UF Quest Task Force Reports
April 2017

Final Report from Combined Working Group 1
Andy Wolpert (Task Force Chair, Group 1)

Combined Working Group 1 recommends that the UF Core 1 requirement for general education in the humanities, which students presently complete through IUF 1000: What is the Good Life, be changed to include a set of "topics" courses, organized into five groups by their themes, so students can select courses according to their interests to satisfy the UF Core 1 requirement and faculty can develop courses according to their expertise. All UF Core 1 courses will examine essential questions in the humanities that extend beyond any one discipline. UF Core 1 courses will also share common objectives and student learning outcomes. A description of these changes, a Call for UF Core 1 Courses, and notes about the recommendations are provided in the attached documents.

- Essential Questions: Program Description and Call for UF Core 1 Courses
- Administrative Notes
- Steering Committee Notes
- Staffing and Financial Questions
- Questions, Comments, and Suggestions from Task Force 1

ESSENTIAL QUESTIONS
Description of the Program and Call for UF Core 1 Courses

The goal of UF Core 1 is to provide unique courses that explore essential questions about the human condition from multiple perspectives in the humanities. In addition to introducing students to the humanities and fields of study that are often excluded from the high-school curriculum, UF Core 1 actively engages students in the search for knowledge so they can become responsible leaders in the production and transmission of knowledge. Because UF Core 1 examines essential questions that are the focus of scholarly research across the humanities, the content of a UF Core 1 course must not be limited to a single humanities discipline. Instruction extends beyond the boundaries of the traditional academic disciplines to inspire students to investigate essential questions in innovative ways by applying cross-disciplinary approaches. At the same time, UF Core 1 courses are firmly grounded in the academic rigor developed by the humanities disciplines that are the focus of these courses. Students are expected to create arguments and draw on evidence as appropriate for the fields of study in which instruction is provided and are assessed accordingly.

UF Core 1 consists of a range of courses, organized into five groups by their themes, so students can select courses according to their interests and faculty can develop courses according to their expertise. Students fulfill the UF Core 1 requirement by successfully completing any one of the UF Core 1 courses. Although the content of UF Core 1 courses will vary, they share the UF Core 1 objectives and learning outcomes, and they apply a distinct approach to the study of the humanities. Unlike other introductory courses, UF Core 1 courses do not provide a general survey of a discipline or topic. Instead they focus on essential questions that serve as the foundation for work in the humanities. Moreover, UF Core 1 courses will provide students with a signature academic experience through their use of cross-disciplinary approaches (as distinct from and complementary to the training provided to students in their majors), their examination of the essential questions of a UF Core 1 theme, and their development of common experiential activities intended to introduce students to the resources of the university outside of the classroom. Each UF Core 1 course will:

1. Cover content, methods, and/or theories across humanities disciplines.
2. Meet the objectives of the Humanities general education designation.
3. Use the UF Core 1 student learning outcomes as criteria for assessing student work.
4. Examine essential questions addressed in one of the five UF Core 1 themes:
   a. The Examined Life
   b. Identities
   c. Justice and Power
   d. Nature and Culture
   e. War and Peace
5. Require students to participate in some of the common experiential activities designed by the faculty of UF Core 1 (e.g., tour of the Harn or the Florida Museum of Natural History, performance at the Constans Theatre or the Phillips Center, etc.).
6. Require a paper in which students provide reasoned answers to the essential questions of a UF Core 1 theme.

UF Core 1 Essential Questions and Themes

What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? These kinds of questions are not easy to answer, but they are also not easy to ignore. They arise for anyone who pauses to consider just how she should see her place in the world and what she should do about it. They are *essential questions*.

Essential Questions introduces UF students to the humanities by examining those questions as they arise in a particular theme of inquiry. Unlike a general survey course in one of the humanities disciplines, a UF Core 1 course takes a specific theme as a special focus and uses it as a way to see how the humanities disciplines help in addressing essential questions. Themes include the topics of the examined life, personal and social identity, justice and power, nature and culture, and war and peace. Students in UF Core 1 explore one of these themes through a close examination of relevant works drawn from across the humanities, including architecture, art, design, music, literature, history, religion, and philosophy. Not every humanities discipline will be represented in a UF Core 1 course, but each course will incorporate, as appropriate, material from a variety of humanities disciplines.

The student who successfully completes UF Core 1 will appreciate the ways in which these questions about the human condition are not to be casually tossed aside as asking for mere "opinions." Instead, he or she will be acquainted with some of the tools provided by the rich tradition of humanistic inquiry, tools that may be used to answer those questions to the best of one's ability and live a life guided by informed reflection on these essential questions.

UF Core 1 courses are organized into five groups by their themes. Each theme is designated below with a name, some key essential questions, and a brief description.

(1) The Examined Life

Questions. What makes life worth living? How do we or should we examine a life? What is valuable in life?

An examination of the ways in which individuals and cultures have thought about what makes a life worth living, how those thoughts might reflect and shape the experiences of those who produce them, and how one might aim to develop a critically informed view of the examined life. Topics may include the study of autobiography, representations of heroes or moral exemplars, the expression of passions in artistic works or performances, the codification of cultural values in myth, ways in which religious and/or cultural traditions seek to foster lives of value, fears of meaningless or futile lives, and the impact of luck on the quality of life.

(2) Identities

Questions. How are personal and social identities constructed? How and why do they change? In what ways are such identities personally, socially, or politically significant?

An examination of how people shape their identities and are identified as belonging to various groups. Topics may include the ways in which identities shift with age, position, time, place, and sociopolitical categories (e.g., gender, class, ethnicity, race, sexual orientation); the formation of identities at intrapersonal, interpersonal, and systematic levels; historical and contemporary

transformations of identities; how self-fashioning, portraits, and the built environment construct identities; how past societies understood the configuration of identity; the role of identities in politics and activism; and how identities may matter in sustaining or changing relations of power or influence.

(3) Justice and Power

Questions. What is justice? How are just societies created and maintained? How are the uses and abuses of power connected with justice and injustice?

An examination of the roles of justice and power in shaping communities with an emphasis on how power can promote justice or injustice. Topics may include theories of the nature of justice or power, how conflicting views of justice and/or power have played out in society, the dynamics of power and justice in either contemporary or historical events, personal, social, and cultural reactions to injustice, and ways power might be transformed for just ends.

(4) Nature and Culture

Questions. Who are we in relation to the natural world? How have humans understood their role in the natural world and their responsibility to it? How do portrayals of nature reflect our values or self-understanding?

An examination of the ways in which humans see themselves and their place in the natural world. Topics may include conceptions of nature; how representations of the natural world have been used to express important values; humans in contrast to animals; human interventions in the landscape and the values that guide such designs; development, sustainability, and conservation; ideas about humanity's place in relationship to paradise, divine creation, or sacred dimensions of the natural world; and nature as a site for physically or spiritually healthy or harmful experiences.

(5) War and Peace

Questions. What is the nature of human conflict, whether it is physical or confined to words and ideas? How can communities manage, resolve, and remember conflicts?

An examination of political, social, or cultural conflicts at the local, subnational, national, or international level. Topics may include what causes conflicts; how conflicts evolve; how conflicts are represented, conceptualized, and remembered; what ethical questions arise during conflicts; how people seek to mitigate conflicts, resolve them, and promote dialogue; and how communities cope with the aftermath of conflicts.

UF Core 1 Objectives and Learning Outcomes

Objectives

UF Core 1 provides instruction in the history, key themes, principles, terminology, theory and methodologies used across humanities disciplines to examine essential questions as addressed in a particular UF Core 1 theme. Students will learn to identify and analyze the key elements, biases and influences that shape thought on those questions from across the relevant humanities disciplines. UF

Core 1 emphasizes clear and effective analysis of issues and problems from multiple perspectives in the humanities.

Learning Outcomes

1. Content: Identify, describe, and explain the history, underlying theory and methodologies used across humanities disciplines to understand essential questions addressed in a particular UF Core 1 theme.
2. Critical Thinking: Analyze and evaluate answers to essential questions addressed in a particular UF Core 1 theme by using established resources drawn from humanities disciplines.
3. Communication: Communicate clearly and effectively answers to essential questions addressed in a particular UF Core 1 theme in written and oral forms as appropriate to the relevant humanities disciplines.

