation which includes faculty, staff, students and community.
- The Plan would be outcome-focused rather than output-focused, i.e. more interested in how students change as a result of taking a program, than in how many students take the program.
- The Plan would be learning (transformation) driven

MISSION STATEMENT OF HUC

The mission of Huron University College is to provide a university education of the highest North American standards through its undergraduate degree programs in the Arts and Social Science and its post-baccalaureate and professional degree programs in Theology.

The College seeks to attract the most qualified university applicants and holds as its principal academic objectives: to promote **educational excellence**, to encourage **scholarly achievement**, to foster **international understanding and co-operation**, and to provide its students with a **broad and useful education** that will develop their intellectual skills, enhance their desire for knowledge, and prepare them for positions of leadership and responsibility.

Huron welcomes all persons regardless of faith or denomination and aims to nurture a sense of community respectful of individual differences and responsive to individual needs; to support an active student life which encourages the personal and intellectual growth of its members; and, through its chapel and theological programs, to affirm its heritage as an Anglican college.

PURPOSE

The plan will provide a framework for development of new initiatives, while providing opportunities for enhancement of current programs.

GUIDING PRINCIPLES

This plan builds on current strengths to enhance the achievement of the following fundamental objectives of a liberal arts education for the twenty-first century:

- Critical and creative thinking
- Engagement, responsibility, accountability and global awareness
- Contextualized knowledge and ability to use metaphor and models
- Effective communication

LEARNING OBJECTIVES

Learning Objective 1: Critical and creative thinking

Directions for curricular, pedagogical and co-curricular change

1. *Inquiry-based learning* in which students formulate and explore a research question or series of questions might take the form of first-year seminars devoted to a common theme about which students create research questions, and/or of a greater emphasis on the existing IDIS 1021E, and/or of senior seminar courses where the syllabus is driven by student-formulated research questions. Externally-facilitated workshops on possibilities and opportunities for this kind of course will be arranged. A committee on Teaching and Learning would help with this and all pedagogical recommendations.

2. *Faculty-Research-based learning* in which the teacher's current research activities structure and inform the syllabus, involving students in a project congruent with the faculty member's research activities, would help expose the students to the process of research while allowing the faculty member to use time effectively for teaching and research. Externally-facilitated workshops on possibilities and opportunities for this kind of course would be arranged.

3. *Problem-based learning* in which students work in groups to confront problems given by the teacher, who acts as a facilitator as the students engage in the problem and identify basic principles and concepts, encourages critical thinking and critical thinking about critical thinking. Externally-facilitated workshops on possibilities and opportunities for this kind of course would be arranged.

4. *Opportunities for self-directed learning* through increased independent studies options can be an efficient model for course delivery in some disciplines and foster autonomy and

maturity in the learner. Externally-facilitated workshops on possibilities and opportunities for this kind of course would be arranged.

5. *Clear statements of learning objectives*, geared to the overall faculty learning objectives and clearly tied to assessment instruments, help students recognize and think critically about the process of their learning. This process is well underway.

6. Introduction of a *coverage requirement for critical/creative thinking* would entail identifying courses that foreground critical thinking [particularly courses of the kinds noted above] and ensuring that each module [or some extra-modular requirement] included at least one such course.

7. *A supportive co-curricular environment for critical and creative thinking* would provide activities where students have to problem-solve. Any number of arts activities involve a high degree of problem-solving, as would certain community-focused activities. Work with the HUCSC and involvement of faculty members will be required.

Summary table for Learning Objective 1 with expectations

Critical and creative thinking		
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
1. Increase opportunities for inquiry-based learning	Introduce courses in which students formulate and explore a research question or series of questions. Might take the form of first-year seminars devoted to a common theme about which students create research questions, and/or of a greater emphasis on the existing IDIS 1021E, and/or of senior seminar courses where the syllabus is driven by student-formulated research questions. Departments identify which courses use inquiry-based pedagogy	Externally-facilitated workshops on possibilities and opportunities for this kind of a course will be arranged.
		<i>Action Centre</i>
		Dean of FASS A Committee on Teaching and Learning to be established by FASS
		Departments
		<i>Expectations</i> All students regardless of program have opportunities to take inquiry-based courses
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
2. Increase opportunities for faculty-research-based learning	Introduce courses in which the instructor’s current research activities structure and inform the syllabus,	Externally-facilitated workshops on possibilities and opportunities for this kind of course would be arranged.

