



Consortium for Innovative Environments in Learning

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End of Year Report June 2010 - June 2011 Submitted by Gret Antilla

This academic year brought an increased attention to curricular collaboration and data sharing across member institution institutions. Initiatives such as the mini-grant projects have been successful and we continue to seek external funding for our priority initiative, the Virtual Foreign Language Project.

Below is a summary of major activities, followed by updates for the coming year. (Note: The student on-line journal, conference presentations, curricular collaborations and other projects are available on the CIEL web site.)

Summer 2010

CIEL Voices & Visions: A Student on-line journal

Theme: *Origin and Renewal*

Entering the second decade of the 21st century, we will be faced with complexity that rivals that of any era in history. Political institutions have difficulty responding to ecological and economic crises, the political divides seem to be getting larger and frustration more palpable...and yet the work that our students produce arouses hope, patience, civility and critical consciousness.

Thank you to Dr. Nancy Mattina of Prescott College for doing most of the detailed work on the 2010 journal. She is a gifted colleague and an inspiring friend. To Danielle Woodman Kehoe for her web site savvy and her fine mind, thank you for being patient. And, of course to the campus coordinators for recommending such a compelling group of students, keep the faith and hold to the rigor and kindness that generates good work.

Fall 2010

CIEL Coordinator Business meeting summary –

Mini Grant renewal – \$6000 allocation

Grant writing priority – Virtual Language Learning Project

Sub-committees –

Student Coordinating Committee (Mary, Peter, Yaniris, Kelly, Sirkka) - This committee met actively. Daemen, Marlboro, Stockton and Johnston have selected student coordinators. Peter shared the newly-created CIEL Student Coordinator Facebook Page created by Stockton College's student liaison Anna Whitehouse. The site will be used by current (and future) student coordinators to share ideas and plan activities.

<http://www.facebook.com/pages/CIEL-Student-Coordinators/173346986058888>



Student Exchanges (Gret, Pat, Jack, Mary, Yaniris, Kebokile, Sirkka, Kathy) – This committee clarified a number of issues including no change in tuition policy, no summer exchanges, and identified a need to collect data to determine imbalances. (Minutes are available) As a result of this committee, the original agreement has been rewritten – see attached.

CIEL Governance structure (Gret, Kathleen, and Paul) – recommended a change in the governance language; approved in January 2011.

Mini-grant review committee (Sirkka, John and Gret) – met as needed; approved five proposals to date.

Financial Aid/Credit hour accountability (Julie, Kathleen and Paul) – on-going

Governance issues at local campuses (Paul, Yaniris, Julie, Roger and Nancy) – on-going

Translating Narrative Transcripts (Kelly, Kathleen, Nancy and Paul) – on-going

Annual Meeting – New College of Florida –September 2010

Theme: *Sustaining Innovation*

The CIEL 2010 annual meeting was held in conjunction with New College's Founder's Day Celebration, recognizing the founding of the College 50 years ago. The meeting hosted 51 participants, including 10 students. The plenary session set the tone for the meeting; it was inspirational and compelling look at experimental colleges past and present.

Plenary Session Title and Description: - Anniversaries and Memorials: What Can We and Today's Students Learn About Experimental Campuses of the Past and the Present as We Look Toward the Future?

In a newly created class for Johnston and Pitzer College students, supported by a CIEL collaborative mini-grant, "Outdated or Underrated: Exploring Experimenting Colleges and Universities in America," education researcher and author of *The Innovative Campus* and Associate Vice President at Pitzer Joy Rosenzweig Kliewer, and Johnston graduate and Stanford University Senior Associate Dean for Religious Life, Rabbi Patricia Karlin-Neumann are explored educational innovation with current undergraduate students at distinctive colleges. In this plenary session, they discussed how innovation has been sustained or has faltered historically, and how values that were at the foundation of early innovations endure. **Panelists also included:** *Kathleen O'Brien, Senior Vice President for Academic Affairs, Alverno College; Aron Edidin, Professor of Philosophy, Chair of the Humanities Division, New College of Florida; Nancy Murray, Academic Dean, Evergreen State College; and Roger Gilman, Dean and Professor of Philosophy, Fairhaven College of Interdisciplinary Studies at Western Washington University.*

In addition to the plenary session, there were 10 presentations by faculty members, students and administrators; topics ranged from best teaching practices, technology, organization development, eportfolios and student-centered innovation. Many of the presentations included student research and scholarship.