UF Core 1 Course Proposals

The Office of the Provost invites faculty of undergraduate-degree-granting colleges to submit proposals for UF Core 1 courses. Proposals do not need to include a complete syllabus, but they must include the following information:

1. *The relevant UF Core 1 theme and a specific title*. Since the courses are designated as topics courses, these titles (or shortened versions thereof) will appear in the schedule of courses for students to consult. Indicate under which UF Core 1 theme your course will be taught and provide a title for the course.
2. *A narrative description of the course aimed at exciting student interest*. Such descriptions, if approved, will appear on a website describing the available UF Core 1 course options for students to consult. Relevant section numbers in the course schedule will be linked to these descriptions.
3. *Specific course objectives*. These should be aligned both with the Humanities general education objectives and the UF Core 1 course objectives and student learning outcomes.
4. *Disciplines to be covered by the course*. Specify the disciplines and describe how the course includes them for the UF Core 1 theme it explores.
5. *Course content*. Required texts or readings and a weekly course schedule of topics to be covered.
6. *Assignments (homework, quizzes, tests, papers) to be included*. Assignments must include a paper in which students provide reasoned answers to some essential questions addressed in the course. Although the proposals should take into account that all UF Core 1 courses will include some common experiential activities, the actual assignments associated with these activities will be determined at a later date.
7. *Methods of grading*. Indicate how much each assignment is worth in determining the course grade and what sort of grading scheme is to be used. Indicate if the tests will be done online or in a face-to-face environment.
8. *Course structure*. Indicate whether the course is a large lecture with small discussion sections, 100% online with no discussion sections, or a hybrid with 50% online and 50% face-to-face instruction. Will the course be taught using any innovative pedagogy or technology? What is the course's capacity?
9. *Teaching Assistant support*. Indicate the number of TAs needed to teach the course, the departments and schools which may provide TAs for your course, and any preferences

regarding their background, knowledge, or prior teaching experience. Explain what training you will provide to ensure consistency of course delivery, especially if you will be working with TAs from multiple units.

10. *Three-year plan*. Include a plan (developed in consultation with your chair or director) to teach the course at least once a year for at least three years, whether by the same or different faculty.

Deadline: Completed proposals must be received by <mark>DATE</mark>. Please submit all proposals by email to <mark>NAME</mark> in the Office of Undergraduate Affairs at <mark>EMAIL ADDRESS</mark>.

Please call Dr. Angela Lindner at 352-846-1761 for additional information.

Administrative Notes

Presently the Good Life program uses a single course number (IUF 1000) because only one course fulfills the UF Core requirement. Combined Working Group 1 recommends that five distinct "topics" course numbers be introduced, one for each of the five themes that are the focus of UF Core 1 and can be used to fulfill the Year 1 requirement. The Call for Course Proposals provides a relatively brief description of each of the five themes for use by potential instructors, but for the catalog, descriptions are limited to 50 words. A proposed 50-word catalog description is provided for each course below.

IUF 1010 THE EXAMINED LIFE
An introduction to the humanities organized around questions about the examination of values in life. What makes life worth living? How can we or should we examine a life? What is valuable in life? Materials and approaches are drawn from a variety of humanities disciplines. Specific topics vary by instructor. [50]

IUF 1020 IDENTITIES
An introduction to the humanities organized around questions about identities. How are people identified—by themselves or others—as belonging to groups? How do such identities change? How do they matter personally or politically? Materials and approaches are drawn from a variety of humanities disciplines. Specific topics vary by instructor. [50]

IUF 1030 JUSTICE AND POWER
An introduction to the humanities organized around questions about justice and power. What is justice? How are just societies created and maintained? What is the role of power in bringing about justice or injustice? Materials and approaches are drawn from a variety of humanities disciplines. Specific topics vary by instructor. [48]

IUF 1040 NATURE AND CULTURE
An introduction to the humanities organized around questions about nature and culture. Who are we in relation to the natural world? How do—or should—our portrayals of nature reflect our values and self-understanding? Materials and approaches are drawn from a variety of humanities disciplines. Specific topics vary by instructor. [50]

IUF 1050 WAR AND PEACE
An introduction to the humanities organized around questions about human conflict, including both physical and cultural clashes. What causes conflict within or between groups? How can—or should—communities manage, resolve, and remember conflicts? Materials and approaches are drawn from a variety of humanities disciplines. Specific topics vary by instructor. [50]

Because these are "topics" courses, a customized title will appear in the Schedule of Courses to reflect the focus of the individual sections. The Call for Courses should, therefore, be understood as a call for specific courses for any of these five topics. For example, one faculty member may propose to develop a course under the topic of "Nature and Culture" that examines the views of nature and technology reflected in the art and literature from the period of the scientific revolution. Another faculty member may choose to develop a course on technology in science fiction, which will also fall

under the "Nature and Culture" theme. The two courses would appear on the Schedule of Courses as follows:

Course	Section	Title
IUF 1040	1234	ART MACHINE & NATURE
IUF 1040	1235	TECH IN SCIENCE FICTION

When students register, they will be able to easily distinguish the content of the various sections from their titles as they appear in the online Schedule of Courses and from the links to the syllabi that will be provided in Textbook Adoption. The steering committee should maintain a website that includes not just general information about the UF Core 1 program but also information on all active and recently approved courses. In addition, the website should include course descriptions for each topic, and links to such information should be provided in Textbook Adoption, so student can access this information through the Schedule of Courses. Such information will make it easier for students to identify a UF Core 1 course that interests them and should help them get excited about the range of UF Core 1 courses available to them.

Steering Committee Notes

Combined Working Group 1 recommends that UF Core 1 courses be administered by a steering committee charged with the following tasks:

- Administration of UF Core 1 courses
- Proposal solicitation, review, and approval
- Evaluation of courses in progress
- Engaging past and current instructors

The current steering committee already incorporates the first task, which is hardly a small one. Given the proposed program, the solicitation, review and approval of new proposals would become a regular task of the committee as well—which makes it more burdensome, a point that needs to be recognized. Notes on the various tasks are included below.

Call for Courses

A call should be sent out to the faculty, inviting them to submit a proposal for a course that explores the essential questions of one of the five themes. A proposal should be accompanied by a plan for teaching that course, or a course with significant continuity of content, at least once a year for at least three years. At the end of that three years, the course could be re-proposed, perhaps with significant revisions in light of feedback, and perhaps provided to other faculty or units who wish to use that same course (though this may require approval of the originating faculty/unit, since by developing it they should gain some degree of authority over how it is taught, at least given that it is approved by the steering committee).

With a three-year plan, a significant amount of stability is introduced into the program for the purposes of planning out the staff and TA resources.

Review and approval

The present proposal provides faculty with significant freedom to develop courses that fit into the various UF Core 1 themes. As a result, it is important that the steering committee exercise oversight to ensure that any approved course fits the theme and meets the expectations of an Essential Questions course. The description of the program and its themes with the call for proposals should serve as a touchstone for evaluating proposals, but it may be worth highlighting here a few key points about evaluating proposals.

Successful proposals must describe a course such that:

- The materials fit the designated theme
- The requirements fit the designated student learning outcomes
- The course material is not a survey and is plausibly set up in a way to excite students' interest
- The course material must be accessible to first-year students from a wide variety of backgrounds, so it must not presuppose much background knowledge

- At the same time, the tasks required of students should be challenging in a way that requires students to put forth significant effort in thinking about these questions, so that they are "pushed" without being intimidated
- While disciplinary expertise should be used to deepen the course, it should not be equivalent or near-equivalent to any standard course squarely in the relevant discipline
- Cross-disciplinary material and approaches should be incorporated in some robust fashion, not as a token add-on to the course but as something integrated with other material. (This must be judged on a case-by-case basis; no specific percentage of extra-disciplinary content should be mandated.)
- While proposals can indicate a preference for TA assistance from certain disciplines, given that it is hard to predict what resources will be available, the proposal must be such that a TA from a different humanities discipline can plausibly do a good job with the course as proposed, perhaps seeing it as a "learning for herself" job where she also uses her other skills to engage the students
- The course must include at least one paper in which the students must provide reasoned answers to one of the questions made central in the course
- The course must require students to participate in some experience outside the classroom that exposes students to cultural resources at UF, such as museums and theaters, where those experiences are drawn from a list made available by the steering committee.