	<p>involving students in a project congruent with the faculty member's research activities.</p> <p>Departments identify which courses use research-based pedagogy</p> <p>Support faculty research</p>	<p><i>Action Centre</i></p> <p>Dean of FASS</p> <p>A Committee on Teaching and Learning to be established by FASS</p> <p>Departments</p> <p><i>Expectations</i></p> <p>All students regardless of program have opportunities to take research based courses</p>
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
3. Increase opportunities for problem-based learning	<p>Introduce courses in which students work in groups to confront problems given by the instructor, who acts as a facilitator as the students engage in the problem and identify basic principles and concepts, encourage critical thinking, and critical thinking about critical thinking.</p> <p>Departments identify which courses use problem-based pedagogy</p>	<p>Externally-facilitated workshops on possibilities and opportunities for this kind of course would be arranged.</p> <p><i>Action Centre</i></p> <p>Dean of FASS</p> <p>A Committee on Teaching and Learning to be established by FASS</p> <p>Committee on Research</p> <p>Departments</p> <p><i>Expectations</i></p> <p>All students regardless of program have opportunities to take problem based courses</p>
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
4. Increase opportunities for self-directed learning.	<p>Introduce new independent studies options</p> <p>Departments identify what self-directed learning means</p>	<p>Externally-facilitated workshops on possibilities and opportunities for this kind of course would be arranged.</p>

	in the context of modules they offer	<i>Action Centre</i> Dean of FASS A committee on Teaching and Learning to be established by FASS Departments <i>Expectations</i> All students regardless of program have opportunities to engage in self-directed learning
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
5. Make available clear statements of learning objectives for each course, module and degree program that are geared to the overall FASS learning objectives and to assessment instruments.	Develop a selection of models for learning objectives and assignments Post course- and module-based learning objectives so that students can use them as choice criteria	Externally-facilitated workshops <i>Action Centre</i> Dean of FASS Educational Policy Committee Departments Instructors <i>Expectations</i> All departments have available statements of learning objectives for their courses, modules and degree programs Each course outline lists learning objectives and links assignments to these Modules and degree programs are internally assessed for their connection to FASS objectives
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>

6. Introduce a coverage requirement for critical/creative thinking	Identify current courses that foreground critical thinking	Faculty discussion/ workshop on critical/creative thinking
	Create models for courses that foreground critical thinking	<i>Action centre</i>
	Develop a Huron discourse on critical thinking	Dean of FASS Educational Policy Committee Departments Instructors
		<i>Expectations</i>
		Ensure that each module [or some extra-modular requirement] includes at least one such course.
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
7. Develop a supportive co-curricular environment for critical and creative thinking that provides activities where students have to problem-solve.	Identify existing co-curricular activities that promote critical and creative thinking	
	Develop models of other such activities	<i>Action Centre</i>
	Work with the HUCSC to identify new activities	Dean of FASS Associate Dean HUCSC
	Work with ASC to identify new activities	Departments Instructors
		<i>Expectations</i>
		Students have access to an array of extracurricular activities that further critical and creative thinking.

Learning Objective 2: Engagement, responsibility, accountability, and global awareness

Directions for curricular, pedagogical and co-curricular change

8. *Increased CBL opportunities* will be facilitated by the Associate Dean and the Director of CBL. This area is already well developed and on its way, and well-recognized as a Huron hallmark.

9. *Introduction of a coverage requirement for global content and cross-cultural sensitivity* would entail identifying courses that foreground these, and ensuring that each module [or some extra-modular requirement] included at least one such course.

