

DRAFT CIEL Fall 2010 Conference

Friday, October 22

9:00 – 10:15

Welcome – Julie Morris, Gret Antilla (15 minutes)

Large Group Session – Hopes and Dreams: Sustaining Innovation- Paul Burkhardt

11:00 – 1:30

New College 50th Anniversary Celebration – Opening Ceremony

Catered Lunch

2:00 – 3:30 Plenary Session

Title: 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In a newly created class for Johnston and Pitzer College students, supported by a CIEL collaborative mini-grant, "Outdated or Underrated: Exploring Experimenting Colleges and Universities in America," education researcher and author of *The Innovative Campus* and Associate Vice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 Kliever, and Johnston graduate and Stanford University Senior Associate Dean for Religious Life, Rabbi Patricia Karlin-Neumann are exploring educational innovation with current undergraduate students at distinctive colleges.

In this plenary session, we will discuss together with CIEL colleagues how innovation has been sustained or has faltered historically, and how values that were at the foundation of early innovations endure. We will address the questions of how distinctive colleges tell the history of their past, how participants in these innovations share and make meaning from their experiences, and how that history and identity informs the present and future. We plan to come away from this session with implications and insights for educational change that inform the teaching, learning, research, and leadership of these uncommon educational communities.

Panelists also include: Alverno College & New College of Florida

3:45 – 4:45 Concurrent sessions

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

Presenters: Michele Barton, New College Florida; Sirkka Kaufman, Marlboro College, Kathleen O'Brien, Alverno College,

Five innovative 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 can grapple with similar issues that arise at their own institutions when considering cross-institutional comparisons.

Title: Collaboration in Theory and Practice: Regional Heritage and Civic Engagement

Presenter: Uzi Baram, New College of Florida

Description: Archaeology as part of Anthropology is the study of human diversity across time; for most of its history, New College has included archaeology in its curriculum. In Fall 2010 the college opened a free-standing archaeology laboratory. The facility, the New College Public Archaeology Lab, is connecting archaeology/Anthropology on campus with communities across Sarasota/Manatee. While experiential learning in historic preservation and archaeological methods is part of the NCPAL mission, the key contribution is the theory and practice of collaborative research: working with descendant communities on their heritage and with the neighbors of historic sites on the cultural landscape. Anthropology Professor Baram will introduce the program and its concepts, and a panel comprised of New College students will describe their experiences with public archaeology in Sarasota and Manatee.

Format: 50 minute panel

5:30 Happy Hour – Wine & Beer provided

6:00 Catered Dinner

Saturday, October 23

8:00 – 8:45 – Coffee

9:00 – 10:00 Concurrent Sessions

Title: Transforming the Institution through Eportfolio Development and Assessment

Presenters: Jan Kempster, Prescott, plus unknown persons from Evergreen & Fairhaven

Description: Prescott, Evergreen and Fairhaven have begun to explore utilizing eportfolios to enhance student learning, assess student learning, and to assess program effectiveness. We are now putting our ideas into action. The presenters will share details about our process, our successes, and our challenges. Examples of student and faculty portfolios will be shared in order to illustrate how eportfolios enhance student and faculty learning in progressive institutions.

Format: 50 minutes - Collaborative Discussion/Presentation

Title: Sustainability Education

Presenter: Dave Oakes, Co-director, Center for Ecological Living and Learning (CELL)

Description: Sustainability programs, courses, majors and minors are the fastest growing initiatives within higher education today and an increasing number of students are searching for sustainability curriculum. In this session participants will discuss how the Center for Ecological Living and Learning (CELL) is proactively responding to the increasing numbers of students who are interested in sustainability options and how potential collaborations can emerge. Through these kinds of collaborations, colleges can become leaders in offering innovative sustainability education programs that enable students to bridge sustainability course work with integrated, service-learning experiences that provide real-life opportunities for students to learn the practical aspects of sustainability.

Format: 50 minute presentation with Q & A

10:30-11:30 Concurrent sessions

Title: Building the New College Gender Studies Program As We Go: Lessons from “Stone Soup”

Presenters: Dr. Amy Reid, Associate Professor of French and Director of the GSP, and Dr. Emily Fairchild, Assistant Professor of Sociology and Member of the GSP Steering Committee, New College of Florida

Description: This presentation by New College faculty, alums and students discusses a range of strategies we have employed to sustain a successful Gender Studies Program. Although established in 1995, the Program is still in an early stage of development, as we lack the resources to regularly offer dedicated courses (we offer a joint-disciplinary concentration akin to a minor). To respond to strong student interest, we have taken a lesson from the old folk tale, “Stone Soup,” developing strategies that allow us to craft a robust learning experience out of the intangible resources of creative optimism and the dedication of faculty and students. We hope our experiences, which include using tutorials as workshops for course development, providing campus forums for discussion of issues related to gender and sexuality, and expanding our curriculum through volunteering, off-campus study and activism, will lead to a productive discussion of how small programs can support innovative learning communities.