Evaluation of courses in progress

The steering committee should institute some standing procedure for getting feedback on the courses in progress that goes beyond the standardized course evaluations available to all UF students, perhaps with its own Qualtrics survey or instructors' self-evaluations or the like. Given the difficulty of making this kind of special program succeed with students, both experimentation and review should be encouraged in a collaborative fashion.

Engaging past and current instructors

Faculty who have served as instructors for the Good Life course are valuable resources for the ongoing development of the Essential Questions program. Once the program is underway, those who have been instructors for an Essential Questions course will also be valuable resources. The steering committee should engage past and current instructors in various ways. Such instructors could be on the steering committee itself or perhaps serve as ad hoc reviewers for proposals; they might play a role in evaluating courses in progress or in helping advertise the program to other faculty so as to improve faculty participation. In any case, the steering committee should incorporate those faculty on a regular basis to take advantage of their experience.

Staffing and Financial Questions

Combined Working Group 1 was also charged with exploring the "unintended consequences" of UF Quest and its impact on the participating colleges and units. Without detailed information on funding available for the UF Quest, it was difficult to identify "unintended consequences." Instead, Combined Working Group 1 raised a series of interrelated questions about the staffing and funding of UF Quest courses.

Faculty Capacity: How will faculty capacity be increased to meet the needs of UF Quest without compromising rigor in research, service, and other teaching?

- UF Quest courses will require faculty capacity *on top of* regular curricular needs and therefore require commensurate faculty hires.

    - Current curricular needs for majors/minors must continue to be met while some faculty capacity is redirected from these curricular needs to the new UF Quest courses. In this way, the UF Quest model differs from the current Gen Ed model in that Gen Ed classes generally serve the missions of the specific programs and units that offer them. UF Quest courses will not, and therefore they require additional faculty capacity.

    - An in-load model requires a portion of faculty assignment and effort be dedicated to UF Quest. This may be a non-starter (or a significant disincentive) for many units which believe that they cannot redirect faculty time to UF Quest courses without jeopardizing their own academic programs. Thus, to make the in-load model viable, units would need additional faculty to teach UF Quest courses and maintain the current rigor of their own academic programs.

    - An out-of-load model allows units to keep the current level of faculty capacity directed at units' curricular needs, and adds UF Quest teaching for extra remuneration. This model reduces faculty time and effort available to dedicate to research and service, other important pillars of our institutional mission. This model is essentially an increase in teaching load (and pay) that reduces time and effort available to ensuring teaching rigor in UF Quest and in major/minor curricula, and in research and service assignments.

    - A model in which most UF Core 1 courses are taught by adjuncts raises concerns about maintaining the continuity and quality of these courses. How will they be signature UF experiences if taught primarily by contingent faculty?

- Combined Working Group 1 believes that an out-of-load model, contingent faculty model, or an in-load model *at current faculty capacity* are not sustainable or aligned with UF's commitment to rigor in teaching, research, and service. It therefore recommends that rigor in the three-pillar mission of UF is served best by new tenure-track faculty hires to meet the additional faculty capacity required by UF Quest.

SCH accounting and crediting: How will units' generation of SCHs in UF Quest courses be accounted and credited to the unit?

- Although UF has moved beyond the RCM model, many budgetary and non-budgetary appraisals and decisions about units (e.g., need for faculty hires, OPS dollars, TA support) still incorporate SCH generation as a factor.
- How will the individual units be credited for the SCHs generated by their faculty and TAs from UF Core 1 courses?

Faculty participation: How will faculty participation be encouraged and recognized to ensure high quality and rigor?

- UF Quest courses require faculty to think, teach, and coordinate in innovative and cross-disciplinary ways. What incentives will be provided to encourage faculty and units to participate in the development of UF Core 1 courses?
- Will course development stipends be offered to encourage faculty to develop UF Core 1 courses? If so, can they be designed in such a way to encourage faculty to commit to teaching UF Core 1 courses for a three-year period?

TA support: How will TA allocation, preparation, and rigor be managed?

- IUF 1000 has generated a consistent number of TAships for CLAS, COTA, and DCP over the past five years. Will the level of TA support across the participating colleges, departments, and schools remain the same once there are multiple course offerings for the first year of UF Quest?
- Will the need to ensure parity in TA support reduce the number of course options that students have to complete the UF Core 1 course requirement?
- Will the need to ensure that students have sufficient options result in a reduction of TA support currently provided to some of the participating departments and schools and an increase of TA support to other departments and schools?

Class Size: Combined Working Group 1 discussed a variety of options for course delivery (100% face-to-face, hybrid, and online). There was general agreement that the size of combined lecture sections should average at no more than 150 students, with break-out sessions led by TAs. Members also recommended that faculty should have the option to teach UF Core 1 courses with as few as 50 or 60 students.

Comments from Task Force 1

On Tuesday, March 28, Task Force 1 convened to discuss the proposals of Combined Working Group 1. The following members were present: Sophia Acord, Joel Brendemuhl, Ryan Duffy, Kris Klan, Mark Law, Brenda Smith, Mary Watt, Andrew Wolpert, Kathy Zemba, and Gene Witmer (Co-Chair of Combined Working Group 1).

The following comments, questions, and suggestions were raised at the meeting.

(1)   How will faculty be encouraged to develop UF Core 1 courses? It was recommended that workshops be developed to help faculty learn more about the purpose of UF Core 1 and to answer any questions that they may have about the course proposal process. It was also suggested that multiple teaching options should be available to faculty (e.g., in-load, overload, team-teaching, course replacement support for units, course-development stipends, post-doctoral fellowships, etc.) so more faculty can participate in the UF Core 1 program.

(2)   Will faculty need to pilot new courses before they fulfill the UF Core 1 requirement? How will the UF Core program determine when new courses are fully developed and ready to be part of the program?

(3)   What will be done to incentivize faculty to teach UF Core 1 courses more than once? Although course-developed stipends are generally successfully in encouraging faculty to develop new courses, faculty often stop teaching these courses after they have taught them once and the course-developed stipend has been spent. How will the UF Core program avoid this problem? Perhaps course-develop stipends could be "time released" over a period of three years to cover not only development, but also assessment, and course changes.

(4)   How will the UF Core program ensure that a sufficient number of Core 1 courses is offered each semester so students have a real choice? Will the program be able to offer multiple course options at the same time? If not, students may still be forced to select courses based on their schedule rather than the topics of the individual courses.

(5)   What will the UF Core program do to ensure that course proposals meet the requirements of the program and there is consistency across the sections? The concern was raised that some faculty may propose courses that align with UF Core 1 objectives and outcomes, but they may teach their courses in very discipline-specific ways. How will the UF Core program ensure that the Core 1 courses meet the objectives of Year 1?

(6)   Will UF Core 1 entertain course proposals that do not fit within one of the five proposed themes? Will the program be open to additional themes?

(7)   How will UF Core 1 evaluate the success of the program? Will the program rely solely on internal (and student) evaluations, or will it consider using an external evaluation service?

(8)   It was suggested that a society of UF Core teaching fellows be established to help mentor faculty.

(9)   It was suggested that a formal mentoring process be established for TAs.

(10)   Concern was raised that insufficient consideration has been given to the logistical problems posed by the proposed changes to the UF Core program. Although IUF 1000 presently has sufficient classroom space, the situation will change dramatically if some combined lecture sections will be capped at 150 (or lower) instead of 300. Moreover, there will be additional pressure on classroom space from Year 2 courses, which will also need to find classrooms for their sections. It seems unlikely that there are sufficient classrooms to handle 3,000 more seats per semester.