10. *Case-method learning* presents concepts and models up front and then requires students to apply their learning to specific cases, modeling for them the application of theory. Externally-facilitated workshops on possibilities and opportunities for this kind of course would be arranged.

11. *Enhanced academic community* at Huron will help student engagement and may be approached through such measures as creation of common spaces, establishment of learning communities, the creation of complementary course blocks in 1000-level courses, and extra-classroom academic events.

12. *Co-curricular activities to nurture engaged, responsible, accountable, and globally-aware students* would be along the lines of current WUSC activities. Work with the HUCSC and involvement of faculty members will be required.

13. *Enhanced academic advising*, with a view to increased student engagement, would entail a review of current advising functions with the likelihood of greater faculty involvement in advising.

14. *Early intervention steps for first-year students who are struggling* will be implemented by the Dean's office, working with ACS and the Registrar's Office. These have been proven successful in engaging students and helping retention rates.

Summary table for Learning Objective 2 with expectations

Engagement, responsibility, accountability, and global awareness		
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
8. Increase CBL opportunities.	Identify course/module/degree-based opportunities	Offer externally facilitated workshop
	Identify pedagogical strategies (assignments, assessment models etc)	
	All departments identify and develop CBL opportunities for their	Action Centre Associate Dean

	programs	Global Activities Committee Manager of CBL Departments Instructors <i>Expectations</i> All students regardless of program have opportunities to participate in CBL
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
9. Introduce a coverage requirement for global content and cross cultural sensitivity	Identify current courses that foreground global content and cross cultural sensitivity Create models for courses that foreground global content and cross cultural sensitivity Identify needs for cross-cultural competence among students, staff and faculty	Provide training <i>Action Centre</i> Dean of FASS Associate Dean Educational Policy Committee Global Activities Committee Director of Cross-Cultural Services Departments <i>Expectations</i> Ensure that each module includes at least one such course.
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
10. Increase opportunities for case method learning	Introduce courses that present concepts and models up front and then require students to apply	Externally-facilitated workshops on possibilities and opportunities for this kind of course would

	<p>their learning to specific cases, modeling for them the application of theory.</p> <p>Departments identify which current courses use case methods.</p>	<p>be arranged.</p> <hr/> <p><i>Action centre</i></p> <hr/> <p>Dean of FASS</p> <p>A Committee on Teaching and Learning to be established by FASS</p> <hr/> <p>Departments</p> <hr/> <p><i>Expectations</i></p> <hr/> <p>All students regardless of program have opportunities to take case method courses</p>
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
11. Enhance the academic community's capacity at Huron to help student engagement	<p>Create common spaces for faculty and students</p> <p>Establish learning communities</p> <p>Create complementary course blocks in 1000-level courses</p> <p>Introduce and connect to extra-classroom academic events.</p> <p>Public events at HUC will be actively promoted</p> <p>Students in some courses will get course credit for participating and organizing public events at Huron.</p>	<p>Redesign of current spaces</p> <hr/> <p>New spaces</p> <hr/> <p><i>Action centre</i></p> <hr/> <p>Dean of FASS</p> <p>Associate Dean</p> <p>Committee on Admissions Strategy and Retention</p> <p>HUCSC</p> <p>Manager of CBL</p> <hr/> <p>Departments</p> <hr/> <p>Instructors</p> <hr/> <p><i>Expectations</i></p>

		<p>Participation of students in HUC activities, such as outside speaker events, will increase.</p> <p>Participation of faculty in HUC activities, such as outside speaker events, will increase.</p> <p>Faculty and students will collaborate in organizing public events of academic interest at Huron</p>
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
12. Develop co-curricular activities to nurture engaged, responsible, accountable, and globally-aware students	Identify and introduce programmatic activities (such as the current WUSC program)	Faculty advisors for student activities
		<i>Action centre</i>
		Dean FASS
		Associate Dean
		Global Activities Committee
		HUCSC
		Manager of CBL
		Faculty
		<i>Expectations</i>
		All students have an opportunity to participate in co-curricular activities that strengthen their academic experience
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>

