

MEMORANDUM

To: Drake University Faculty Senate
From: Craig N. Owens, Chair, Faculty Working Group on AA Programs
Date: March 11, 2020
Subject: Interim Report: AA Curriculum, Pedagogy, Staffing

The Faculty Working Group for the proposed associate's degrees in integrated professional studies and integrated liberal arts has met five times in February and March. During those meetings, the Group has clarified the purposes of establishing the AA programs authorized by the Board (January 2020); revised and augmented the program goals and outcomes, curriculum, and pedagogy pertaining to those degrees; and agreed to a timeline for the remainder of its work this spring and early summer.

The Group acknowledges that a number of distinct steps remain to be taken before these programs can be fully implemented. They include, among other things, HLC approval; administrative and governance decisions; development and approval of internal articulations; budgetary and implementation approval; and marketing, branding, and recruitment planning. These steps necessarily involve individuals and groups beyond this Group, and much of this work is beyond the purview of this Group.

This interim report presents plans that are still in development and subject to change as we receive input from our colleagues.

Purposes

Associate's degree programs at Drake will extend the promise of the Drake Mission—to provide a exceptional learning environment integrating the liberal arts and sciences with professional preparation—to area students whose needs and aspirations differ from those higher education in the state has traditionally served well. In particular, by focusing on affordability, access, and curricular relevance for learners who would not otherwise consider Drake a viable option for their post-secondary education, the AA degrees will position the institution to fulfill its role as an anchor institution for Des Moines and central Iowa and to serve students and families in our own neighborhoods and area communities.

Students who successfully complete an associate's degree at Drake will be prepared to enter the professional workforce or pursue a bachelor's degree.

We see these programs as consonant with other institutional initiatives currently underway, including:

- The establishment of a Boys and Girls Club on campus.
- The establishment of the Harkin Institute for Public Policy and Citizen Engagement.
- Ongoing collaborations with Des Moines Public Schools (e.g. DMPS BLUE Master's Degree).

- The development of True Blue Skills.
- Increased attention to student academic support (e.g., Starfish, Pro-Active Advising).
- Crew Scholars and Flight programs.

Outcomes

The AA programs are designed to meet two distinct but related sets of outcomes: higher-order, trans-disciplinary competencies and habits of mind, on the one hand, and high-level, interdisciplinary Drake Curriculum outcomes, on the other.

Higher-Order (Trans-Disciplinary) Competencies

- Critical thinking
- Effective communication (written, verbal, and visual)
- Collaboration, teamwork and conflict resolution.
- Cultural responsiveness (esp. with respect to diversity)
- Information literacy (esp. critical digital literacy)
- Digital proficiency
- Problem solving
- Systems thinking
- Innovation, invention, and creation
- Ethical decision-making
- Epistemological awareness
- Scientific and mathematical reasoning

Drake Curriculum (Interdisciplinary) Outcomes (as endorsed by Faculty Senate, 11/2015)

1. Communicate in a persuasive, engaging manner appropriate to their audiences.
2. Access, analyze, and produce knowledge synthesized across diverse fields of study.
3. Put knowledge into practice through experiential learning and civic engagement.
4. Understand the historical, cultural, economic, and scientific forces that shape local, national, and global contexts and explain their own situation in these contexts.
5. Develop and demonstrate habits of self-reflection, self-assessment, and ethical reasoning.
6. Analyze and understand how diversity and systems of exclusion shape society.
7. Develop, refine, and analyze creative or artistic modes of expression.

Pedagogy

Drake's associate's degree programs will rely on interdisciplinary, team-taught, project-based, challenge-based, or case-based seminars in which faculty act as guides and facilitators for students as they gain the disciplinary literacies and trans-disciplinary competencies. The program's student-centered pedagogy will put investigation and student-to-student

collaboration at the center of teaching and learning. Professors will be available to provide multiple disciplinary perspectives on the work students undertake and to guide them in their collaborative and self-directed learning.

Teams of up to three faculty will lead seminars, working together to ensure the coherence of the interdisciplinary learning experience, to evaluate students' performance, and to guide students toward greater proficiencies in the areas centrally addressed by their seminar.

Teaching and learning will be integrated with academic advising, mentorship, and non-academic support in a student-ready and responsive environment. Faculty, as facilitators, will connect learners with existing campus resources in support of needs beyond those addressed directly in the curriculum.

Students earn grades based on the degree to which they meet seminar and course outcomes. Along the way, they will receive robust, continuous developmental feedback. Moreover, their development across the core program competencies will be tracked and documented longitudinally.

Curriculum

Cohorts will progress through the AA programs together, taking the same seminars at the same time. Seminars will generally be scheduled in three-hour blocks, four times per week, for a total of 12 contact hours for each of three full terms, plus two Januaries and one summer course.

The following provides an example of a two-year .

- Summer bridge course (Summer; 0 credits): Orientation, community building, goal-setting, self-assessment, self-reflection, learner profile building.
- Seminar A (Fall; 12 credits): Integrated seminar in communication and cultural history.
- Organizational Improv (January; 3 credits)
- Seminar B (Spring; 12 credits): Integrated seminar in media, information, and data literacy for citizen engagement.
- Organizational Culture (Summer; 8 credits)
 - Internship (1-2 credits)
- Seminar C (Fall; 12 credits): Integrated seminar in environmental and economic systems.
- Seminar D/E (January/Spring; 15 credits): Integrated problem-solving practicum (in partnership with area businesses and organizations).
 - Applied business and organizational studies
 - Applied arts and sciences

In addition to the conferral of degrees, the Group is considering the possibility of micro-credentials in focused areas of proficiency that students may earn along the way toward degree completion.

Academic Staffing

The following outlines academic and student-support staff required to sustain a single cohort's progress through the programs according to the plans as they currently stand.

Faculty

Generally, one faculty member will be required for every four regular term credits:

- Seminars will require three instructors each, representing multidisciplinary expertise.
- J-term and summer courses will require one or two instructors each.
- Each culminating seminar will require two faculty. Additionally, representatives from the organizational sponsor will occasionally take part in instruction and evaluation, and one project manager will help facilitate work in both culminating seminars.

For at least three years, faculty will be drawn from existing Drake faculty, who will be invited to submit proposals for course modules designed to achieve the outcomes of each seminar. Faculty will join the programs as Fellows whose sole responsibility will be to serve students in their seminars.

Only after the program has proved viable for more than three years, and only when all current Drake faculty qualified and interested in serving in the programs have done so would full-time, permanent faculty be hired.

Student Support

In addition to faculty of instruction, as planned the associate's degree programs will require an integrated approach to student success, career counseling, transfer advising, financial literacy, personal support, and the like. Dedicated staff members will work closely with students and faculty to provide these kinds of support both within and outside the classroom.

Timeline (Subject to revision)

March 11, 2020:	Interim report delivered to Faculty Senate
March 24-March 31:	Input and Q&A Sessions for Faculty and Staff (Virtual; dates and times TBD)
April 1-April 10:	Revisions to Outcomes, Pedagogy, Curriculum and Staffing based on input.
April 15:	Final plan regarding Outcomes, Curriculum, Pedagogy and Staffing presented to Faculty Senate.
April 16-30:	Alignment and articulation to Drake Curriculum (in concert with relevant university groups and Senate committees, pending Senate exec approval of this step)

May 6: Present alignment and articulation map to Faculty Senate (pending Faculty Senate exec approval of this agenda item)

May & June: Budget, Administrative Structures, Procedures, and Policies (with guidance from administrative staff)

June 19 & 20: Presentation of plans to the Board of Trustees for budgetary and implementation approval