Final Report from Combined Working Group 2

Dr. David Miller (Task Force Chair, Group 2)

The (Provost / UF Quest Working Group/ Associate Provost for Undergraduate Affairs) invites course proposals that would become part of the UF Quest Year 2 Program for First Time in College students, beginning Fall 2019. As a shared experience, selected courses must include the development of a semester project and its presentation to an audience beyond the classroom.

Courses should present subject matter relevant to society today, and demonstrate the kinds of questions that are asked and answered by natural and/or social scientists. Classes should reflect faculty expertise, as well as instructor commitment to inspired teaching, either in traditional classroom settings or in alternative settings that enrich student learning.

Courses may be proposed by Departments, Schools, Colleges, or as interdisciplinary collaborations. These courses may be new or adaptations of existing courses. Courses must meet the requirements for either "P" (Physical Science), "B" (Biological Science), or "S" (Social Science) General Education designation. In all selected courses, the following additional student learning outcomes (SLOs) must be integrated into the course:

At the completion of the course, students will:
- **describe and explain the cross-disciplinary aspects of a pressing societal problem or challenge;**
- **propose and critically analyze an approach, policy, or action (grounded in theories, methodologies, and data) that addresses some aspect of a pressing societal problem or challenge; and**
- **present the proposed approach, policy, or action addressing the pressing societal problem or challenge at a general audience level.**

The course will culminate with the presentation of the project developed throughout the semester that is based on the SLOs. This presentation could take one of several forms (e.g., poster, video, voiceover Powerpoint, debate). We recommend that the projects include all or several of the following:

- Collaborative work in small groups
- Collaboration across courses
- Presentation at a Provost-organized symposium or in an online forum
- Incorporation into the UFQUEST e-portfolios

The symposium and online forum would be organized through the Provost's office. Multiple symposia sessions could be conducted, with approximately 150 presentations in each session (3-5 sessions per day, perhaps during the last week of classes). Best poster/presentations will be selected, perhaps by a peer jury system, and recognized with awards.

Additional recommendations:

1. **Number of courses**

The strength of this program will depend on the variety of courses approved. We recommend that the number of courses should be at a scale that will promote student choice and widespread participation of faculty from units engaged in undergraduate education. A large number of courses will also provide the opportunity to maintain a balance between the different Gen Ed categories (B, P, or S).

2. **Process of course selection**

We recommend the creation of a standing committee to select the courses based on proposals' compliance with SLOs and course requirements as described in the call for course proposals and will include relevance, quality and rigor. This standing university committee (appointed by the Provost's office) will evaluate present and future year 2 UFQuest course proposals. This committee, the UFQuest Course Committee (QCC), will meet as needed, but at least once per semester, to handle all UFQuest year 2 course issues. UF's student advising services and student representatives should be represented on the QCC. The QCC will also be charged with periodic evaluation of active year-2 UFQuest courses and will consider, student evaluations and learning outcomes.

3. **N or D designation**

We recommend UF a Quest year 2 courses not be allowed to carry with them an N or D designation. Due to the high number of requirements that must be met with the existing criteria (Year 2 requirements as well as B, P or S), adding in an international or diversity component would be challenging, and would likely compromise the rigor of the course in one of those areas. It would also have the unwanted effect of having students gravitate toward the courses carrying multiple designations in order to meet requirements quickly.

Final Report from Combined Working Group 3
Dr. Chris Hass (Task Force Chair, Group 3)

Experiential Learning

1. **Purpose of the Experiential Learning Requirement**
   As reported in the 2015 EAB forum summary, there is growing evidence that employers believe recent graduates are underprepared to apply knowledge gained at the institution to "real- world" experiences and to reflect meaningfully on these efforts as part of their professional development process. The overall purpose of experiential learning at UF is to ensure students engage in specific, real-world activities that facilitate their personal and professional development.

2. **Definition of Experiential Learning**
   Experiential learning is the application of principles, skills, and conceptual understanding within a real-world context that leads to personal and professional growth.
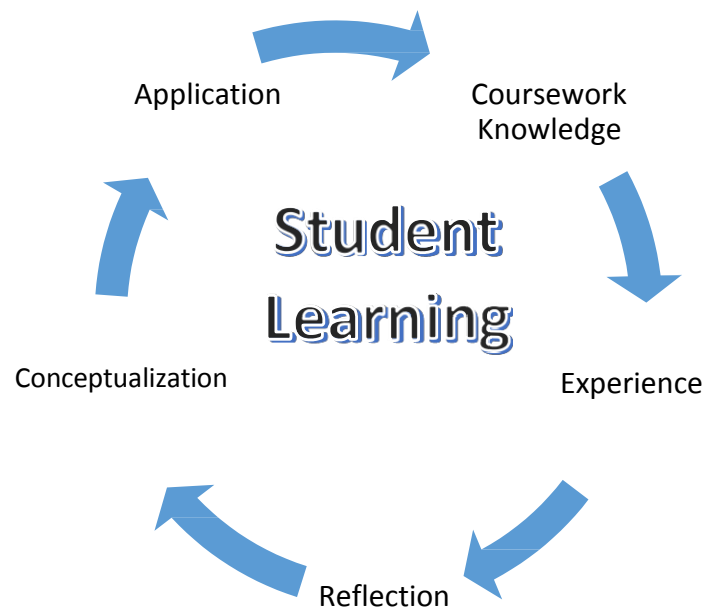
3. **Proposed Experiential Learning Policy**
   The Experiential Learning requirement will ensure Colleges deliver guided development of practical experience in one of five broad areas: Design, Community Based Learning, Study Abroad, Internship-Practicum Experience, or Undergraduate Research.

   Effective Fall 2019, the University will require all undergraduate degree granting colleges to provide experiential learning opportunities for their students. Henceforth, this will be referred to as the E requirement. Further, academic units will provide space within the 8-semester plan for students to participate in for-credit experiential learning activities without affecting the total

number of credits required for the degree. Recognizing the diversity of academic programs across the university, the E requirement may be met in a variety of ways, including both credit and noncredit options. However, credit options must be available. Units may choose to incorporate experiential learning courses into major degree requirements or elsewhere in the 8-semester plan.

Experiential Learning courses will be designated within the curriculum inventory with an "E" code.

Colleges will propose activities students in their majors may use to fulfill the E requirement (refer to College Implementation Plan below). Many programs already provide and/or require experiences that meet the E requirement student learning outcomes (SLOs) proposed below. Such experiences, once certified through the GE Committee, would meet the requirement without modification to the student's academic program and would automatically be tracked as part of the student's audit (see below).

The E requirement will be implemented in Fall 2019, by which time all individual college plans should have been approved by the GE Committee. Prior to this date, the Experiential Learning Taskforce will work with each college to identify existing courses or extracurricular activities within individual major programs that would already meet the E requirement or that could meet the requirement with minor modification. The Taskforce will also work with the other major programs to develop opportunities for students to meet the E requirement either within the program or by collaboration with other campus units. Colleges that will include non-credit options for the E requirement must ensure that these options can meet the proposed E requirement SLOs and include at least 45 hours of engagement. After implementation of the E requirement, each college will be responsible for monitoring its courses and extracurricular activities for compliance to the E requirement SLOs. The Office of Undergraduate Affairs will provide assistance as needed.

4. **Student Learning Outcomes for Experiential Learning**
   Courses or extracurricular activities that fulfill the E requirement should be structured or coordinated with a student's program curriculum. Approved activities fall into one of five broad areas (each with its own SLOs):

   Design
   Students design or create an original system, component, form or work that meets the desired needs within reasonable parameters and constraints of the discipline or profession.

   - Content: Students utilize terminology, concepts, ethical practices, theories, and methodologies relevant to the design process.
   - Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the design experience.
   - Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions relevant to the design experience.

Students explore the significance of their design experience through reflection, critical analysis, synthesis, and discussion.

- Students identify, describe, and explain how the experience informed their sense of self and discipline.
- Students analyze themes, conflicts, and issues that emerged and describe how they were addressed.
- Students identify, describe, and explain the connection between the discipline or course content and the design or creative activity.
  Students describe and explain how the design experience will modify and/or support future behaviors, attitudes, and career development.