13. Enhance academic advising, with a view to increased student engagement	Review of current academic and program advising functions	Technology
		<i>Action centre</i>
	Develop interactive tools for academic advising	Dean of FASS
		Associate Dean
	Develop effective communication strategies for promoting academic modules and programs	Educational Policy Committee
		Academic Advisors
		Departments
	Faculty	
		<i>Expectations</i>
		Students have an improved understanding of academic options and opportunities provided by Huron University College
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
14. Establish a system for early intervention for first-year students who are struggling	Identify alternative models for such a system	Research models; workshop
		<i>Action centre</i>
		Dean of FASS
		Registrar
		Associate Dean
		Educational Policy Committees
		Academic Advisors
	<i>Expectations</i>	
		All 1 st year students struggling academically will receive additional

		academic support
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Learning Objective 3: Contextualized knowledge and ability to use metaphor and models

Directions for curricular, pedagogical and co-curricular change

15. *Porosity of programs* (i.e. allowing courses from other units for credit toward module, to ensure cross-fertilization of ideas for students and consistent engagement across the curriculum) will entail review of modules and will open up new possibilities for administrative structures and faculty-hiring profiles. This will involve identifying courses with apposite learning objectives and/or content and cross-listing them in two or more modules as appropriate.

16. *Flexibility of course choices* through introduction of more 0.5 courses at the 1000-level, with some changes to “gateway” requirements where possible, will ensure that students are exposed to a wider variety of disciplines in first year and can still register for modules [which they are required to do after only six months at the university].

17. *Interdisciplinary capstone courses* would be designed to serve, and capitalize on the preparatory work in, existing and new modules, contextualizing students’ work to date and encouraging them to make connections among disciplines.

18. *A variety of teaching methods* (including lecture, group-work, guest speakers, concentrated delivery &c) will enhance student engagement and encourage the making of connections.

19. *New constellations of existing courses and new interdisciplinary modules* (for example: “Reading Cultures” and/or enhanced East Asian Studies &c) will complement strengths found in the interdisciplinary Global Studies program. Revised administrative and committee structures may facilitate these developments.

20. *Co-curricular activities supportive of this learning objective* would include theatre and literary activities as well as interdisciplinary problem-based groups. Work with the HUCSC and involvement of faculty members will be required.

21. *Coordination of first-year offerings*, through timetabling strategies and an annual meeting of first-year instructors, will ensure that, right from the beginning, students are encouraged to make connections.

22. *Establishing some paradigms for progression through modules* (what is meant by and intended for a 2000-level course as distinct from a 3000-level course, for example) will foster appropriate connection-making by students at a particular given level.

Summary table for Learning Objective 3 with expectations

Contextualized knowledge and ability to use metaphor and models		
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
15. Increase porosity of programs (i.e. allow courses from other units for credit toward module).	Review of modules	Administrative structures that will facilitate connections
	Explore new possibilities for in faculty-hiring profiles.	<i>Action centre</i>
	Identify courses with apposite learning objectives and/or content and cross-list them in two or more modules as appropriate	Dean of FASS Educational Policy Committee Departments
	Explore new FASS structures ¹	<i>Expectations</i> Students will have increased opportunity to include in their modules courses by a department other than the one offering their module of study
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
16. Increase flexibility of course choices ensuring that students are exposed to a wider variety of disciplines in first year and can still register for modules	Introduce more 0.5 courses at the 1000-level, with some changes to “gateway” requirements where possible.	
		<i>Action Centre</i>
		Dean of FASS Departments
		Educational Policy

¹ See Appendix 5

		<p>Committee</p> <p>Academic Advisors</p>
		<p><i>Expectations</i></p> <p>Students going to 2nd year have more than one program option at Huron based on their 1st year courses</p>
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
17. Encourage students to make connections among disciplines to capitalize on the preparatory work in existing and new modules, contextualizing students' work to date	<p>Introduce interdisciplinary capstone courses</p> <p>Explore new FASS structures¹</p>	<p><i>Action Centre</i></p> <p>Dean of FASS</p> <p>Departments</p> <p>A committee on Teaching and Learning to be established by FASS</p> <p>Academic Advisors</p>
		<p><i>Expectations</i></p> <p>Students graduate with an increasingly broad and interdisciplinary academic background</p>
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>

