



Consortium for Innovative Environments in Learning

www.cielearn.org

End of Year Report June 2009 - June 2010

The 2009 – 2010 academic year brought a new level of collaboration and advancement for the consortium. Listed below is a summary of activities, followed by a list of updates on activities for the coming year. (Note: The student on-line journal, conference presentations, curricular collaborations and other projects are available in full on the CIEL web site.)

Summer 2009

CIEL Voices & Visions: A Student on-line journal

Theme: *Changing Time, Changing Minds*

Over the last decade, today's multi-generational college students have witnessed the power of various forms of aggression – pitiless warfare, heartless financial speculation, and mindless over consumption – to shape public and private opinion. Still, they flock to institutions of higher learning in record numbers with what appears to be faith in the idea that the pen, the brush, the camera, the musical staff and, yes, the computer, remains mightier than the sword. The 08-09 edition of CIEL Voices & Visions reflects that faith in reason and imagination.

Guest editor - Nancy Mattina (Prescott College, faculty member)

Council of Independent Colleges (CIC) - Network for Effective Language Learning institute (NELL)

Four CIEL institutions (Marlboro, Alverno, Daemen and Prescott) were selected to attend a week-long institute at Endicott College in Maryland sponsored by NELL and designed to advance innovative foreign language instruction. Each college hosted a NELL consultant on their campus during the 09-10 academic year and took part in an on-going online commentary through the NELL website where participants shared material and best practices.

Fall 2009

Faculty exchange

Evergreen and Prescott participated in a successful and enriching faculty exchange in the fall 2009. Evergreen sent Dr. Tom Womeldorf to teach Ecological Economics and Latin American Cultural Studies at Prescott College in exchange for Prescott faculty member, Dr. Dana Oswald. Dana's areas of study are Human Ecology, Ecological Design, Digital Video and Ethnographic Field methods.



Annual Meeting – Daemen College –September 2009

Theme: Environmental Justice and the Liberal Arts -Global Perspective, Civic Engagement and Scholarly Application

Daemen College hosted 35 participants on campus and 6 colleagues via a virtual format. Twelve colleges were represented, including 3 institutions not formerly affiliated with CIEL (Goddard College, Richard Stockton of New Jersey and Elon University).

The campus coordinators held their business meeting and six faculty affinity groups met to discuss on-going CIEL initiatives and to provide opportunity for new initiatives to emerge. The topics included:

Global Competence & Virtual Foreign Language Initiative - Tom Means, Marlboro College
Global Perspective - John Savagian, Alverno College
Global Environmental Literacy Rubric - Kelsey Bunce, CIEL Intern, Fairhaven at WWU
Global International Partnerships - Lin Zhang, Fulbright Scholar in Residence, Daemen College
Sustainability and Civic Engagement – Brenda Young, Daemen College

Winter 2010

AAC&U 2010 Annual Meeting presentations

Integrative and Applied Learning: Students Doing What They Know. This pre-meeting workshop was designed for faculty members and administrators who want to explore individualized and experiential learning strategies that lead to integration as well as application of learning for first generation college students.

Presenters: Marcia Mentkowski, PhD, Professor of Psychology, Director, Educational Research and Evaluation, Chair, Research and Evaluation Council, Alverno College; Darren Cambridge, Assistant Professor, New Century College, George Mason University; Janette Kenner Muir, Associate Professor, New Century College, George Mason University; Nancy Murray, Academic Dean, Evergreen State College; Margaret Antilla, CIEL Executive Director, Prescott College.

Developing Global Citizenship: Best Practices, Pitfalls and the Art of the Rubric. This presentation explored the ability to be a competent global citizen, and in this presentation the consortium framed a definition of global citizenship, as well as shared how we teach and evaluate that outcome, referencing comparable rubrics developed by the AAC&U VALUE initiative. Three elements of competence were addressed including: global perspective, civic engagement and environmental perspective.

Presenters: Dr. Paul Burkhardt, CAO and Dean, Prescott College; Dr. Edwin Clausen, Vice President for Academic Affairs, Daemen College; Dr. Sirkka Kauffman, Assistant Dean for Academic Affairs, Marlboro College; Dr. Al B. Fuertes, Assistant Professor, New Century College at George Mason University; Dr. Andrew Wingfield, Associate Professor, New Century College at George Mason University.



National Institute for Technology and Liberal Learning (NITLE) Annual Summit –March 2010

CIEL was invited by Eric Jansson (Director of NITLE Labs) to join a group of consortia and liberal arts colleges in a half-day meeting with Ann Doyle, Humanities Program Manager at Internet 2. Colleges and consortia in attendance were: Bryn Mawr, the Center for Hellenic Studies at Harvard University, the Great Lakes Colleges Association, Rollins College, Shenandoah University, Skidmore College, Southwestern University, St. Edwards University, Stetson University and SUNY Genesco. As you may recall, NITLE is partnering with CIEL on the Virtual Language Learning Project (VLLP). Daemen College, Marlboro College, and Prescott College were in attendance.