Community Based Learning
Students identify issues and needs within the community and develop strategies and/or programs through collaboration with community partners.

- Content: Students utilize terminology, concepts, ethical practices, theories and methodologies appropriate to the experience.
- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the experience.
- Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems facing the community.

Students explore the significance of their service learning experience through reflection, critical analysis, synthesis, and discussion.

- Students identify, describe, and explain how the experience informed their sense of self and their place within the larger community.
- Students analyze themes, conflicts, and social issues that emerged and explain how they may utilize their abilities to address issues within the community.
- Students identify and explain the connection between the discipline or course content and the service activity.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Study Abroad
Students engage in academic inquiry while interacting effectively with members of other cultures.
- Content: Students identify, describe, and explain relevant course content in the context of global and intercultural conditions and interdependencies.
- Critical Thinking: Students analyze and interpret global and intercultural issues.
- Communication: Students communicate effectively with members of other cultures or about their cultural experiences.
- Diversity/International: Students develop and convey cultural self-awareness, appreciation of and cultural sensitivity to diverse populations.

Students explore the significance of their study abroad experience through reflection, critical analysis, synthesis, and discussion.

- Students identify, describe, and explain how the experience informed their sense of self and host culture.
- Students analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Internship-Practicum
Students integrate classroom knowledge, skills, and methods with professional roles, responsibilities, and activities in a supervised setting.

- Content: Students utilize terminology, concepts, ethical practices, theories, and methodologies appropriate to the experience.
- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the experience.
- Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems encountered within the experience.

Students explore the significance of their internship/practicum experience through reflection, critical analysis, synthesis, and discussion.

- Students identify, describe, and explain how the experience informed their sense of self and understanding of the internship area.
- Students analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.
- Students identify and connect the knowledge and/or skills gained in their coursework to their internship/practicum observations and experiences.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Undergraduate Research
Students make an original intellectual or creative contribution to the discipline

- Content: Students utilize terminology, concepts, ethical practices, theories and methodologies appropriate to the discipline.
- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the discipline.
- Critical Thinking: Students formulate empirically-testable hypotheses derived from the discipline of study and/or apply formal and informal qualitative and/or quantitative analysis effectively to examine discipline specific phenomena.

Students explore the significance of their undergraduate research experience through reflection, critical analysis, synthesis, and discussion.

- Students explain how the experience informed their sense of self and discipline.
- Students analyze themes, conflicts, and issues that emerged and how they were addressed.
- Students explain the connection between the discipline or course content and the research activity.
- Students explain and describe how the experience will modify and/or support future behaviors, attitudes, and career development.

Sample syllabus verbiage, assignment and rubrics for each category are provided in Appendix 1. Successful completion of an E experience requires a minimum grade of C or S.

5. **Process for College Implementation Plans**

A. Each college will be asked to provide a detailed explanation of the college certification process and to identify an Experiential Learning Certification Officer.

B. Credit-based courses will automatically be tracked within student information systems, whereas non-course activities may require placement and grading of a "milestone" that will be picked up by the system. When extracurricular activities are used to provide experiential learning, students must submit an Experiential Learning Plan to the appropriate college/major reviewer as outlined in the college certification process for approval prior to beginning the experience. This review will verify that the proposed experience is designed to allow fulfillment of the required SLOs. Upon completion of the experience, students will be required to submit a written assignment that must then be reviewed by the designated faculty supervisor for grading and by the Experiential Learning Certification Officer to approve the experience as having fulfilled the E SLO's.

C. E courses will be coded and treated in a similar manner as courses with H, N, D, P/B, or S. Newly developed courses will be entered into the approval process and will be reviewed by the college curriculum committee, then the UCC, and then the GE Committee. Existing courses requesting the E designation will be reviewed by the college curriculum committee and then the GE Committee. The UCC and the GE Committee will review existing courses undergoing substantive changes to meet the E requirement SLOs. The task force recommends that individuals with expertise in experiential learning be included on the GE committee.

D. Using the SLOs outlined above, each college shall submit an implementation plan outlining how students within each major offered can participate in an experiential learning opportunity within the 8-semester plan. This plan should include the text of the current catalog copy, with "track changes" demonstrating any modifications to eight-semester plans.

E. Experiential Learning Certification Officers shall have authority to approve exceptions for students who make a compelling case for having met the E requirement SLOs through means other than those specified in the college's implementation plan.

F. Proposals to establish or change college implementation plans must be approved through the normal curriculum change or GE Committee processes.

6. Assessment of E Requirement

Because participating in experiential learning is not required of each student, natural cohorts of students completing and not completing the E requirement may exist within academic programs. The task force recommends tracking critical student success metrics and comparing these metrics between these cohorts over a period of five years.

7. Institutional Implementation

The following suggestions outline an approach to operationalize Quest Taskforce 3 recommendations to deliver a university-wide experiential education component to the University of Florida undergraduate experience.

A. Form a standing committee or council to ensure campus-wide coordination of the university-wide experiential learning initiative. This should include representation from campus Centers with a history of engaging students in experiential learning.

B. Create an office within Undergraduate Affairs to manage the implementation and coordination of experiential aspects of the Quest Program. The office would support departments and faculty, and create connections between organizations that offer experiential learning opportunities. Considerations for implementation of this office are provided in Appendix 2.

C. Facilitation of the Development of Successful Experiential Learning Opportunities
   a. Faculty who have served as instructors for existing courses that include experiential learning are valuable resources for the ongoing development of the experiential learning program. The task force recommends engaging past and current instructors in various ways. Such instructors could be on the GE Committee itself or perhaps serve as ad hoc reviewers for proposals for new or modified courses; they might play a role in evaluating courses in progress or in helping advertise the program to other faculty so as to improve faculty participation.
   b. Funding models should be determined for the development and future success of the program. Many peer institutions have endowed experiential learning programs. Funds should be allocated for development of courses, grants to connect/create community partnerships and programs, and expendables associated with the experience such as laboratory supplies, travel, etc.

APPENDIX 1
Sample syllabus verbiage, assignment and rubrics

Design

A design experience is defined as students designing or creating an original system, component, form or work that meets the desired needs within reasonable parameters and constraints of the discipline or profession.

Student Learning Outcomes

- Content: Students utilize terminology, concepts, ethical practices, theories, and methodologies relevant to the design process.

- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the design experience.

- Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions relevant to the design experience.

Sample Assignment

Through a scholarly product such as a paper, poster, or presentation, students explore the significance of their design experience through reflection, critical analysis, synthesis, and discussion. Specifically:

- Students identify, describe, and explain how the experience informed their sense of self and discipline.

- Students analyze themes, conflicts, and issues that emerged and describe how they were addressed.

- Students identify, describe, and explain the connection between the discipline or course content and the design or creative activity.

- Students describe and explain how the design experience will modify and/or support future behaviors, attitudes, and career development.

	1 Unsatisfactory	2 Developing	3 Accomplished	4 Exemplary
Sense of self and discipline	Indicates minimal insight into self. Cannot identify any aspect of the experience that influenced learning about one's self.	Identifies a change in perspective. Indicates change is related to the experience without providing examples from	Recognizes one or more changes in own perspectives, using at least one example from the experience to illustrate how the experience	Articulates, with specific examples, insights into ways the experience contributed to personal growth as an emerging scholar

		the experience or discipline.	relates to the change.	
Analysis of themes, conflicts, and issues	Shows minimal awareness of issues during experiences.	Describes themes, conflicts, and issues that emerged during the experience without a specific example and with little explanation of how it was resolved.	Identifies themes, conflicts, and issues that emerged during the experience, using at least one example to illustrate issue and how it was resolved.	Articulates the complexities involved in identifying themes, and in resolving conflicts and issues, that emerged during the experience. Evaluates approaches undertaken to resolve.
Connections between academic pursuits and design activity	Indicates no relationship between the experience and academic pursuits.	Identifies a relationship between the experience and academic pursuits without providing examples from the experience or discipline.	Recognizes, using at least one example, how the experience and the discipline are related.	Articulates integral connections between the experience and academic pursuits, providing specific examples, into ways the experience interrelates with disciplinary interests.
How experience influences future	Indicates minimal insight into the relationship between the experience and future behaviors, attitudes, and career development.	Identifies in an abstract manner without a specific example, likely changes to future behaviors, attitudes, or career development.	Explains ways the experience will likely impact future behaviors, attitudes, or career development.	Articulates multiple dimensions to ways the experience has already and will continue to impact behaviors, attitudes, and career development.