¹ See Appendix 5

18. Broaden the variety of teaching methods	Introduce in courses a mix of delivery methods including lecture, group-work, guest speakers, concentrated delivery &c	Pedagogical training
		<i>Action Centre</i>
		Dean of FASS A Committee on Teaching and Learning to be established by FASS Departments Instructors
		<i>Expectations</i>
		Students with diversity of learning styles have an opportunity to learn in each course
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
19. Introduce new constellations of existing courses and new interdisciplinary modules	Explore new FASS structures ¹ Identify new groupings of existing courses, and opportunities for connecting them	Revised administrative and committee structures
		<i>Action centre</i>
		Dean of FASS Educational Policy Committee
		<i>Expectations</i>
		All students and faculty have an opportunity to engage in both disciplinary and interdisciplinary studies
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>

¹ See Appendix 5

20. Expand co-curricular activities supportive of this learning objective	Enhance theatre and literary activities	Advisors for extra-curricular activities
	Introduce interdisciplinary problem-based groups.	<i>Action centre</i>
		Dean of FASS
	Identify and introduce other activities	Associate Dean A Committee on Teaching and Learning to be established by FASS
		HUCSC
		Manager of CBL
	Faculty	
	<i>Expectations</i>	All students have an opportunity to participate in co-curricular activities that allow for application of their in-class learning.
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
21. Coordinate first-year offerings	Introduce timetabling strategies	
	Annual meeting of first-year instructors	<i>Action centre</i>
		Dean of FASS
		Registrar
		Committee on Admissions, Strategy and Retention
	Departments	
1 st year instructors		
	<i>Expectations</i>	1 st year students are able to participate in courses offering the

		<i>best possible platform for continued studies at Huron University College</i>
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
22. Establish paradigms for progression through modules (what is meant by and intended for a 2000-level course as distinct from a 3000-level course, for example)	Define progression paradigms	
		<i>Action centre</i>
		<i>Dean of FASS</i>
		<i>Departments</i>
		<i>Expectations</i>
		There is a shared and articulated understanding of what progression means through a student's academic career

Learning Objective 4: Effective Communication

Directions for curricular, pedagogical and co-curricular change

23. The *acquisition of basic academic competencies* (e.g. Research, debate, analysis, synthesis) by first-year students may be assisted through mentorship by senior students.

24. *Intentional addressing of communication skills* (oral and written) will require syllabus review, and perhaps a review of the existing Speech course. Workshops will be needed for faculty members.

25. *Provision of more opportunities for team-work* and more opportunities for *organizational understanding* to enhance communication skills will require syllabus review and perhaps modular review.

26. *Introducing a requirement for an additional language*, where possible, will enhance students' sensitivity to language as a culturally-inflected instrument as well as enhancing

their understanding of English grammar. It can also help with sensitivity to cultural difference and with development of what Martha Nussbaum calls “the narrative imagination” (the ability to put oneself in the shoes of another.)

27. *Co-curricular activities that will support this learning objective* include debating, theatre, literary activities, journalism. Work with the HUCSC and involvement of faculty members will be required.

Summary table for Learning Objective 4 with expectations

Effective communication		
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
23. Promote acquisition of academic competencies by 1 st -year students	Identify models for streamlining academic skills training. For example, introduce seminars attached to 1 st year courses. These could be led by 4 th year students, to whom a half credit course would be offered to prepare them for such participation. ²	Timetabling
		Teaching
		<i>Action Centre</i>
		Dean of FASS
		Educational Policy Committee
		Departments
		<i>Expectations</i>
		Improved academic skills as students enter 2 nd year.
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
24. Address communication skills (oral and written) intentionally	Syllabus review Review of the existing Speech course.	Workshops will be needed for faculty members.
		<i>Action centre</i>
		Dean of FASS
		Associate Dean A Committee on Teaching and

² This would also strengthen their position in grad schools as they would gain TA experience. This course could be offered as a course in leadership/mentoring within the Centre for Governance.

