

Summer Academy Project Descriptions

Included are descriptions of project work for all teams attending the Summer Academy. We encourage you to seek out teams doing similar work or those whose work might inform your own.

Most of the teams attending this year's Summer Academy are participants in one of two national projects. The first, the Building Engagement and Attainment for Minority Students (BEAMS) Project, is a five-year initiative fostering the ways in which four-year Historically Black, Hispanic-serving, and Tribal colleges and universities using the National Survey of Student Engagement (NSSE) can develop data-based decision making and increase student engagement and learning. The second cohort of BEAMS campuses are attending this year's Summer Academy, with a few campuses from the first cohort returning to continue work begun last year. The second project is the Carnegie Campus Program, which focuses on the scholarship of teaching and learning and provides practitioners with an opportunity to examine how they are teaching, look at ways to identify and recognize quality teaching, and improve the quality of teaching in colleges and universities. In 2003, the CASTL Program invited campuses supporting the scholarship of teaching and learning to coordinate their efforts through the work of "Leadership Clusters" organized around a variety of themes, functions, and interests. These Clusters, made up of lead campuses and core members, work collaboratively on shared agendas. The Clusters are returning to the Summer Academy to continue work begun in 2004. Participants in each project have much to learn from each other, so take advantage of your time in Snowbird to hear more about each other's work.

BEAMS Teams

Alcorn State University

Although the quiet, rural setting of the campus is conducive for teaching and studying, there are not many social, cultural, and intellectual activities for students outside the classroom. Such needed engagement must reinforce academics while at the same time add value to students in the area of social, cultural, civic, and leadership development. Such engagement must provide opportunities for faculty and students to work together outside the classroom in public, community service, and related research activities. Our goal is to develop the university's capacity for co-curricular activities outside the classroom as a means of adding value, humanism, civic and social responsibility, volunteerism, leadership, and teamwork to students. The university will seek to build a culture where students and faculty come to value learning through engagement as a significant component of a university education and the campus and adjoining communities as teaching and learning environments. As opposed to traditional ways of involving students and faculty in teaching and learning activities, the driving force for this Activity will be provided by the Student Affairs Unit with collaboration from Academic Affairs. Ultimately, the university will be recognized as a community of learners where engagement is valued and encouraged and where teaching and learning are not place or time bound.

Alliant International University

Alliant will restructure its undergraduate education consistent with its emphasis on being a professional practice university and in order to increase student engagement, satisfaction, retention, and graduation rates. In the new model, the graduate schools will design and oversee

the undergraduate curriculum, and undergraduate students will begin interacting with graduate faculty. It is expected that many students will come from the community college system, some will come from four year institutions, and some will be adult learners returning to school to complete a baccalaureate degree. Restructuring recommendations include development of a Center for Undergraduate Education focusing on recruiting, advising, and supporting transfer students who come to the University with roughly the equivalent of two years of higher education at other institutions; the formation of graduate school/college undergraduate curriculum councils to create revised upper division undergraduate experiences and seamless advancement to graduate programs; and the establishment of community councils to foster strong relationships to professional practice (including internships and practical experiences). The Summer Academy project will focus on the work that needs to be done to review the components of the new model and develop an implementation plan for the new model.

Benedict College

Benedict College has undertaken the arduous task of improving student learning outcomes and its retention rate. As an open enrollment institution, a large population of students who enroll at BC is inadequately prepared for postsecondary education. The College finds that it must nurture and develop these students and provide them with a strong and immediate incentive to adopt behaviors and habits that will bring them academic success and prepare them for high-skilled jobs and postsecondary educational training. Faculty and administrators developed the Success Equals Effort (SEE) Policy to improve student learning outcomes and retention rates by providing motivation and increased incentive for students to persist in making maximum efforts in their coursework. Therefore, the College's proposed Summer Academy project is the further development of the SEE Policy.

