



Academic Organization of CU Boulder

During the Fall semester conversations, a large number of ideas were put forward about the way we organize our academic work. Conversations ranged from ideas about rethinking degrees to thoughts on reorganizing schools and colleges. It is difficult to summarize the wealth of suggestions that came forward on these issues. Ideas about graduate education will be treated in a different summary.

Current State: We have a conventional organization at all levels. We have a typical set of schools and colleges; the College of Media, Communication, and Information is the only new school or college to be created in the past half century. The schools and colleges are organized in a variety of ways—some with departments, some with unified faculties. We have a range of majors, minors, and certificates.

A number of concerns and possibilities were raised:

- Students need more flexibility in designing their undergraduate programs.
- In the view of some people, current department, school, and college organizations lead to silos; they argue we could find better organizational models.
- Faculty would like to be able to move from unit to unit over their career.
- We could create a “core” for a major with endorsements, e.g., a core in teaching with endorsements in math and chemistry.
- How do we handle areas of campus that require accreditation?
- The benefits of interdisciplinarity are more apparent once you have the knowledge and depth of thinking to recognize and value differences and commonalities among disciplines
- Can we imagine hybrid majors?
- Identity matters, including identity and community defined by majors.
- We need to continue to focus on the first-year experience.
- This generation of students seems to experience greater stress and thus higher levels of mental and emotional distress than prior groups of students.
- We should consider the “signature work” model.
- Some argue we need to rethink our approach to teaching.

Key Areas for Consideration:





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- First-year experiences.
- Structure of majors, minors, certificates.
- Interdisciplinary/hybrid majors.
- Core curriculum.
- Department/school/college organization.

What might success look like? Campus input suggests that we should engage in a broad conversation about the ways in which we organize ourselves to do our academic work.

White Papers submitted to Academic Futures in this area

- *Rethinking the Outdated Binary of Teaching and Service to Unleash Innovation : Support Student Success (Norgaard, et al)*
- *CU Boulder Institute for the Arts (Amerika et al)*
- *Listing of interdisciplinary courses and courses taught in the context of cross-departmental certificates (Arnould-Bloomfield and Braider)*
- *Building a Culture of Partnership: Staff and Operations of the College of Arts & Sciences (Balch et al.)*
- *Comprehensive Internationalization at CU Boulder (Bell, et al.)*
- *Roster Institute and Museum faculty into the tenure departmental homes (Bowers)*
- *The International Affairs Program: Values-driven Interdisciplinary Teaching and Organization (Chester)*





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- *Re-establishing ATLAS Institute as a Campus-Wide Resource (CMCI)*
- *A Proposal for Reorganization of the College of Arts & Sciences (Cumalat & Julien)*
- *Proposal for Graduate-Level Interdisciplinary Degree Programs (Department of Linguistics)*
- *Proposal to Create an Arts and Sciences Honors College at CU Boulder (Dike)*
- *Ideas On a Structure for Managing/Defining/Marketing Online Education (Draper)*
- *An “institute” approach towards interdisciplinary undergraduate education-An alternative to a “small college” model (Farmer)*
- *Return ATLAS to the students: They paid for it (Film Studies Faculty)*
- *Refining the Budget Model for Professional Masters Programs (Flores, Kimball)*
- *Fostering CU’s Global Prominence in Geosciences by Improving Department Support and Strengthening Department-Institute-Museum Relationships (Flowers, Ge, Abbott, et al.)*
- *Making Interdisciplinary Learning a Reality (Goodman)*
- *Alternatives to the Student Credit Hour (Goodman)*





- *Improving research, teaching and innovation via shared equipment resources (Greever and Ramirez-Aguilar)*
- *A call for envisioning robust and welcoming interdisciplinary structures (Hulden, et al)*
- *Leadership in Sustainability (Kang et al.)*
- *Creation of a Cross-Campus Faculty Committee for Advanced Interdisciplinary Studies (Labio)*
- *On the inherent conservatism of humanities departments (Müller-Sievers)*
- *Addressing Math Preparedness, Pathways, and Placement for Undergraduate Students (Murray)*
- *A Strategic Plan for Mathematical Sciences at the University of Colorado (Pflaum)*
- *A New Model Course Delivery (Rudy)*
- *CU Collections Management Group (Scholnick, et al)*
- *The Case for Career Development Core Coursework (Severy)*
- *Sustainable Solutions Collaboratory (Simmons)*
- *Transformative IT: Critical to our Academic Future (Stanek and Gartner)*
- *An Invitation to Close a Historic Divide (Strategic Resources and Support)*
- *Academic Futures: Interdisciplinary Graduate Education (Sumner, et al.)*





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- *A Strategic Neighborhood Vision for the College of Arts & Sciences (Tupper)*
- *Job integration for increased collaboration (Vanderwarf et al)*
- *Increasing the Capacity for Change at CU (Wise et al)*
- *CU's efforts to 'Internationalize,' values and future direction of the University (Yager)*
- *Interdisciplinarity (Yeh, Geography faculty co-authors)*
- *Creating pathways for two-year college transfer (Yowell et al)*
- *"Cradle-to-Grave" advising and the ACE approach: A model for a School of the School of the Environment, Design and Sustainability (Advising Center for Excellence)*
- *Student support programming and coursework (Baron)*
- *Toward a Culture of Academic Exploration (Grabham, et al.)*
- *Campus-wide academic coaching and a centralized academic success center (Simmons et al)*
- *The impact of a comprehensive model of new student and family orientation on student success (Spoon)*
- *Committee on Rights and Compensation (Anderson Stewart and Wolf-Root)*
- *Course-based undergraduate research experiences: Advancing CU Boulder's strategic goals (Auchincloss Corwin)*





- *A Key to Further Internationalization at CU Boulder (Bell)*
- *The benefits of building university corporate partnerships (Benson et al)*
- *The Idea of Our University (Braider)*
- *The Idea of Our University II: Making it Real (Braider)*
- *CU needs to stop building the wrong buildings (Braider)*
- *Proposal to create a contemplative resource center at CU Boulder (Cejudo et al.)*
- *Building a tradition: The CU Legacy Walk (Chinowsky et al.)*
- *Learning outcomes, assessment and our academic future (Eggert)*
- *The future of large lecture spaces (Fell et al.)*
- *Student and staff success (Firestone)*
- *Unified campus experience (Gammon et al.)*
- *A new model of final examinations (Harbor)*
- *Academics and Executives in the Mountains: The Colorado Gold Rush of 2017 (Hekman)*
- *Rethinking Departmental Rewards (Klymkowsky)*





- *Ideas for developing a campus culture of valuing time as a limited and essential resource (Koval)*
- *A Teaching and Learning Center at CU (Kuskin et al)*
- *A new kind of majors (Leiderman)*
- *Effect of learning-by-teaching in a flipped classroom (Li et al.)*
- *Maximizing the benefits of shared instrumentation: Fostering flexibility rather than 'one-size-fits-all' approaches (Metcalf and Flowers)*
- *Digital asset management at CU Boulder (Paul et al)*
- *Creating a culture for responsible campus building growth: A call for campus community involvement and a focus on existing buildings (Ramirez-Aguilar)*
- *Engaging transfer students: Institutional support, challenges, and recommendations (Roberts and Welsh)*
- *Sustainability as an interdisciplinary theme for undergraduate education (Simmons et al)*
- *Opening classrooms: Literacies and spaces (Sinkinson and McAndrew)*
- *Building a Culture of Partnership: Staff and Operations of the College of Arts & Sciences: Update to 2014 action items (VanBoven)*

