

Board of Visitors Meeting

December 2018

Curricular Innovation

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Buckner W. Clay Dean of Arts & Sciences



COLLEGE *and* GRADUATE SCHOOL
of ARTS & SCIENCES

Presentation Outline

1. On-Grounds Curricular Innovation

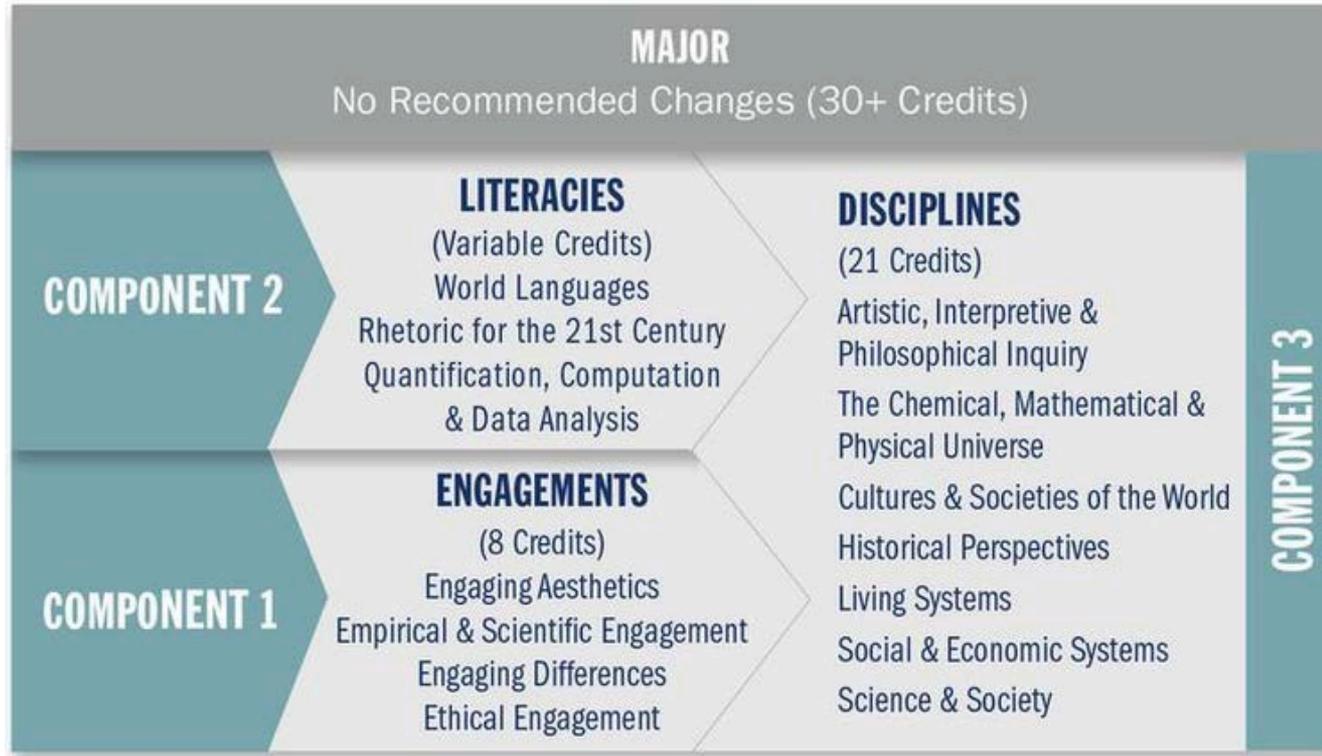
- New College Curriculum / STEM
- Apple, PVCC partnerships

2. Global Initiatives

- UVA Global First - London, Shanghai, Valencia
- UVA / iXperience collaboration

1. On-Grounds Curricular Innovation

New College Curriculum



Engagements Courses

1. Engaging Aesthetics
2. Empirical & Scientific Engagement
3. Engaging Differences
4. Ethical Engagement

Students enroll in 4 Engagement courses during their first-year

- Each course is 2 credits
- Meets for half of a semester (7 weeks)
- Taught by the College Fellows

College Fellows

- A College-wide body of rotating faculty members and post-doctoral teaching fellows drawn from across departments and programs
- Fellows co-design and teach the signature first-year Engagement courses
- Appointments are for fixed terms

Engagement Course Examples

Engaging Aesthetics

- Art: Inside/Out
- The Aesthetics of Trauma
- New Media Art in the 21st Century

Engaging Differences

- The Individual and Society
- Race, Racism, Colony, Nation
- What is Inequality, and Why Should We Worry About It?