Bowie State University

After careful review of the NSSE results and other relative data, the BSU BEAMS Project will focus on enhancing the freshman year by targeting some non-academic areas that appear to challenge their engagement in their academic work and the college culture. The project, presently called "Crossroads," is an approach to addressing what we believe are disconnects between Freshmen and faculty/staff that may impede the level of academic and social progress expected of our first-year students. "Crossroads" proposes to enhance freshmen and sophomore engagement through a faculty and staff development initiative that focuses on addressing student motivation, self-esteem, and time-management issues. The project incorporates activities that will facilitate increased interactions between Bowie State's faculty/staff and high school staff that primarily work with high school seniors. The expected outcome is for the University to have an ongoing "Crossroads" team of faculty/staff that will

- 1) help freshmen develop and successfully use time-management skills;
- 2) facilitate higher quality communications between faculty and freshmen; and
- 3) assist in developing more successful advising, mentoring, and teaching strategies specific to freshmen and sophomores.

California State University, Northridge

CSUN's BEAMS project focuses on the proposed Freshman Cohort Program (FCP) to be implemented on a pilot basis in Fall 2005. The intent is to improve academic success and retention rates by providing linked coursework and opportunities for students to take root in a social network. Approximately 300 freshmen will attend nine units of cohorted classes each in their first semester. In their second semester, they will take two additional charted classes. The

300 freshmen will comprise undecided students and business majors, groups selected because of their historically high CSUN drop-out rates. The linked classes will be selected to assist freshmen in overcoming academic difficulties, especially in writing, and in developing the skills needed to succeed in an academic setting. Using active and collaborating pedagogies, the FCP will lay the ground work for productive relationships with faculty members and other students. These relationships will further be fostered outside the classroom using Hypernews, an on-line discussion board. The FCP will also include an Early Warning System in which faculty use behavior patterns to identify students in need of intervention and support. This identification is made possible by offering faculty professional training to help them understand (i) the psychological and emotional development of students, and (ii) how this development can affect student behavior and academic success.

Chicago State University

The purpose of the proposed project for the Summer Academy is to develop comprehensive activities that establish a campus climate that promotes maximum growth, development, and productivity for all university constituents, particularly students. There is no single definition of campus climate. However, for this project, campus climate is defined as the behavior within the workplace or learning environment that may influence whether individuals feel listened to, valued or treated fairly and with respect. Thus, the project's intent is to implement a series of multiple year procedures and practices that will help to transform Chicago State University into a campus whose commitment to promoting mutual respect and integrity is felt and perceived by faculty, students, and staff.

Clafin University

Faculty interactions with students beyond the classroom: Frequent faculty-student contact in and out of classroom is the most important factor. Faculty concern will help students to get through rough or challenging situations, and this will help to keep students motivated. Such contact includes

- informal discussions on intellectual issues, values, and/or career decisions, in addition to conversations regarding course of action and academic success.
- required individual conferences on students' work/progress. Conferences may be built in a class syllabus
- slightly structured time for conversations on a variety of issues during and /or after programs, plays, concerts, etc.
- informal rap sessions where students and faculty can interact. Sessions topics may cover issues such as domestic violence, date rape, academic cheating, etc.
- evening programs like "Ladies Night Out" or "Brother to Brother"
- Adopt-a-Class: Faculty could adopt students or classes beyond those that they are assigned to as advisees. This could be done with the 2006 freshman class. Faculty would interact with these students by attending functions, sending notes of encouragement, and serve as mentors.

Dillard University

We are interested in retaining students and providing them with an education that prepares them for graduate and professional education as well as productive careers. We are especially interested in integrating curricular and co-curricular activities that facilitate the cognitive development and critical thinking skills of students. We are hoping to use this working

conference as a means to move us along with developing our Quality Enhancement Plans as is required by the Southern Association of Colleges and Schools. We are not too far along in this process. However, in terms of strategy, there are two approaches taken to date. One is in the form of undergraduate research, which is gaining momentum, and the other is in the form of a pilot learning community through our Honors Program. It is our hope that by developing the QEP we will have a more institutionally integrated approach for the cognitive and personal development of students in such a way that we will experience positive effects on retention to degree completion.

