

Agenda: February 16, 2021

***Notes:**

* Cara will be joining us late today.

* I'm enabling live captions in the Zoom call (and you can also see a live transcript and download that transcript if needed at the end of the call)

3:30-3:35 (five minutes)

- Checking in / Welcome
- Overview of the agenda for today's meeting

3:35-3:45 (ten minutes)

- Look over reading for today (linked below)
- [Fill out general CUC Planning / Goals form](#)

3:45-4:00 (fifteen minutes)

- In small groups: **What does / what can experiential learning look like in your units?**
 - What are your main takeaways from [the article we'd read for today?](#)
 - What opportunities for EL does your unit offer?
 - How are these opportunities assessed? Who assesses them?
 - What are your thoughts on the current offerings?
 - What other opportunities can you imagine?
 - **As a group, please come up with (and add to the bottom of this agenda document) one question (or two, I suppose) for the larger group about ELR.** Again, we're doing this sort of data/question collection and collation to help curate a picture of what work is happening, how, where, and how we might improve/engage/support that work. And by asking more questions, we not only elucidate what we don't yet know, but we also get a chance to, yanno: get answers.
 - We'll use these questions to shape our next meeting's agenda and conversation.
 - **Group 1:** agency in learning ties to ELR; breakdown false dichotomy btw learning within and outside of classroom;
 - what PD do we need to get faculty comfortable/open to infusing agency in student learning?
 - how do we prep colleagues who supervise internships?
 - how can assessment be helpful, a way to support EL?
 - **Group 2:** AAAS, GSAH, LGSAAL, Dean's office -
 - Application of knowledge (theory) and opportunity to reflect

- What preparation do we need to give faculty to help them be more prepared to offer EL
- **Group 3:** Theatre, Art/AH/D, WRAC, and CS represented here--mostly as curricular experiences (either standalone classes/internships, assignments in classes, exhibitions, study away/study abroad).
 - Do advisors help students keep up with their credits/experiences in EL?
 - How involved are departments in providing these experiences? Should students be able to meet the goal 100% within their major.
 - We keep reemphasizing how little we know about the experiential learning goals as representatives of our departments/programs.
 - Reflection is key... but might be missing from some experiences.
- **Group 4:**
 - What translates across the CAL mission and across the CAL curricula?
 - Why is "going into the community" both critical to experiential learning & only one aspect of experiential learning?
 - How can this possibly be an add on?

Commented [1]: Where can CUC / we get more information on this? Is there information out there, or does CAL need to curate this type of content still?

Commented [2]: also, how aware are students of EL?

Commented [3]: Wondering re: this question -- I cannot deduce tone! Do you mean "how can the ELR be seen as an add on" or, aghast, "how can this POSSIBLY only be seen as an add on?"

4:00-4:10 (ten minutes)

- Privately (cameras off, but stay with us, please!) [complete this google form](#) sharing your personal responses to the questions from discussion time.

4:10-4:25 (fifteen minutes)

- Cara will provide an overview of Compelling Curriculum Initiative (CCI)
 - **Overview:**
 - **Three main components:**
 - Assessment, Reflecting Values, High Impact Practices
 - What is our culture of assessment? How do we include scaffolding and backward design in our programming decisions?
 - Our curricular and co-curricular programs need to reflect our DEI values
 - Interrogating bygone conclusions in our fields -- for example, in English, interrogating the canon / white people literature / dead dudes writing sad things
 - [Link from recent NYT article on related themes](#) (Thanks, tamar@msu.edu!)
 - High impact practices: where are they in CAL?
 - HIP include things like collaborative learning, undergraduate research, etc
 - **Program beginnings**
 - Dean Long wanting to see students come to CAL *because* of the opportunities and high impact practices available to them in CAL
 - Nicola and Cara launched the initiative last fall (Fall 2020)

- Program/assessment got a little derailed by COVID, but is relevant and important to re-engage
 - Cara is meeting with program leaders like GenCen, L&L, Religious Studies, English & Film Studies
 - Recognition that we know very little about ELR goals -- but are we familiar with the learning goals of our program? Our minors? Majors? Courses? How these things fit into larger programmatic goals and how these things fit in and on what levels?
 - Thinking about the ELR fits right into thinking about high impact practices / compelling curriculum. ELR transforms student experiences -- how can we talk to colleagues about ways to include more of these experiences or programs open to our students?
 - There's a convergence with ELR & compelling curriculum that invites us to think through or reconsider our learning goals / outcomes
- **Discussion:**
 - **Bump:** The "aboutness" of instruction -- When we're talking about ELR, it's not an add-on. It fundamentally shifts instruction. It's not about content, it's about how students experience instruction. That's why structured reflection is so important. How else are we to experience / understand curriculum unless we give opportunities to work through them? But that shifts what we're able to think about as the main goal or desired outcome of a course or program. Assessing knowledge and assessing learning require different dispositions and means.
 - **Rebecca:** Students need help with reflection -- structure, etc. It's hard to articulate an experience while you're still having the experience! We need to frame / solicit generative reflection.
 - **Cara:** In recent meetings with Ruth Nicole Brown (AAAS chair) -- visited social sciences. In SS mind, you take 100 level courses and work your way up to a 400 level course because the goal is "mastery." Listening to RNB describe how AAAS is structuring a 200-level suite (did I get that right?) is fundamentally a questioning of "Is learning geared toward mastery?" What trajectory are we on as educators if that's what we think? What does it mean if we shift that?
 - **Tamura:** Thinking about the work of the institution / surrounding the institution: it's not just to give/master knowledge. Black Studies understands knowledge as an exchange with the community -- a chance for people to be better, to engage, to share. It's understood that this work is experiential because it's an exchange, not mastery. With new AAAS curriculum -- it's experiential. Not because the dept calls it that but because it IS that.

Commented [4]: or an acquisition of knowledge, then practiced/applied?

Commented [5]: Mastery is about skills, application of knowledge, either for teaching or some other applied activity. Isn't experiential learning in part aimed at practicing the use of knowledge. I do worry that in the interest to remain relevant by emphasizing skills (under the heading of experiential learning), the humanities loses its openness to transformation, creativity, inquisitiveness, social critique, etc.

Commented [6]: This is more of a self-reflection than contribution to the public conversation, but I'm left wondering about the language of transformation and practice/application in Religious Studies at a public university. I'm apprehensive about where people's imaginations would go - "Take a Religious Studies course and be transformed." In terms of cultural knowledge, civic discourse, and community engagement, RS courses can be transformative and application-related in very legitimate ways that serve the public good, but popular perceptions of RS get very skittish in light of the church/state division.

4:25-4:30 (five minutes)

- Recap of the day's conversations, with a gesture toward the week's [post-meeting form](#) for feedback on today's meeting / thoughts and questions about the CUC.
- [Community Engaged Learning Resources](#)