Community-Based Learning

Community-based Learning is defined as students identifying issues and needs within the community and develop strategies and/or programs through collaboration with community partners.

Student Learning Outcomes

- Content: Students utilize terminology, concepts, ethical practices, theories and methodologies appropriate to the experience.

- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the experience.

- Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems facing the community.

Sample Assignment

Through a scholarly product such as a paper, poster, or presentation, students explore the significance of their community-based learning experience through reflection, critical analysis, synthesis, and discussion. Specifically:

- Students identify, describe, and explain how the experience informed their sense of self and their place within the larger community.

- Students analyze themes, conflicts, and social issues that emerged and explain how they may utilize their abilities to address issues within the community

- Students identify and explain the connection between the discipline or course content and the service activity.

- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

	1 Unsatisfactory	2 Developing	3 Accomplished	4 Exemplary
Sense of self and place in the community	Indicates minimal insight into self and place. Cannot identify any aspect of the experience that influenced learning about one's self.	Identifies a change in perspective. Indicates change is related to the experience without providing examples from the experience or discipline.	Recognizes one or more changes in own perspectives, using at least one example from the experience to illustrate how the experience relates to the change.	Articulates, with specific examples, insights into ways the experience contributed to personal growth as an emerging scholar

Analysis of themes, conflicts, and issues	Shows minimal awareness of issues during experiences.	Describes themes, conflicts, and issues that emerged during the experience without a specific example and with little explanation of how it was resolved.	Identifies themes, conflicts, and issues that emerged during the experience, using at least one example to illustrate issue and how it was resolved.	Articulates the complexities involved in identifying themes, and in resolving conflicts and issues, that emerged during the experience. Evaluates approaches undertaken to resolve.
Connections between academic pursuits and community activity	Indicates no relationship between the experience and academic pursuits.	Identifies a relationship between the experience and academic pursuits without providing examples from the experience or discipline.	Recognizes, using at least one example, how the experience and the discipline are related.	Articulates integral connections between the experience and academic pursuits, providing specific examples, into ways the experience interrelates with disciplinary interests.
How experience influences future	Indicates minimal insight into the relationship between the experience and future behaviors, attitudes, and career development.	Identifies in an abstract manner without a specific example, likely changes to future behaviors, attitudes, or career development.	Explains ways the experience will likely impact future behaviors, attitudes, or career development.	Articulates multiple dimensions to ways the experience has already and will continue to impact behaviors, attitudes, and career development.

Study Abroad

A study abroad is defined as students engaging in academic inquiry while interacting effectively with members of other cultures.

Student Learning Outcomes

- Content: Students identify, describe, and explain relevant course content in the context of global and intercultural conditions and interdependencies.

- Critical Thinking: Students analyze and interpret global and intercultural issues.

- Communication: Students communicate effectively with members of other cultures or about their cultural experiences.

- Diversity/International: Students develop and convey cultural self-awareness, appreciation of and cultural sensitivity to diverse populations.

Sample Assignment

Through a scholarly product such as a paper, poster, or presentation, students explore the significance of their Study Abroad experience through reflection, critical analysis, synthesis, and discussion. Specifically:

- Students identify, describe, and explain how the experience informed their sense of self and host culture.

- Students analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.

- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

	1 Unsatisfactory	2 Developing	3 Accomplished	4 Exemplary
Sense of self and discipline	Indicates minimal insight into self. Cannot identify any aspect of the experience that influenced learning about one's self.	Identifies a change in perspective. Indicates change is related to the experience without providing examples from the experience or discipline.	Recognizes one or more changes in own perspectives, using at least one example from the experience to illustrate how the experience relates to the change.	Articulates, with specific examples, insights into ways the experience contributed to personal growth as an emerging scholar

Analysis of themes, conflicts, and issues	Shows minimal awareness of issues during experiences.	Describes themes, conflicts, and issues that emerged during the experience without a specific example and with little explanation of how it was resolved.	Identifies themes, conflicts, and issues that emerged during the experience, using at least one example to illustrate issue and how it was resolved.	Articulates the complexities involved in identifying themes, and in resolving conflicts and issues, that emerged during the experience. Evaluates approaches undertaken to resolve.
How experience influences future	Indicates minimal insight into the relationship between the experience and future behaviors, attitudes, and career development.	Identifies in an abstract manner without a specific example, likely changes to future behaviors, attitudes, or career development.	Explains ways the experience will likely impact future behaviors, attitudes, or career development.	Articulates multiple dimensions to ways the experience has already and will continue to impact behaviors, attitudes, and career development.

Internship/Practicum

An internship or practicum is defined as students integrating classroom knowledge, skills, and methods with professional roles, responsibilities, and activities in a supervised setting.

Student Learning Outcomes

- Content: Students utilize terminology, concepts, ethical practices, theories, and methodologies appropriate to the experience.

- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the experience.

- Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems encountered within the experience.

Sample Assignment

Through a scholarly product such as a paper, poster, or presentation, students explore the significance of their internship/practicum experience through reflection, critical analysis, synthesis, and discussion. Specifically:

- Students identify, describe, and explain how the experience informed their sense of self and understanding of the internship area.

- Students analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.

- Students identify and connect the knowledge and/or skills gained in their coursework to their internship/practicum observations and experiences.

- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

	1 Unsatisfactory	2 Developing	3 Accomplished	4 Exemplary
Sense of self and discipline	Indicates minimal insight into self. Cannot identify any aspect of the experience that influenced learning about one's self.	Identifies a change in perspective. Indicates change is related to the experience without providing examples from the experience or discipline.	Recognizes one or more changes in own perspectives, using at least one example from the experience to illustrate how the experience relates to the change.	Articulates, with specific examples, insights into ways the experience contributed to personal growth as an emerging scholar

Analysis of themes, conflicts, and issues	Shows minimal awareness of issues during experiences.	Describes themes, conflicts, and issues that emerged during the experience without a specific example and with little explanation of how it was resolved.	Identifies themes, conflicts, and issues that emerged during the experience, using at least one example to illustrate issue and how it was resolved.	Articulates the complexities involved in identifying themes, and in resolving conflicts and issues, that emerged during the experience. Evaluates approaches undertaken to resolve.
Connections between academic pursuits and internship activity	Indicates no relationship between the experience and academic pursuits.	Identifies a relationship between the experience and academic pursuits without providing examples from the experience or discipline.	Recognizes, using at least one example, how the experience and the discipline are related.	Articulates integral connections between the experience and academic pursuits, providing specific examples, into ways the experience interrelates with disciplinary interests.
How experience influences future	Indicates minimal insight into the relationship between the experience and future behaviors, attitudes, and career development.	Identifies in an abstract manner without a specific example, likely changes to future behaviors, attitudes, or career development.	Explains ways the experience will likely impact future behaviors, attitudes, or career development.	Articulates multiple dimensions to ways the experience has already and will continue to impact behaviors, attitudes, and career development.

Undergraduate Research

Undergraduate research is defined as an instructive experience where students make an original intellectual or creative contribution to the discipline.

Student Learning Outcomes

- Content: Students utilize terminology, concepts, ethical practices, theories and methodologies appropriate to the discipline.

- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the discipline.

- Critical Thinking: Students formulate empirically-testable hypotheses derived from the discipline of study and/or apply formal and informal qualitative and/or quantitative analysis effectively to examine discipline specific phenomena.

Sample Assignment

Through a scholarly product such as a paper, poster, or presentation, students explore the significance of their undergraduate research experience through reflection, critical analysis, synthesis, and discussion. Specifically:

- Students explain how the experience informed their sense of self and discipline.

- Students analyze themes, conflicts, and issues that emerged and how they were addressed.

- Students explain the connection between the discipline or course content and the research activity.