		Learning to be established by FASS Academic Student Services Director of Writing Centre and Cross-cultural Services
		<i>Expectations</i>
		Improved oral and written communication skills evident in upper year students
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
25. Provide more opportunities for team-work	Syllabus review	Workshops on teams in the classroom
	Modular review	<i>Action centre</i>
	Review structure for service courses ³	Dean of FASS Educational Policy Committee
		<i>Expectations</i>
		Improved sense of organizational structure and team communications
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
26. Increase requirements for an additional language	Explore uses of language requirements in honours degrees	Research on impacts on student choices
	Introduce opportunities to study languages in other levels of degrees	<i>Action centre</i>
	Identify opportunities to	Dean of FASS Associate Dean

³ See Appendix 6

	<p>study languages at Huron University College</p> <p>Define what constitutes “language requirement”</p> <p>Develop academic and program counseling to support study of languages</p>	<p>Educational Policy Committee</p> <p>Departments</p> <p>Academic Advisors</p> <p>Manager of CBL</p> <p>Director of Cross-cultural services</p> <hr/> <p><i>Expectations</i></p> <p>All students have an opportunity to engage in language studies</p>
<i>Changes to be made</i>	<i>Steps</i>	<i>Resource requirements</i>
27. Expand co-curricular activities supportive of this learning objective	Enhance activities that will support strong communication skills (e.g. Debate Club, Frontier College, Peer tutoring etc)	<p>Faculty advising of student activities</p> <hr/> <p><i>Action Centre</i></p> <p>Dean of FASS</p> <p>A Committee on Teaching and Learning to be established by FASS</p> <p>Academic Services Centre</p> <hr/> <p><i>Expectations</i></p> <p>Improved communication skills evident in upper year students</p>