Empirical Engagement

- Thinking Like a Scientist
- Making Truth Claims
- How Does Evolution Shape Who We Are?

Ethical Engagement

- Can a Text Be Ethical?
- What is Authority?
- Ethics of Global Citizenship

Engagements Lecture Series

Speakers

- Margot Lee Shetterly, *Hidden Figures* author (Sept 2017)
- Mark Dion, artist-in-residence (Oct 2017)
- Danielle Allen, Harvard political theorist and ethicist (Feb 2018)
- Nick Cave, acclaimed performance artist & sculptor (Sept 2018)
- Leland Melvin, former NASA astronaut & UVA alum (Nov 2018)

Democratic Writing Project

- Engagements Courses, Engagements Lecture Series, and a common reading/project designed to enhance learning
- In the first semester, students read and collectively annotated the Rockfish Gap Report. Students were required to contribute four unique annotations and respond to two of their peers comments. In the first seven weeks alone over 982 annotations were collected (see screenshot on the next slide)
- In the second semester, with the annotation project in mind, and taking the Rockfish Gap Report as a loose model, each Discussion section collectively produced its own “Declaration” regarding the design, curriculum, values, and aims of a future university
- The Declaration was written collectively by all students in each discussion section, following Danielle Allen’s model of “democratic writing.” Students read Allen’s “Our Declaration” as their summer reading, and Allen served as the Engagement Lecture Series’ third lecturer.

ENGAGING DEMOCRACY AT UVA

Engaging Democracy at UVA The Assignment The Document Resources FAQs

SESSION 1

Report of the Board of Commissioners for the University of Virginia to the Virginia General Assembly

14 August 1818

The Commissioners for the University of Virginia having met, as by law required at the tavern in Rockfish gap on the blue ridge, on the 1st day of August of this present year 1818, and having formed a board, proceeded on that day to the discharge of the duties assigned to them by the act of the legislature intitled an "act appropriating part of the revenue of the literary fund and for other purposes" and having continued their proceedings by adjournment from day to day to Tuesday the 4th day of August, have agreed to a report on the several matters with which they were charged, which report they now respectfully address and submit to the legislature of the state. The 1st duty enjoined on them was to enquire & report a site in some convenient & proper part of the state for an University, to be called the "University of Virginia." In this enquiry they supposed that the governing considerations should be the healthiness of the site, the fertility of the neighbouring country and its centrality to the white population of the whole state; for altho the act authorised & required them to receive any voluntary contributions whether conditional or absolute, which might be offered thro them to the President & Directors of the literary fund, for the benefit of the University, yet they did not consider this as establishing an auction, or as pledging the location to the highest bidder.

Three places were proposed, to wit Lexington in the County of Rockbridge, Staunton in the County of Augusta, and the Central college in the County of Albemarle each of these was unexceptionable as to healthiness & fertility. It was the degree of centrality to the white population of the state which alone then constituted the important point of comparison between these places; and the board after full enquiry & impartial & mature consideration, are of opinion that the central point of the white population of the state is nearer to the central college, than to either Lexington or Staunton by great & important differences, and all other circumstances of the place in general being favorable to it as a position for an University, they do report the central college in Albemarle to be a convenient & proper part of the State for the University of Virginia.

2d. The board having thus agreed on a proper site for the University to be reported to the legislature, proceeded to the second of the duties assigned to them, that of proposing a plan for its buildings, and they are of opinion that it should consist of distinct houses or pavilions, arranged at proper distances on each side of a lawn of a proper breadth, & of indefinite extent in one direction at least.

Public Sign up / Log in

Show all annotations (982)

Efe_Erhabor

Sep 26, 2017

ignoring "The branches of learning, which shall be taught in the University; and the number & description of the

At this point, the standard of the university education had to be set. They had to determine what they would expect students to know coming in, and what they wanted the students to leave with.

GooggonTuesdy

Show replies (2)

mRuf

Oct 6, 2017

the commissioners were first to consider at what point it was understood that university education should commenc...

It is startling that the commissioners had to define for themselves when a university education begins. Considering starting with the alphabet was mentioned, it seems at least one of the commissioners had put that idea forward. It is clear there was uncertainty with what academic standard students would be at because there was no educational system that put everyone at that standard. Our society has come far enough to have a standardized education system that implies everyone in the United States has learned the equivalent when they have graduated high school. I never think of how that process began, but this passage gives a glimpse of what it was like establishing the first educational institutions of our country. It is also important to note that consideration was given by the commissioners to students of different economic backgrounds. Discrimination, it seems, was only intended for others of a different color than white and of a different gender than male.