CIEL Mini-grant awards

CIEL campus coordinators voted to allocate \$10,000 to advance collaborative curricular projects. Four grants were awarded:

Semester in the Parks: The Grand Canyon Semester

Award \$2500

Primary Collaborators *

Prescott College

New College at the University of Alabama,

Johnston Center for Integrative Studies at the University of Redlands

Grand Canyon National Park

The Grand Canyon Semester (GCS) is an interdisciplinary, experiential education program designed to serve 20 students from universities across the nation. Students will begin their exploration of the Greater Grand Canyon Bioregion at Prescott College in Prescott, Arizona with introductory studies to the people and places of the bioregion. Students will work directly with Grand Canyon National Park personnel to better understand the current and future challenges of protecting the Park's biological integrity while maintaining relevancy and meaning in a new century. The *Semester in the Parks* is a larger, long term project that includes plans to offer similar programs in other national parks and landscape monuments in the west.

(*Seeking additional collaborators*)

Reviewing Senior Honors Projects in Innovative Programs

Award \$1000

Primary Collaborators

Hampshire College

Johnston Center for Integrative Studies, University of Redlands

Hampshire College and the University of Redlands will conduct an inquiry into the intersection of two programs at Redlands, the Proudian Interdisciplinary Honors Program and the Johnston Center for Integrative Study. This study will be asking seniors and recent alumni in Johnston and Proudian how they have experienced their work on senior honors projects. A sample of Hampshire College senior theses will be compared with senior projects in the Proudian program using a rubric developed by CIEL member institutions. Johnston faculty members who advise and teach in the Proudian program to help with this evaluation.

This study will have significance for both Hampshire and Redlands in various ways: enhance senior honors projects at Redlands, even beyond the Proudian program, as the faculty reflects on



how to help students realize the greatest benefit from their work; Hampshire may use this study to consider the value of honors projects for seniors; and other member institutions of CIEL may use our results to determine the value of honors work as part of their own programs.

Designing a Multi-Institutional Comparative Foodshed Curriculum

Award \$3000

Primary Collaborators*

New Century College at George Mason University

Prescott College

Prescott College

This comparative research and curriculum design project will reveal how local food cultures and agricultures developed historically in different bio-geographies, how these changed with the industrialization of agriculture in the twentieth century and how communities in the short and long term might best respond to the current challenges of diminishing fossil fuels, climate change, globalization, immigration policy as well as others. Case studies of farming and marketing in each region will be gathered along with the profiles of farmers, ranchers, gardeners, food projects and micro-enterprises around local and sustainable food systems. In the process of learning about farming practices of different foodsheds, students and faculty will work to identify specific sustainability challenges and tradeoffs faced both farmers and consumers. The proposed project will involve an interdisciplinary cross-section of faculty from participating CIEL institutions conducting investigations on the past, present and possible futures of regional foodsheds in which the schools are located. As the comparative foodshed project progresses, we expect to develop a set of international courses that will be available to students who have taken the foodshed courses at any of the participating CIEL institutions. The international courses, will build off of the established presence of specific CIEL schools in countries such as NEPAL, Peru, Bolivia and Kenya, and will compliment and expand on the ecological and cultural understandings of agriculture that were established in the course. (*Seeking additional collaborators*)

Outdated or Underrated: Exploring Experimenting Colleges and Universities

Award \$3000

Primary Collaborators

The Johnston Center for Integrative Studies, University of Redlands

Pitzer College

The primary collaborators will co-teach a course on experimental colleges and universities for Johnston and Pitzer students in the Fall of 2010 at the Johnston Center for Integrative Studies at the University of Redlands.

In this seminar, "Outdated or Underrated: Exploring Experimenting Colleges and Universities in America," questions to be explored include: What is the present status of experimenting colleges and universities? Is there an enduring relationship between experimental education and social transformation? What educational values nurtured in uncommon settings can be transferred to more conventional educational settings? What places do our respective institutions hold in the pantheon of experimenting higher education? We intend to look at a variety of methodologies to understand the past and present landscape of experimental education: philosophical and historical underpinnings, social science research, memoirs of students and faculty in these institutions, self-studies of experimenting campuses and literature on creative teaching. We will ask what keeps successful institutions innovating and what accounts for those that have closed



down. We will examine what contributions such campuses might or do make to the field of higher education or whether they are artifacts of the sixties and seventies.

Spring 2010

Higher Learning Commission Annual Meeting– April 2010

Presentation: *Consortia for Mission Based Learning Outcomes –Comparing Data, Sharing Best Practices*

Prescott and Alverno have been active participants in a variety of initiatives to compare learning outcomes, assessment data and best practices. Both institutions were members of the 2008 cohort of schools participating in the Wabash Study of Liberal Education that bundles NSSE and many other outcome measures in longitudinal study of student learning and experiences. The AAC&U VALUE project brought faculty together to develop meta-rubrics for common liberal learning outcomes for use with capstone e-portfolios. This presentation offered creative approaches to assessment, accountability, and the possibilities offered by such consortia for faculty development and institutional improvement around student learning.