APPENDICES

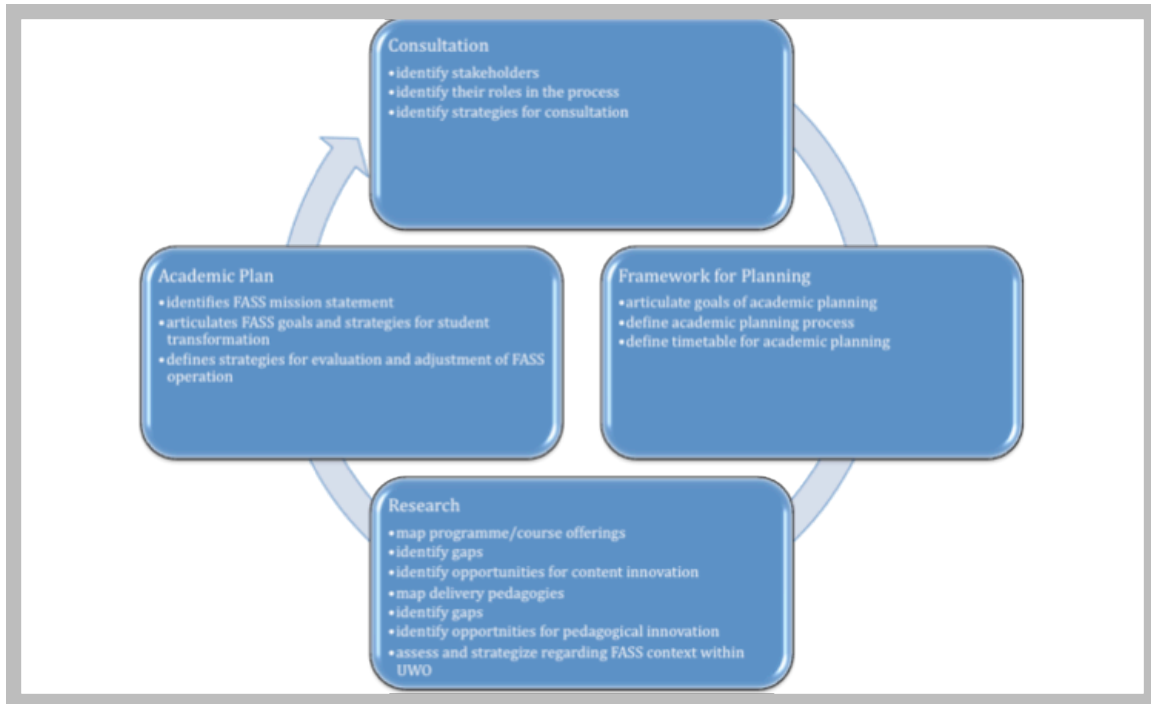
APPENDIX 1: CONTEXT

From discussions over the course of the year, some clear strengths of FASS emerged. These included: commitment to the principles behind a liberal arts education; excellent faculty members; good reputation; valuing of teaching; scale; diversity (but harmony); some significant interdisciplinary exploration; community-based learning initiatives; and international initiatives.

Challenges identified included: an incomplete sense of academic community; an incomplete sense of intellectual curiosity; an incomplete systematic insurance of addressing learning objectives ; some competition between broader objectives and disciplinary priorities; time; space; and the relationship with the constituent university.

It was noted that there exists an opportunity to differentiate, to be able to back up, with new concrete examples, claims about the (very real) Huron advantage.

APPENDIX 2: PROCESS



August, 2009	Arja Vainio-Mattila appointed as Director of Academic Planning, 2009-10
September 29, 2009	Dean introduces Academic Planning Process at FASS Meeting; faculty are encouraged to think about tools and processes to foster student retention, and other issues that affect Huron College
October 30, 2009	Academic Planning document handed out at FASS Meeting Dean explains that purpose of academic plan is to articulate a shared vision, and to guide growth towards it
November, 2009	Academic Planning Website Launched Comments enabled for faculty/staff to provide feedback

November, 6 2009	FASS Symposium on First-Year Teaching and Learning: Exchange of strategies for effective first-year teaching
November 27, 2009	FASS Meeting: Arja Vainio-Mattila encourages faculty to review documents from Symposium on Academic Planning website, and also to post their comments and/or subscribe to RSS feed
January 9, 2010	FASS January Retreat --> Objective: To articulate a list of areas of intended student transformation over four years of study that are common to our programmes and have the potential to differentiate us from other institutions --> First Draft of Student Transformation Document published on website for review and feedback
January 22, 2010	FASS Meeting - January Retreat Debrief - Faculty reminded to review documents on website, and also to submit comments
February 5, 2010	"5 Attributes of Ideal FASS Graduate" draft introduced to EPC members for revision Revised draft posted on website for non-EPC members to review and provide feedback Departments asked to submit learning objectives for individual courses
March 5, 2010	Revised draft of "5 Attributes" document distributed at FASS Meeting to all members; discussion of next steps in the process, and opportunities for faculty involvement (website, meetings planned in April and May)
12 March 2010	EPC members examine course objectives of current courses to see to what extent individual courses aim to support the overall faculty learning objectives
April 19, 2010	Coffee Planning Session #1: Alternative Models for Covering UWO Breadth Requirements Notes posted on website, and feedback encouraged
April 26, 2010	Coffee Planning Session # 2: Challenges for Retention and Success after First Year Notes posted on website and feedback encouraged

April 30, 2010	Teaching Strategy Session: "How do we do what we say we are?" Presentation by Dean, Associate Dean and Teaching Support Centre
May 3, 2010	Coffee Planning Session #3: Alternative Course Delivery Methods Notes posted on website and feedback encouraged
May 10, 2010	Coffee Planning #4: Internationalization at Huron Notes posted on website and feedback encouraged
May 17, 2010	Coffee Planning Discussion #5 – FASS Options within the UWO Modular Structure Notes posted on website and feedback encouraged
May 27, 2010	FASS Retreat – faculty provided with summaries of discussion points from all Coffee Planning Sessions; break-out groups to discuss key strategies for adopting academic plan (eg. fostering intellectual curiosity, “making” time, consolidating learning objectives)
June 15, 2010	Campus-Community Roundtable Discussion with community leaders about Attributes of Ideal FASS Graduates, academic strategies for preparing students for employment after graduation

APPENDIX 3: The Five Overall Learning Objectives

The following five overall learning objectives for the Faculty of Arts and Social Science were identified at a retreat held on 9 January 2010 and refined over the months that followed.