- Students explain and describe how the experience will modify and/or support future behaviors, attitudes, and career development

	1 Unsatisfactory	2 Developing	3 Accomplished	4 Exemplary
Sense of self and discipline	Indicates minimal insight into self. Cannot identify any aspect of the experience that influenced learning about one's self.	Identifies a change in perspective. Indicates change is related to the experience without providing examples from the experience or discipline.	Recognizes one or more changes in own perspectives, using at least one example from the experience to illustrate how the experience relates to the change.	Articulates, with specific examples, insights into ways the experience contributed to personal growth as an emerging scholar

Analysis of themes, conflicts, and issues	Shows minimal awareness of issues during experiences.	Describes themes, conflicts, and issues that emerged during the experience without a specific example and with little explanation of how it was resolved.	Identifies themes, conflicts, and issues that emerged during the experience, using at least one example to illustrate issue and how it was resolved.	Articulates the complexities involved in identifying themes, and in resolving conflicts and issues, that emerged during the experience. Evaluates approaches undertaken to resolve.
Connections between academic pursuits and research activity	Indicates no relationship between the experience and academic pursuits.	Identifies a relationship between the experience and academic pursuits without providing examples from the experience or discipline.	Recognizes, using at least one example, how the experience and the discipline are related.	Articulates integral connections between the experience and academic pursuits, providing specific examples, into ways the experience interrelates with disciplinary interests.
How experience influences future	Indicates minimal insight into the relationship between the experience and future behaviors, attitudes, and career development.	Identifies in an abstract manner without a specific example, likely changes to future behaviors, attitudes, or career development.	Explains ways the experience will likely impact future behaviors, attitudes, or career development.	Articulates multiple dimensions to ways the experience has already and will continue to impact behaviors, attitudes, and career development.

APPENDIX 2
Considerations for Implementation

As mentioned, the Taskforce recommends the development of an office within Undergraduate Affairs. Suggested roles of this office would include the following:

Institutional Tracking and Management

- Communicate expectations to students, faculty, staff, employers/community organizations
- Develop and host training for staff, faculty, on experiential education best practices
- Provide services and materials to aid faculty and staff who serve as experience coordinators
- Manage 0-3 credit courses to provide students with paths for meeting the E requirement
- Provide best practices and collaborative opportunities for college/departments including, but not limited legal issues
- Assess and report student experiences annually

Students/Institutional Partners

- Provide central location for students to explore and secure experiential learning opportunities
- Help students articulate their growth and preparedness as a result of their time at UF
- Host variety of reflective programs to enhance student learning and meaning making from experiential endeavors

Organizations

- Provide central location for organizations to share experiential education offerings
- Provide consulting for organizations to aid in development of opportunities including, but not limited to training, supervision, compensation and evaluations

Staffing – for the successful implementation, dedicated positions would need to support this effort. The staff would work closely with the already established college/department level Career Embedded Liaisons, internship coordinators, etc. to streamline promotion and management of experiential opportunities.

Final Report from Combined Working Group 4
Dr. Elayne Colon (Task Force Chair, Group 4)

Introduction

The UF Quest program, formerly referred to as UF Core, was proposed in spring 2016 in response to preeminence legislation requiring the University of Florida to devise a shared experience for all First Time in College (FTIC) students (Florida Statute 1001.7065, 2015). To develop recommendations for specific components of the UF Quest program, four task forces (Experiences 1, 2, 3, and ePortfolio) were created and launched in summer, 2016. The ePortfolio Task Force (i.e., Task Force 4) was charged with learning effective methods of ePortfolio assessment and collaborating with the other three task forces to recommend a framework for students to successfully complete ePortfolio assignments that are interwoven into the three UF Quest experiences.

To date, the ePortfolio Task Force has met face-to-face on eight occasions from July, 2016 through March, 2017. Additionally, the Task Force communicated and shared documents via an email listserv and a group workspace created in Canvas. To support the Task Force's recommendations, information was gathered from the following sources: recent peer-refereed journal articles, virtual and phone interviews with administrators and faculty from institutions with large scale ePortfolio implementation, others knowledgeable of ePortfolio implementation in higher education, web sources. Please see below for a comprehensive listing of sources.

Executive Summary

The committee recommends a phased approach to implementation with a period of small-scale piloting of ePortfolios to determine their suitability for the UF Quest Program. The pilot program will gather data to help clarify the purpose of ePortfolios for UF, examine the efficacy of this measure for its intended purpose, and consider the most appropriate point(s) in students' program of study where ePortfolios would best be deployed. If a clear purpose, obvious benefits, and successful places of deployment are realized then a larger effort to secure faculty buy-in and infrastructural resources of a ePortfolio program could follow. Once it is established that there is wide-scale support for ePortfolios among all stakeholders and there are appropriate levels of staffing, then a gradual adoption of ePortfolios throughout the UF Quest Program should be considered.

Specific Recommendations

Based on information gathered and discussions among task force members, the ePortfolio Task Force recommendations are outlined below. Recommendations are organized chronologically, in a series of three phases, to align with the suggested implementation model of a gradual adoption of ePortfolios based on data to support it continuance.

Phase 1 –

Recommendation: Clearly define and broadly share the purpose(s) of the ePortfolio as part of the UF Quest program. The purpose should be distinct from other benefits of ePortfolios.

The purpose of the ePortfolio should be clearly defined and well-articulated to students and other stakeholders. It is recommended that the primary purposes of the ePortfolio for incoming FTIC students be to: (1) *facilitate the integration of student learning and connections made across coursework and experiences,* and *(2) serve as evidence to demonstrate student growth during students' time at the university*.

At the outset, the ePortfolio should be narrowly focused to accomplish the stated purposes for the UF Quest program. Once the ePortfolio has been successfully launched with the three UF Quest experiences, then opportunities to scale or extend the initiative to include other student courses or experiences should be considered.

Recommendation: Gather more information regarding previous and existing ePortfolio efforts at UF.

To establish an understanding of prior and existing ePortfolio efforts on campus, the following questions should be answered about these initiatives:

- What are/were resources (financial, personnel, etc.) and existing mechanisms for support?
- What are the intended purposes at the efforts' core?
- What hurdles have been encountered along the way/why did the effort cease?
- What methods of assessment are involved?
- What is the overall calendar of effort over the course of the academic year?
- What were the students' reactions/attitudes toward being assigned an ePortfolio?
- What strategies did you use to encourage student buy-in?
- How can early adopters be made into champions of the initiative?

From information gathered regarding existing campus ePortfolio efforts, three to four faculty/staff might be identified to serve as early champions. Compensated with a stipend, these individuals could serve in some part-time capacity as consultants to assist faculty engaging in early UF Quest ePortfolio efforts.

Recommendation: Establish messaging and marketing of ePortfolios as it fits within larger UF Quest Program.

Once an implementation timeline for the pilot study has been finalized, clear communication to students, faculty, staff, and other relevant stakeholders must occur. As with the larger UF Quest program, clear messaging and broad marketing of the ePortfolio's purpose and infrastructure for technical and pedagogical support must be shared with students and other relevant stakeholders at the outset. Students should clearly understand which courses (or sections of courses) and experiences include ePortfolio requirements and how these individual ePortfolio components are connected and related across their program of study and connected to other aspects of student life.

Phase 2 –

Recommendation: Establish a well-defined support structure with a clear office to support ePortfolios as part of UF Quest Program.

The success of a campus-wide ePortfolio program will depend a great deal on the proper recruitment and placement of champions at all levels. In addition to a centralized UF Quest office staffed with appropriate experts (pedagogical, IT, assessment), faculty, advisors, and staff in every college must be able to provide consistent, accurate support, both theoretical and logistic, to our students. Support should include ways in which ePortfolios can provide mechanism for students to make explicit connections between coursework and other campus experiences. For such support, those faculty, advisors, and staff will need comprehensive training and ongoing professional development. Funding to support the infrastructure and ongoing technical and pedagogical support should be carefully planned to ensure sustainability.

Recommendation: Determine a clear assessment framework, including how and when ePortfolio artifacts will be assessed, and by whom.

