

**Consortium for Innovative Environments in Learning**

[www.cielearn.org](http://www.cielearn.org)

**Annual Fall Meeting Summary**

Environmental Justice and the Liberal Arts  
Global Perspective, Civic Engagement and Scholarly Application  
2009 Fall Meeting, September 25-27, 2009  
Daemen College  
Amherst, New York

September 25-26, 2009  
Daemen College

**Introduction:** The fall 2009 meeting hosted 35 participants at Daemen College and 6 colleagues participated via a virtual format. Twelve colleges were represented, including 3 institutions that may choose to affiliate with CIEL (Goddard College, Richard Stockton of New Jersey and Elon University).

The CIEL coordinators held their annual business meeting, reviewing the past year's accomplishments and setting new priorities. Concurrently, 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 Curriculum and International Partnerships** - Lin Zhang, Fulbright Scholar in Residence, Daemen College

**Sustainability and Civic Engagement** – Brenda Young, Daemen College

Sample outcomes of these discussions will be posted on the web site; the CIEL Executive Director will follow-up.

**Priority Projects**

***Virtual Language Learning for Global Perspectives***

The campus coordinators have prioritized allocating \$12,000 from the CIEL reserve fund to support grant writing assistance for the virtual foreign language initiative. Envisioned at the 2008 CIEL annual meeting held at Prescott College, faculty and administrators from CIEL schools developed and prioritized several collaborative curricular and research projects that would employ technology to enable sharing of local faculty, curricula, field sites, and community learning resources across the consortium. At that time, participants gave highest priority to the sharing of language learning resources and the sharing of "global perspective" learning outcomes across CIEL schools. Since fall 2008, four CIEL institutions applied for and were accepted at the CIC Network for Effective Language Learning (NELL) institute where they have advanced the initiative.

The CIEL Virtual Language Learning project connects the mission of CIEL for innovative collaborations in higher education not only to the real technological and language curricula capacity challenges faced on individual campuses, but also to the pressing societal needs to address the U.S. “language deficit” and extend learning for a global perspective. The combination of virtual language learning and immersive community-based learning opportunities towards shared learning outcomes enables the expansion of skill-based language learning as the integrative core to connect diverse curricula that build students’ translingual and transcultural competencies.

Through the CIEL Virtual Language Learning project, participating schools will develop the administrative and technological capacity for students from each campus to participate in language courses and programs offered at other CIEL schools. Grant funding will be sought to build physical learning spaces equipped with the necessary video-conferencing technology to connect both to similar learning spaces at other campuses and field stations as well as to individual learners’ computers over the internet. Currently Daemen, Marlboro, Hampshire, New College of Florida and Prescott College have expressed interest in the collaboration.

#### **Faculty research and curricular collaboration**

To advance viable curricular collaboration, the campus coordinators allocated funds for a mini-grant proposal process for collaborative research/creative work or curricular proposals from CIEL institutions that meet the following criteria: result in presentation or publication; include plans for future collaboration and sustainability; include faculty from two different campuses; and include students in the research component. A call for proposals will be sent out in mid-November.

Examples of potential projects are:

*Food Shed Research and Education Project:* Given the geographic distribution of schools in CIEL, a great diversity of ecological and social landscapes is represented within the consortium. The Foodshed research project will form the basis of a course, tentatively titled *The Past, Present and Future of Foodshed in the school’s bioregion*. The research component will involve one or more faculty from participating CIEL institutions conducting interdisciplinary investigations on the past, present and possible futures of regional food sheds in which the schools are located. The course will be project-based, as students research questions that are relevant to the broader Foodshed study. Throughout the course, classes from the participating schools will “meet” with each other via virtual Web-based or satellite-based classrooms or technologies to share and discuss their respective findings.

The Past, Present and Future of Foodshed course is intended to stand alone for most students across the participating CIEL schools. However, there will be an opportunity for some students to expand on their Foodshed interests by going into an entirely foreign cultural and biological landscape to apply their Foodshed analytical tools, and ultimately make contributions through service learning projects. The proposed sites for a CIEL field-based Foodshed course are Iquitos, Peru and the greater Himalayan region of Nepal.

*Grand Canyon Semester:* Prescott College faculty members are looking for collaborators for a research and service project with Grand Canyon National Park. In March, Jacob Fillion, Director of Environmental Education for the Park, came to Prescott to discuss their interest in

establishing a partnership. From the park's perspective, having a rich cross section of faculty and students from around the country is a very important aspect of this project. We envision an interdisciplinary, four course package to include the entire fall 2011 term that will offer a nice balance of classroom and field-based experiences. Prescott College and CIEL members are keenly positioned to help design and deliver a Grand Canyon Semester Program since we embrace a liberal arts approach to place-based experiential education; it would provide an outstanding educational opportunity for a diverse group of students.

### **AAC&U 2010 annual meeting**

#### ***CIEL selected to give pre-meeting workshop***

#### **Integrative and Applied Learning: Students Doing What They Know**

The integration and application of learning are clearly ideal outcomes of an undergraduate liberal arts education in the 21<sup>st</sup> Century. Many colleges assist entering students to develop their ability to integrate learning through first-year interdisciplinary curriculum where students practice connecting disparate fields of study. The application of learning is typically addressed through a sequential program of study and many institutions require a capstone experience at the culmination of a student's undergraduate experience to demonstrate mastery of subject matter and the ability to apply learning in authentic settings. For first generation college students, however, it is often important to assist them at the beginning of their program to develop connections between their career values and the college's liberal arts values—a prior step in connecting integrative with applied learning.