The approach to assessment "for" or "as" learning is a key value at both Prescott and Alverno. The cross-institutional initiatives in the CIEL, Wabash, or AACU consortia are designed to enable comparative analysis of learning outcomes and practices across Colleges in ways that complement the missions and pedagogical values of participating institutions. This session showed how consortia of schools can use NSSE, alumni survey, e-portfolio, and other outcome data to map mission-based outcomes to student experiences and best practices.

Presenters:

Glen Rogers & Kathleen O'Brien – Alverno
Paul Burkhardt & Jack Herring – Prescott

New Member Institution

Richard Stockton College of New Jersey

Founded in 1969 as a public, four-year College within the New Jersey system of higher education, Richard Stockton College of New Jersey offers baccalaureate and selected graduate level programs in the arts, sciences, and professional studies. A residential college whose students are drawn from throughout the state, Stockton is located on a 1,600-acre tract within New Jersey's Pine Barrens Reserve, 12 miles northwest of Atlantic City.

Stockton seeks to help students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in the curriculum. The breadth inherent in an interdisciplinary approach to liberal education both prepares students for inevitable career changes, and enriches their lives. Stockton is innovative in two main ways: deep integration of general education throughout the curriculum, and shared sense of commitment to sustainability as New Jersey's "Green College."

Stockton's distinctive General Studies program constitutes the College curriculum's commons, the place where students and faculty with various specializations meet to find common ground. What distinguishes Stockton's approach is that General Studies is provided through *a separate curriculum and academic school*. The College believes that breadth of education goes beyond introductory courses.



Summer 2010 activities & projects

CIEL Virtual Language Learning Project (VLLP)

The CIEL VLLP is a multiyear collaboration to: enrich language learning opportunities for students of all its schools; enable faculty to connect expanded virtual and immersive place-based language learning into existing disciplinary and interdisciplinary curricula; increase the Consortium's capacity for aligned technological infrastructure, e-learning platforms, learning spaces, and the ability to support videoconferencing among all campuses and international field sites; build upon existing semester exchange agreements between CIEL schools to create administrative systems for scheduling, enrolling, and transcribing shared language courses and programs; create curricular pathways between specific shared language courses and the local and international community-based study abroad programs offered by member schools; create more general curricular connections preparing students to be effective global citizens; use e-portfolios for shared assessment of learning outcomes for language skills as well as global perspectives learning outcomes; extend increased collaborative capacity to other curricular and research areas identified by CIEL faculty; disseminate models, assessment data and lessons learned at conferences; provide a model for NITLE to introduce to other consortiums wanting to implement VLLPs; advance use of technologies among Liberal Arts institutions; and use digital ethnography to capture and relate virtual language learning experiences.

Currently CIEL member schools—Pitzer, Daemen, Marlboro, Hampshire, New College of Florida and Prescott College—are interested in piloting the project in collaboration with NITLE and INTERNET 2. We also anticipate collaborating with hardware vendors to receive discounts on equipment and infrastructure support. We are seeking funds from FIPSE and the Mellon Foundation.

Student on-line journal – Publication date July 31

Theme: Origin and Renewal

Fall 2010 CIEL Annual Meeting October 21-23

Theme: *Sustaining Innovation*

New College of Florida will be celebrating their 50th anniversary in the fall of 2010, clearly a milestone in the history of progressive education. To honor and acknowledge their place in the landscape of higher education, CIEL is pleased that the fall meeting will be held in conjunction with this celebration. A call for proposals has been sent out and senior academic leaders are being interviewed on their perception of sustainable innovation.

AAC&U 2011 annual meeting presentation proposals

Two proposals are being developed for submission to AAC&U. One proposal will compare Wabash 2008 cohort data across five CIEL institutions; the other proposal will explore assessment and accountability challenges experienced by innovative units within comprehensive institutions.

Long-term projects – Global and Local Citizenship

Thirteen member schools were surveyed regarding their stated outcomes for educating students to be competent global citizens. This year-long project captured the clarity of language in the mission statements and general education (or equivalent) requirements at the member institutions regarding three elements of Global Citizenship: Global Perspective, Civic Engagement



and Environmental Perspective. The goal was to define what a graduate who has attained competence looks like: what they know about and are able to do.

Our goal is to develop a paper and prepare presentations on a mission based definition and appropriate indicators.

In collection of survey data from this project and in reviewing the AAC&U VALUE initiative we noticed that the VALUE project did not develop a rubric for Environmental Perspective, although the reality of assisting students to gain an understanding of the natural world and global environmental interconnections was clearly stated in the LEAP paper on College Learning for the New Global Century. The consortium has initiated a collaborative project to develop a rubric for an Environmental Perspective outcome, modeled on the format used for the VALUE rubrics. We are building a team of faculty from CIEL colleges, EcoLeague colleges www.ecoleague.org and from the Association for the Advancement of Sustainability in Higher Education www.aashe.org to review the rubric.