Format: Panel discussion

Title: Social Media and Experimental Liberal Arts – *Virtual session*

Facilitated discussion by Jim Hall, Director New College at the University of Alabama

Title: Creating Organizational Space for Innovation: Organizational structure, behavior, and the characteristics of innovative organizations

Presenter: Steven M Corey, PhD, Executive Vice President, Prescott College

Description: This session will present and discuss how a college or university might undertake the creation and support of organizational structure which enhances and supports innovation and those seeking to innovate. The session will begin with an exploration of the characteristics of innovative organizations as defined in the literature and then outline a successful case study whereby a small private college created a new division of the college which embraced these characteristics, enhancing the probability for successful innovation to occur. The session will then engage the group in dialogue about how their organizations have created structures which enhance innovation and/or how they might pursue creating similar new organizational structures within their college or university.

Format: Presentation followed by group discussion - 50 minutes divided approximately equally between presentation and facilitated discussion

11:30 – 12:00 Poster Session

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12:00 – 1:15 Catered Lunch

1:30 – 2:45 Concurrent sessions

Title: Revolutionizing Education in Houston: Founding of a New College

Presenters: Dr. Robert D. Sanborn, President and CEO, CHILDREN AT RISK and Ben Wells, Project Coordinator, CHILDREN AT RISK

Description: CHILDREN AT RISK—a research and advocacy non-profit organization dedicated to children's issues in Texas—is in the process of founding a new college in Houston. This innovative institution will provide a progressive undergraduate liberal arts education to traditionally underserved students through a high impact experiential learning program focused on community service, social justice, and leadership. The college will recruit first generation college students who, without the presence of this alternative educational program, might not consider attending an institution of higher learning. Presenters will discuss the opportunities and challenges faced when founding a new college. In addition, they will facilitate breakout sessions to leverage the knowledge of participants around a number of issues including how to develop an imaginative and meaningful core curriculum with a small entering cohort of students; use technology in innovative learning and education; and build and sustain collaborative partnerships with like-minded institutions across the country.

Format: Discussion with breakout sessions - 75 minutes

Title: Incorporating Technology in Teaching – What is the influence of technology on innovative practices?

Presenters: Bret Aarden, Sarah Hernandez, Steven Shipman, Miriam Wallace, Katherine Walstrom, Heather White

Description: Information technology has influenced the way faculty interact with their students, the manner in which we provide feedback, and the way students can interact with, and provide feedback to each other. In this panel, faculty share the ways we have incorporated information technology into our teaching, how this affects our teaching strategies, curriculum, and interactions with students as well as students' teamwork. Through an open conversation, we seek to gain a better understanding of what constitutes innovative practices in teaching, the extent to which and how these changes in technology have influenced our teaching, and under which circumstances the blackboard, paper and pencil may constitute preferred teaching resources. Through this presentation we intend to share best practices in the incorporation of technology in our teaching, provide new ideas and incentives for those attending, and encourage critical assessment of the relationship between best teaching practices, innovation and technology.

Format: 75 - minute panel discussion

3:00 – 4:00 Concurrent Sessions

Title: Academic Satisfaction in College and Relatedness to Instructors, Parents, and Peers

Presenters: Rita Yelverton and Michelle Barton, New College of Florida

Description: One way for innovative colleges to assess their impact on their students' experiences is to measure their level of satisfaction in specific classes and on the campus as a whole. A factor that can influence satisfaction is relatedness, students' sense of belonging with the people around them. The current study examined the impact of college students' relatedness with instructors, parents, and peers on their academic satisfaction. It also examined the association between class and school size and relatedness, including data from small, nontraditional schools as well as larger, traditional institutions. Instructor relatedness and self esteem were the most consistent predictors of satisfaction during students' most and least satisfying courses and global college experiences. Class size and school size had no association with relatedness to instructors, parents, or peers. This suggests that regardless of class and institution size, positive student-teacher relationships are closely tied to student satisfaction. This presentation will share new institutional research data.

Format: Presentation/discussion

Title: Fostering and Sustaining Student Centered Innovation

Presenters: Kelly Hankin, Associate Professor of Film Studies and Director of the Johnston Center for Integrative Studies at the University of Redlands (CIEL coordinator) kelly_hankin@redlands.edu; Kathy Ogren, Professor, Johnston Center for Integrative Studies, History, Women's and Gender Studies Departments; Virginia C. Hunsaker Distinguished Teaching Chair at the University of Redlands kathy_ogren@redlands.edu; Patricia Wasielewski, Professor of Sociology and Women's Studies at the University of Redlands patricia_wasielewski@redlands.edu

Description: At the Johnston Center, we believe that innovative environments in learning put students in the driver's seat. Whatever the content of the class, faculty hoping for student-driven classroom innovation face at least three common questions: 1.) Within the context of their program, how do faculty foster environments in which students can innovate? 2.) How do faculty members situate such a class within a broader living-learning community? and 3.) How do faculty members (and students) live with the surprises, disappointments, and challenges of innovative classes, and how do faculty sustain successful innovation over time? In this panel, we will address these questions through three different perspectives. Patricia Wasielewski will report on her experiences teaching an "Integrated Semester" in Oaxaca, Mexico and Guatemala; Kathy Ogren will discuss her experiences teaching "Jazz and Blues Literature"; and Kelly Hankin will report on transforming the traditional Film Studies classroom into a student-centered experiential environment. Finally, we hope to invite audience members to share their own best practices and interesting challenges from student-centered innovation.

Format: 50 minute panel (approx 25 minutes for presentation/25 minutes for discussion)

4:15 – 5:00 – Closing circle

Dinner on your own