132 Furlife

Show replies (1)

kkSeg

Oct 3, 2017

the commissioners were first to consider at what point it was understood that university education should commenc...

This passage gives the reader insight to the socioeconomic status of students coming into the university, and also the stratification of society during this post-colonial era. College at the time was seen as something unnecessary for most as the majority of populations ran their family business or farms. Those that went and pursued a higher education had the time and wealth to put their resources into activities beyond running the family business. That is why you see this belittling of primary school education in this passage as it was something provided for the masses, and colleges are for those strictly looking to better themselves. Taking into account the costs of college as well, there is a clear divide in which types of people were attending college with the upper middle class being primary students.

Hamam

Show replies (3)

aes7ee

Oct 8, 2017

Certainly not with the Alphabet for reasons of expediency &



UNIVERSITY of VIRGINIA

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VIDEO

New College Curriculum: The Student Perspective

May 2016	Full Faculty Vote (pilot)
Aug 2016	Launch College Fellows
Aug 2016 – May 2017	Development Phase
Aug 2017 – May 2018	Fall 2017 Initial Cohort Launch (~500 students)
May 2018	Assessment Review and Report to Faculty
Aug 2018 – May 2019	Fall 2018 Cohort Launch (~800 students)
May 2019	Assessment Review and Report to Faculty
Aug 2019 – May 2020 Fall 2019	Fall 2019 Cohort Launch (~1000 students) and Final Full Faculty Vote
Aug 2020 – May 2021	Post-Pilot Phase of New Curriculum

Curricular Innovation – STEM Focused

- Investments fueling faculty innovation & student learning
 - Engaged learning classrooms and instructional technology driving innovation in STEM education
 - Gilmer/Chemistry renovations driving STEM research and teaching
- Data Science certificate
- Neuroscience major
- Environmental studies across the disciplines
- Computation in the disciplines
- Calculus and Chemistry reforms

Gilmer/Chemistry Renovation Project

- The Gilmer Hall and Chemistry Building project is creating an engaging environment for 21st Century STEM learning:
 - Supporting interdisciplinary research and discovery
 - Promoting enhanced student/faculty interactions and collaborations in research
 - Fostering vertically-integrated team science



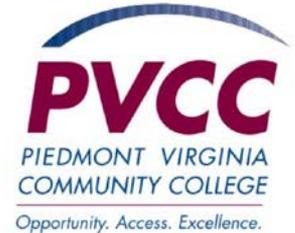
Renovated organic teaching lab



New modular research lab

Curricular Innovation – Partnerships

- Exploring partnership with Apple, integrating coding/new digital literacies with the new curriculum
- Collaborating with Piedmont Virginia Community College (PVCC)
 - Providing access to the UVA curriculum across the Commonwealth
 - Will enable transfer students to UVA to participate in the new curriculum's Engagements courses



2. Global Initiatives

UVA Global First

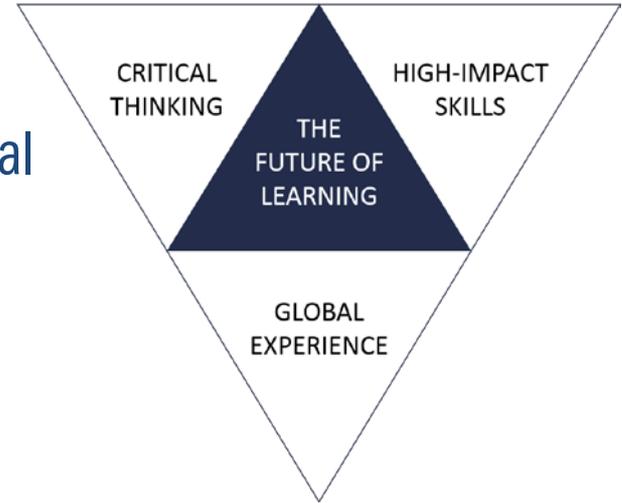
- First-year students spend first semester abroad
- Using existing UVA London First as a model to expand to Shanghai and Valencia for Fall 2019
- Each world city designed to enroll 20-25 UVA students
- Their international experiences enhance the UVA community upon return, provide students deep and broadened perspective

UVA / iXperience Collaboration

- Engaged-learning, global-innovation sites in Cape Town, Lisbon, Berlin, Tel Aviv, (Santiago)
- Blended 10-14 week program for undergraduates, combines intensive UVA liberal arts courses, data/coding/etc. bootcamps, and international internships
- Model can extend to additional key world cities

UVA / iXperience Collaboration

The future depends on those who have deep, critical knowledge and the skills to apply it in a global context.



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