Mini-grant

Outdated or Underrated: Exploring Experimenting Colleges and Universities

Primary Collaborators - The Johnston Center for Integrative Studies, University of Redlands and Pitzer College (See Plenary Session description)

This course was successfully implemented in the fall of 2010.



Winter 2011

AAC&U 2011 Annual Meeting presentations

Title: Using Wabash results: Innovative institutions learn from each other

Five CIEL institutions were members of the 2008 cohort of schools participating in the Wabash Study of Liberal Education. These institutions will describe a data sharing project using the Wabash results, which is intended to assist with contextualizing analyses of each institution's learning outcomes and deepen understanding of alternative practices and their likely effects. Through questions to panelists and small group discussion, participants grappled with similar issues that arise at their own institutions when considering cross-institutional comparisons.

Panelists: *Sirkka Kaufman (Marlboro), Jack Herring (Prescott), Carol Trosset (Hampshire), Steve Weisler (Hampshire), Glen Rogers (Alverno), Michele Barton (New College of Florida), Kathleen O'Brien (Alverno)*

Title: Making Experiments Matter: Local Risk Taking Units, Global Institutional Transformation

Experimental, risk-taking colleges embedded within larger institutions are not expendable luxuries, but incubators for learning and institutional change. Innovative units from the New College at the University of Alabama, the Johnston Center at the University of Redlands, and Prescott College shared their unique perspectives, successes and lessons learned. Participants engaged in small group discussion to brainstorm the innovative resources that might exist within their institutions.

Panelists: *Jim Hall (New College at the University of Alabama), Kelley Hankin (Johnston Center for Integrative Studies at the University of Redlands and Paul Burkhardt (Prescott College)*

Title: Engaging Liberal Education at a Distance

The dramatic progress in the last decade made by technology to connect individuals in rich, real-time settings holds out the possibility of strong personal engagement across distance. This session discussed projects exploring how high-speed digital networks and high-definition video can enable institutions committed to liberal education to share academic expertise through classes taught across multiple institutions and through other academic activities involving multiple sites, such as academic advising with students abroad.

Panelists: *Rebecca Davis, Program Officer for the Humanities, National Institute for Technology in Liberal Education (NITLE); Gret Antilla, CIEL Executive Director; Paul Burkhardt, VPAA Prescott College; Kebokile Dengu-Zvobgo, Associate Dean of International Programs, Pitzer College, Ed Clausen, VPAA Daemen College*

This session was sponsored by the National Institute for Technology in Liberal Education

[Engaging Liberal Education at a Distance Power Point Presentation \(PDF\)](#)

Data sharing –Marketing survey

Three CIEL institutions (Pitzer, Daemen and Stockton) participated in an undergraduate student interest survey sponsored by Prescott and conducted by Simpson Scarborough. The primary purpose of the survey was to assess demand for graduate programs and was structured in a way that allowed students to describe the subject area(s) of most interest to them for graduate study. The survey analysis was segmented by the students' institutions; unfortunately the data is not available to the non-participating institutions.



Spring 2011

Mini-grant

Reviewing Senior Honors Projects in Innovative Programs

Primary Collaborators Hampshire College and the Johnston Center for Integrative Studies, University of Redlands

In the spring 2011, Hampshire College and the University of Redlands conducted an inquiry into the intersection of two programs at Redlands, the Proudian Interdisciplinary Honors Program and the Johnston Center for Integrative Study. This study asked seniors and recent alumni in Johnston and Proudian how they have experienced their work on senior honors projects. This study will 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. Member institutions may access results on the CIEL website when they are complete.

***New* CIEL Mini-grant award**

Exposing the Hidden Curriculum Effecting Women in Adventure Education

Primary Collaborators Prescott College and Hampshire College

An important avenue of inquiry is to examine how the culture of outdoor adventure includes or excludes certain oppressed groups. The ultimate goal would be to create a culture among practitioners and academicians in the adventure education field to be welcoming and inclusive to all. The prior work in outdoor adventure has been built primarily on the experience of white middle class women. New scholarship and praxis therefore must take into account the range of social justice issues in field

This project will have several stages. First the collaborators will examine the literature and use a Delphi method and focus groups to determine and understand the kinds of curriculum present in adventure education. From this investigation, a working paper will be developed to use in supporting new curriculum development. A series of workshops and multimedia presentations will be created to use in a variety of settings, including outdoor trips, webinars and classrooms, to help educate women and men about social justice in adventure education. Web-based presentations will be initially pilot tested at the collaborating institutions in the fall 2011 semester. The overall goal of this project will be to help change the culture of the adventure education field to be more welcoming and inclusive to a wider range of leaders.