Elizabeth City State University

Learning to Write Well - The Gateway to Academic Achievement: First year students will develop a portfolio, beginning with Freshman Seminar classes, which will assess their writing skills. They will begin with an autobiography depicting who they are now. The student will research their chosen career, analyze their first year experience, and conclude with their future aspirations. Each semester thereafter, instructors within the Department of General Studies will assign a literary project, which will further reinforce expository writing. This data will be in a retrievable format that can be assessed throughout their general education curriculum as part of the Sophomore Assessment.

Florida International University

Enhancing Students' Engagement with Support Services, Faculty, and Other Students: We have examined the NSSE Institutional Benchmark Report and decided to focus on Campus Support and Student-Student and Student-Faculty Interaction. Our intention is to target increased engagement among our working commuter population. These students, constituting the majority at FIU, are often unable to access on-campus support services, visit faculty during office hours, join student organizations, and pursue other avenues of engagement designed primarily for the more traditional student population. As part of our project we will create Virtual Student Centers (VSC) to build student communities and support services in an online environment and improve and expand our Title V (Developing Hispanic-Serving Institutions) initiative to foster Embedded Mentoring through the added dimension of eMentoring. FIU's NSSE team includes individuals with leadership responsibility for the Virtual Student Centers and Mentoring projects. We will continue to use the NSSE benchmarks to monitor improvements on the Campus Support and Student-Faculty Interaction measures.

Florida Memorial College

The proposed Summer Academy Project for Florida Memorial College is to: (1) increase student understanding and participation in the academic advisement process; (2) enhance the coordination and quality of service delivery of academic advising services; (3) provide ongoing opportunities for students to be involved in faculty research, study-abroad, community service, and service-learning projects each year of matriculation which will serve to facilitate and enhance the development of academic, career, and personal skills.

Herbert H. Lehman College

The Lehman College BEAMS team is planning to use NSSE data to inform the College's strategic planning process. During the Fall 2004 semester, the College identified six major institutional goals that will serve as the focus of the 2005-2007 institutional change efforts. We are

particularly interested in using NSSE data to inform our efforts to achieve the following strategic goals:

1. Create an environment that encourages the development of students who are committed to lifelong learning, well prepared for their chosen careers and ready to contribute to their communities.
2. Provide a curriculum and resources essential to an outstanding liberal arts and sciences professional curriculum.
3. Foster scholarship, artistic endeavors, teaching, and learning. NSSE data will be linked to a prioritized set of specific objectives that have been identified to help the College meet strategic goals.

We plan to use the 2004 data as a baseline indicator to assess the College's success in implementing strategic objectives.

Heritage University

The primary objective of our project is to create a supportive campus environment to retain students, particularly minority students (American Indians and Hispanics). Heritage University is located on an Indian Reservation in the rural area of Central Washington; this poses a challenge to retain students in programs. We are preparing a Campus Wide Comprehensive Student Retention and Success Project. We plan to integrate the following activities in the proposed project: academic advising, academic tutoring, student engagement in the classroom, student activities to engage students outside the classroom (these activities may be cultural, scholarly, athletic, spiritual, counseling, internships, etc.), and student mentoring.

Huston-Tillotson College

Pathways to Academic Socialization and Success (PASS): The Huston-Tillotson (HT) BEAMS working group intends to create and implement an action plan that creates a more supportive campus environment while, at the same time, enriches the educational experiences at HT. The goals of the HT PASS program are to ensure the design and implementation of an effective intervention system to develop first generation college students' academic and social skills in order to increase the rate of persistence and graduation. We endeavor to overcome the primary reasons for student attrition: inadequate academic performance, inadequate financial support, and the lack of a supportive environment. Utilizing a holistic approach, PASS will enable educationally and financially disenfranchised students to persist at HT at a rate comparable to other students. The goals of the PASS program are to:

- 1.) increase the rate of persistence and graduation at HT;
- 2.) motivate first generation students with academic potential;
- 3.) foster intellectual independence and the pursuit of academic excellence;
- 4.) foster an appreciation of diversity;
- 5.) prepare students for success in college and beyond; and
- 6.) promote lifelong learning.