To evaluate ePortfolios and assess the UF Quest program in general, there must be a centralized assessment officer to provide training and consistency. For General Education assessment, there should be set rubrics based on learning outcomes established in the three UF Quest experiences (i.e., two courses and experiential learning), and thus some set ePortfolio structure is necessary; if assessment is to be carried through to graduation, then major-specific evaluation may later become necessary. An ePortfolio Assessment committee should be considered to create rubrics, with membership including some faculty from approved UF Quest experiences. The centralized UF Quest office should be in charge of access to and tracking of both individual student data and aggregate data for ePortfolios.

Recommendation: Determine a common platform to house ePortfolios.

To date, the Task Force's work has primarily focused on gathering evidence to inform recommendations around process and logistics of establishing an ePortfolio for undergraduates as part of the UF Quest program. This was intentional so as to design a framework and suggest desired features without being limited by the functionality of any one platform. Therefore, only incidental information has been collected regarding platforms to host ePortfolios. Nevertheless, below are preliminary observations based on the Task Force's work thus far.

Learning Management System	Positive	Negative
Canvas	• Students/faculty/staff already have access • Would not cost anything • Ease of use • Single login	• What happens after graduation? • Students have to share access • Not as aesthetically pleasing • May change LMS in future
Pebblepad	• Used successfully on other campuses • Is designed for evaluative purposes • More aesthetically pleasing • Ease of use	• Price • Potentially another login (supports LTI integration with Canvas) • Privacy concerns (who owns the materials?) • Learning curve • May fold or be bought

UF Designed ePortfolio System	• Can be solely for the ePortfolio program at UF • Can be aesthetically pleasing • Ensure privacy/ownership • Belongs to UF, so no concern about it going away	• Time to develop • Money to develop • What happens after graduation? •

Recommendation: Ongoing messaging and marketing the ePortfolio to all stakeholders is of utmost importance.

Clear communication to students, faculty, staff, and other relevant stakeholders must be consistent and ongoing. While the ePortfolio will be launched and piloted first within the UF Quest program, it is extremely important that Colleges and other campus stakeholders clearly understand the purpose and scope of the initiative. As some ePortfolios already exist on campus, the UF Quest office should work closely with these stakeholders to avoid duplication of services, multiplication of costs, and confusion should students and instructors find themselves required to navigate multiple systems to accomplish similar goals.

In addition to the purpose, there exist other benefits of ePortfolios that should be shared as part of the larger ePortfolio marketing effort. These include: providing a metacognitive tool for students to consider how certain experiences have impacted their time at UF; a product for students to prepare for interviews with employers and potentially share with prospective employers; a space for guided conversations, mentoring, and collaboration to occur; a means to teach students to cultivate their digital identity; a platform for students to build autonomy around their UF experience and showcase their work to multiple audiences; another way for faculty to examine their teaching practices; a way to assess the UF Quest program; a mechanism to retain students and promote academic success. Benefits should be shared broadly but should not be confused with the primary intent, or purpose, of ePortfolio implementation at UF.

Phase 3 -

Recommendation: Implement the ePortfolio in stages, or start with a small pilot of existing ePortfolio users. Data should be collected to systematically examine its efficacy.

Introducing the ePortfolio in a staged manner would foster success by: 1) permitting underlying infrastructure, both in technology and human resources, to develop to a level where they could support a campus-wide integration, 2) enabling learning and growth of the initiative, making it an iterative process, allowing the assessment and adjustment of the ePortfolio initiative to best incorporate its use in reflective thinking and integrative learning for our students, and 3) develop a stronger base of faculty users and champions who can help at each successive phase. One tactic would be to start with a pilot focused on a single department or degree that already uses portfolios in some degree, and expand their use to include the goals of the UF Quest ePortfolio. The pilot initiative must have measureable data which will clearly indicate to us the success of the pilot and indicate the next steps we should take.

Questions related to this recommendation:

What order would different cohorts or courses be incorporated into the ePortfolio initiative, and on what timeline?

How can early adopters be made into champions?

Recommendation: A range of incentives should be employed to ensure willingness of volunteers to secure necessary engagement and a sustained commitment to the success of ePortfolios.

To secure buy-in of students, faculty, and staff, a range incentives should be considered to secure participation. Incentives may include monetary compensation, travel funds, and/or course buy-outs for faculty. For students, incentives may include awards or other forms of recognition of participating and showcasing their work for others. In addition, involving students in every step of the process from start to finish will ensure a higher percentage of buy-in, as well as provide a later opportunity for student-to-student ePortfolio mentoring.

Questions related to this recommendation:
What exactly will faculty and students be volunteering to do?
What is the process for volunteering for faculty? For students?
How many volunteers are reasonable to start with during the initial implementation phase?
What is the process for selecting among those faculty and students volunteering?
How will the opportunity be communicated?
What support can increase the likelihood that volunteers have a positive experience?

Recommendation: Continue to consult with knowledgeable others to inform the development and refinement of the ePortfolio moving forward.

The Task Force recommends that the proposed pilot initiative proceed in consultation with those with whom we have been in touch at other universities who have gone down this road before us. Specifically, as we propose, implement, and gather data from a pilot study we should establish and consult with an Advisory Board of experienced ePortfolio managers outside of UF.

Sources

To inform these recommendations, information was gathered from the following

sources: **<u>Virtual (Zoom) Sessions</u> –**

- Gail Ring, PebblePad
- Dr. Matt Serra (Director of Assessment, Trinity College), Dr. Jennifer Hill (Associate Director of Assessment, Trinity College), Dr. Elise Mueller (Center of Instructional Technology), Duke University
- Candyce Reynolds, Portland State University

<u>Phone calls</u> –

- Bob Brackett, Assistant Director, Undergraduate Assessment, Clemson University
- Mary S. Hoffschwelle, Middle Tennessee State University

<u>Readings and Websites</u> –

Benander, R., & Refaei, B. (2016). How Authors and Readers of ePortfolios Make Collaborative Meaning. *International Journal of ePortfolio*, *6*(2).

Cambridge, D. (2012). E-portfolios: Go big or go home. *Educause Review*, *47*(2), 52-53.

Hains-Wesson, R., Wakeling, L., & Aldred, P. (2014). A university-wide ePortfolio initiative at Federation University Australia: Software analysis, test-to-production, and evaluation phases. *International Journal of ePortfolios*, *4*(2), 143-156.

Posey, L., Plack, M., Snyder, R., Dinneen, P., Feuer, M., & Wiss, A. (2015). Developing a pathway for institution wide eportfolio program. *International Journal for ePortfolio*, *5*(1), 75-92.

Reynolds, C., & Pirie, M. S. (2016). Creating an Eportfolio Culture on Campus through Platform Selection and Implementation. *Peer Review*, *18*(3), 21.

Ring, G., & Ramirez, B. (2012). Implementing ePortfolios for the assessment of general education competencies. *International Journal of ePortfolio*, *2*(1), 87-97.

Ring, G., Ramirez, B., & Brackett, B. (2016). ePortfolios and Faculty Engagement: Measuring Change Through Structured Experiences. *International Journal of ePortfolio*, *6*(1).

https://sites.duke.edu/portfolio/
https://www.aacu.org/peerreview/2016/summer

Webinars –

The Ever-Expanding Role for Portfolios in Higher Education, Eduventures (September 2016)

SBS STUDENT PATHWAYS: How ePortfolio Can Bridge Curriculum and Advising to Enhance Student Learning, Jacqueline Brousseau-Pereira, Director of Student Success and Retention, College of Social and Behavioral Sciences, University of Massachusetts Amherst, sponsored by Taskstream (November 2016)

Sample Campus and Local Use of ePortfolios –

College of Engineering, Freshman Transition Program

International Scholars Program
https://www.ufic.ufl.edu/UAP/InternationalScholarsProgram.html

University Writing Program

College of Education, School Psychology and Elementary Education (SITE) Programs

College of Nursing (evaluation and awarding of 30 credits to their UF Online RN to BSN students)

Santa Fe College, International Center
http://www.sfcollege.edu/international/index.php?section=eportfolio