Grant writing - 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.

Participating institutions—Pitzer, Daemen, Marlboro, Hampshire, New College of Florida and Prescott College—collaborated for a second year to prepare a grant to the Fund for the Improvement of Post Secondary Education (FIPSE); sadly FIPSE funding was pulled less than 10 days before the submission due date. However, we worked hard to incorporate the feedback



from the first submission and have a strong grant proposal that can be shopped around. We are in contact with the grant writers from LifeSize about potential sources and we plan to be in contact with the Mellon Foundation in the fall.

Summer 2011 activities & projects

CIEL Intern – Eli Kramer

Eli is in his second year at the Johnston Center for Integrative Studies at the University of Redlands. His integrated self developed major is called: Philosophy of Learning. He is working in the humanities, particularly philosophy, and the social sciences, to look at questions centered on learning ontological, epistemological, and ethical implications. He was in attendance at the fall 2010 meeting as a student ambassador of the Johnston Center and the class called *Outdated and Underrated: Exploring Experimenting Colleges and Universities in America*, and was part of the plenary session. As the CIEL Intern, Eli is working on two projects that stem from the class – helping to design an AAC&U proposal for the annual meeting and assisting with modifying the syllabus to allow the course to be offered at other CIEL institutions. In addition, he is assisting with networking for student group and has also taken on the global competences project. As you recall the global competences project involved surveying thirteen member colleges regarding their stated outcomes for educating students to be competent global citizens. This year-long project in 08-09 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 of Global competence with appropriate indicators.

Student on-line journal – Publication date August 31

Theme: A Call to Courage: The Path to Social Justice and Social Responsibility *Guest*

Editor: Lynn Walterick, Prescott College

Design Editor: Jamie Lynn Bell, Daemen College

AAC&U 2012 annual meeting presentation proposals

We are actively working on four ideas for presentations at the AAC&U 2012 annual meeting. The topics include:

- The experimental college and the potential for addressing 21st century challenges
- Practices that develop global competence,
- Partnerships linking campus and community to foster broader visions of success linked to democratic engagement and problem solving.
- Correlating NSSE/Wabash data to address quality of learning for first time college students

These ideas are percolating among administrators, faculty members and students across multiple institutions.



Fall 2011

Mini-grant

Semester in the Parks: The Grand Canyon Semester

Primary Collaborators Prescott College, New College at the University of Alabama, Johnston Center for Integrative Studies at the University of Redlands and the Grand Canyon National Park

The Grand Canyon Semester (GCS) will take place in the fall 2011. It is an interdisciplinary, experiential education program that explores the Greater Grand Canyon Bioregion 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 course has enrolled 13 students with four students taking advantage of the CIEL student exchange program. The four students are:

*Elisabeth Metzger (Alverno College)
Stephanie Petelos (University of Alabama; New College)
Katie Strickland (The University of Alabama; New College)
Carrie Tomlinson (The Evergreen State College)*

Fall 2011 CIEL Annual Meeting October 21-23

Theme: Inspiration and Integration: *Liberal Education in the Global Century*

Campus Coordinator Business meeting - October 20th

Annual Meeting - October 21-22, 2011

Location: Evergreen State College, Olympia, Washington

Spring, 2012

Potential Student Spring Symposium – Virtual Symposium organized by students

Summer 2012

Mini-grant

Designing a Multi-Institutional Comparative Foodshed Curriculum

Primary Collaborators New Century College at George Mason University, Prescott College, New College at the University of Alabama, Daemen College, Fairhaven at Western Washington University

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.

The group formed a steering committee involving faculty from 5 institutions; the steering committee has been meeting on a regular basis. They anticipate offering co-taught study abroad courses as early as summer 2012 with Costa Rica as their first target location. The collaborative virtual course is scheduled for the fall of 2013 and 2014.



Closure: Our success is due to the original five institutions, founders of the organization, who had the vision and the courage to share knowledge, best practices and commitment to an uncommon education. I am sad to report that New Century College at George Mason University is withdrawing for the next fiscal year; New Century was founded 15 years ago and represents a recent experiment, an experiment I imagine we should help to sustain. I am hopeful that they will return to CIEL in the near future. And, although I have not recruited new members this past year, there are institutions interested in joining this highly functioning and important organization. We are thriving and I look forward to another year.

For further information contact

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