The Faculty of Arts and Social Science at Huron University College strives to prepare graduates who are critical & creative. Graduates will have experience in: analyzing data and other evidence, identifying assumptions and biases in arguments, recognizing the limitations of knowledge and methodologies, recognizing the strengths and weaknesses of arguments and argumentative strategies, questioning authorities, challenging clichés, contesting knowledge, thinking beyond conventional paradigms, innovating, and approaching a problem from multiple perspectives.

The Faculty of Arts and Social Science at Huron University College strives to prepare **graduates who are able to use metaphor and models**. Graduates will have experience in a selection of: research methodologies, mathematics, languages, experimental method, business modeling, statistical modeling, interpretation of data, interpretations of Literatures, appreciation of Fine and Performing arts.

The Faculty of Arts and Social Science at Huron University College strives to prepare **graduates who are effective communicators**. This will be evident in their command of: grammar, rhetoric, the conventions of argument-driven discourse, effective tools for oral presentations, and civil standards of debate.

The Faculty of Arts and Social Science at Huron University College strives to prepare **graduates who are informed by context**. Graduates will exhibit historical awareness and sense of cultural and political moment, breadth of knowledge and reading, capacity to synthesize ideas, adaptability, comfort in more than one discipline, global awareness, and an understanding of the world and how it operates.

The Faculty of Arts and Social Science at Huron University College strives to prepare **graduates who are engaged, responsible, and accountable**. Graduates will be expected to be capable of applying: informed judgment, informed evaluation, nuanced perspective, an understanding of the human condition, an understanding of their own relationship to society and economic and political systems, a deep understanding of diversity [people, cultures, philosophies, experiences], an ability to cross conventional boundaries, critical readings of media, and an interest in issues on a global scale.

APPENDIX 4: The Planning Website

Throughout the Planning Process a website, with feedback capability, was maintained at

[http://web.me.com/avainiom/FASS_Academic_Planning/Welcome.html]. Many materials supporting the direction proposed in the Plan are to be found there.

APPENDIX 5: Interdisciplinary Centres

This appendix describes one possibility for *reorganizing FASS* suggested at the May 2010 retreat.

The idea: To promote an opportunity for interdisciplinary academic engagement as well as cross fertilization between disciplinary programs relating to, for example, pedagogical innovation.

Structural evolution:

- keep current departmental structure to offer disciplinary study options
- establish interdisciplinary centres
 - Centre for Global Studies (using the CGS as a model)
 - Centre for Governance (include such areas as representations of governance, deconstruction of governance, leadership)
 - Centre for Cultural Studies
 - + collaboration with the Centre for Public Theology
- some ideas about the Centres: they would promote self-directed study, credit could be given for such things as HUDS, Grubstreet, Grapevine and other student activities provided they were accompanied by academic reflection and analysis. Ideally most faculty and students would have an academic connection to both a department and to a Centre
- Teaching loads should accommodate courses suitable for interdisciplinary study through Centres
- Thesis option should be built in the Centres

APPENDIX 6: Effective Communication

This appendix describes one possibility for *addressing orphaned courses* suggested at the May 2010 retreat.

The idea: All service courses relating to the objective of “effective communication” (writing, speech and math) would be brought into one unit (for example, the current Writing Centre could be renamed to represent broader communication skills) to create a pedagogical framework for offering these courses as a way of supporting students’ ability to engage in our disciplinary/interdisciplinary studies.