This workshop is 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. Participants will develop definitions of integrative and applied learning appropriate for their unique campus, and critique well-researched definitions, including the VALUE rubric. Participants will share their own experiences with first generation college students, consider portraits of the first generation student (including the millennial student), and begin to develop curricular strategies, as well as assessment methods that can more effectively prepare the first generation student. The presenters will act as resources to the participants using examples from institutions in the Consortium for Innovative Environments in Learning (CIEL): Alverno (WI), George Mason (VA), Evergreen (WA) and Prescott (AZ). These institutions have a wide range of first generation students, from almost 75% to less than 25%, and have used a variety of methods to integrate and apply learning.

Participants can expect to develop strategies to nurture the ability of first generation students to become self-directed, to take multiple perspectives, to use self-assessment as learning, to reflect and to link new knowledge with practical experiences in real world settings.

**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

#### ***CIEL selected to give a presentation***

#### **Developing Global Citizenship: Best Practices, Pitfalls and the Art of the Rubric**

A necessary outcome for graduates in the 21<sup>st</sup> Century is the ability to be a competent global citizen, yet what characterizes a student who has demonstrated the ability to engage effectively in the complexities of a global society? In this presentation the Consortium for Innovative Environments in Learning (CIEL) will frame a definition of global citizenship, as well as share how we teach and evaluate that outcome. In addition, this presentation will reference comparable rubrics developed by the AAC&U VALUE initiative with approaches we use to assess aspects of a competent global citizen. Three elements of competence will be addressed, to include: global perspective, civic engagement and environmental perspective. Participants can expect to hear discussion of best practices, as well as the strategies used to develop effective rubrics. Samples of student work will be shared.

Inspired by the LEAP project's College Learning for the New Global Century and in conjunction with the work being done by the VALUE initiative project, the consortium is committed to sharing best practices and building upon the VALUE rubrics to refine and expand the discussion of student learning.

The VALUE rubrics provide a critical set of exemplars for the CIEL project; specifically the rubrics defining *Intercultural Knowledge and Competence* and *Civic Engagement* are helpful for comparing the stated educational expectations of the CIEL schools. Taking a global perspective asks students to develop awareness and personal responsibility toward issues of culture, cross-cultural communication and the appreciation the diversity of experience. Civic engagement has elements of local and global action enlisting student to understand the responsibilities of citizenship through community outreach and engagement in real community problems. We feel we can advance the practical application of the VALUE rubrics at the local level through this project and intend to share the results of this important work.

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

### **Ongoing projects**

#### **Global and Local Citizenship Project:**

The Consortium surveyed 13 member schools 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. The executive director will work with three CIEL schools (Alverno, Daemen and Pitzer) to refine a definition of global citizenship, describe common indicators, collect examples of activities that support the development of these/these competencies, and collect current assessment tools (and narratives for context) from each campus. Our goal is to develop a paper and prepare presentations on a mission based definition and appropriate indicators.

**Environmental Rubric:** In our collection of survey data from the Global Citizenship 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 usefulness of having an external source to use for comparison provides an element of rigor and validation, and we have not found a source that has an equivalent level of collegial input to use as a comparison. The consortium is initiating 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](http://www.ecoleague.org) and from the Association for the Advancement of Sustainability in Higher Education [www.aashe.org](http://www.aashe.org) to participate in this project. We anticipate having a working model within a year. A draft is posted on the web site.

### **Updates**

#### **Fall 2010 CIEL Meeting:**

The fall 2010 meeting will be held the weekend of October 22 at New College of Florida, in celebration of their 50<sup>th</sup> anniversary, clearly a milestone in the history of progressive education. To acknowledge their service to higher education, we have selected *Sustaining Innovation* as the theme of annual meeting.

In the current fiscal and accountability climate it is of great value to reflect on how progressive colleges maintain a commitment to and inspire innovative practices. A call for proposals will go out in the late fall 2009 to faculty members and administrators; we also want to recruit a panel of senior academic leaders to speak to this issue.

**Fall 2009 Faculty Exchange:** Two CIEL institutions are participating in a successful and enriching faculty exchange. Dr. Tom Womeldorff, Evergreen College, is teaching Ecological Economics and Latin American Cultural Studies at Prescott College. Prescott faculty member, Dr. Dana Oswald is teaching at Evergreen. Dana's areas of study are Human Ecology, Ecological Design, and Ethnographic Field methods. Both institutions are thoroughly delighted with this opportunity.

**Welcome New Member institutions:** We are also delighted to announce two new CIEL members: New College at the University of Alabama and the Johnston Center for Integrative Studies at the University of Redlands. The new coordinators are Dr. Julie Townsend from the Johnston Center for Integrative Studies and Michael Steinberg from the New College at the University of Alabama.

#### **New Coordinator:**

We are delighted to welcome Dr. Yaniris Fernandez as the new CIEL coordinator from Hampshire College.

#### **Spring Student symposium:**

In spring 2009, CIEL experimented with conducting a *virtual* student symposium, where students from Pitzer College broadcast presentations via live video to Alverno College. Although successful, the CIEL coordinators felt we are better served by waiting until 2011 to hold the next student symposium.

**Budget:**

Gret reported that as of July 31, 2009, CIEL had carry-over assets of \$36,257 (above current year operating revenue).

**CIEL Reception and Coordinator meeting:**

CIEL will be hosting a wine and cheese reception during the AAC&U annual meeting. The reception is scheduled for 5:30 pm on Thursday, January 21<sup>st</sup>. We encourage senior administrators and faculty members to attend; time and location to be announced.

The next coordinator business meeting will be held during the AAC&U meeting; time and location to be announced.