The PASS program consists of two major activities: a summer pre-collegiate orientation program and a fall/spring First Year Learning Experience.

Inter American University of Puerto Rico-San German

The team will develop the model for a Campus Learning Center-CLC. Faculty members spend vital time with students. Their impact extends beyond academics, thus, having the potential to both empower students as well as energize the campus community. Programs where interdisciplinary faculty assume the predominant role of innovative instruction based on

assessment of first-year students are successful. Therefore, faculty, students, and administrative staff will partner to structure a center with an experimental attitude toward teaching and services, focusing in the continuous evaluation of best practices. Faculty, students, and administrative staff will be recognized by their achievements. This will contribute to students' motivation and academic performance, which will make students become more active in their education and personal development. It has been documented in pedagogical literature and in the Social Sciences that educational settings that have elements of assessment and an intentional and well structured integration of academics and student services, supported by the institutional mission and resources, improve their student success and retention rates. The development of the CLC will focus on three levels--faculty, students, and administrative staff and will be developed in stages. The final outcome is to develop a positive learning community through active and collaborative learning.

Jarvis Christian College

Based on the 2004 National Survey of Student Engagement at Jarvis Christian College and the President's strategic plan for the College, the following areas of concern will be addressed: (1) Recruitment and (2) Retention. We will refer to this plan as "Project R-2." Historical Black Colleges and Universities are battling for the same students as the state colleges and universities. However, our funds are limited, and the scholarships available are competitive. We must look for creative ways to recruit the high school graduate and the non-traditional student and keep them engaged beyond the first semester Freshman year. Therefore, we will target the 10 high schools within a 50 mile radius that serve as the most generative pipeline for Jarvis students to enhance recruitment services. Some strategies we are exploring for increasing our retention are the appointment of a full-time financial aid officer, mandatory financial-aid workshops for all campus constituents, the improvement of campus assembly programs, and enhancing the campus learning communities program.

Mercy College

Mercy College has five campus sites and a high percentage of our students are commuters who work at least part-time and have significant family commitments. As a result, many of our students do not have time to engage in college activities beyond their coursework. The single unifying aspect of the Mercy experience is the wide access to online learning and resources, including the Pipeline portal. All students and faculty are provided with e-mail accounts and access to Mercy's resources through this system. In addition, each course section taught is provided with a website and server space for posting class materials. However, the use of this online system varies considerably. Some distance learning courses are entirely taught online; some "hybrid" courses are primarily taught in a tradition lecture setting, but have significant use of the online resources; and some lecture courses (and their faculty) do not make use of the online system at all. Our project will work to strengthen the online campus environment by:

- Developing a seminar for incoming students to offer training for accessing the online system;
- Developing ongoing training programs for full- and part-time faculty; and
- Developing a central "Campus Life" presence online that promotes community activities via multimedia presentations.

Mississippi Valley State University

Mississippi Valley State University is located in the Mississippi Delta, an economically depressed area. A considerable percentage of our students are first-generation college students and non-

traditional students who are looking to improve their quality of life. Increasingly, a number of our students are non-residential. Recognizing these factors, the University proposes to develop pilot learning communities that target residential and non-residential students. Learning communities have proven to be effective in achieving student success when students are in environments where there is commonality of purpose and a shared vision. Approximately 30 students will be identified to participate in each learning community. The overall goal of establishing these communities will be to impact student engagement, and ultimately retention, by enhancing the student's educational experience. During the Summer Academy, the University team intends to develop a plan to implement the learning communities project for Fall 2006.

Morehouse College

The rationale for the Morehouse College research question is shaped by our evaluation of the 2003 NSSE outcome data. These data show that Morehouse respondents reported the "Never" and "Sometimes" response options at higher percentage levels for the faculty involvement with students than what is desired for evidence of adequate faculty-student involvement outside of the classroom. Therefore, Morehouse College proposes to study this phenomenon and then implement a five year process of three discrete BEAMS project activities designed to meet two broad goals: (1) Identify the best strategies to "Increase faculty-student engagement outside of the classroom," and (2) Ascertain if increased student engagement with faculty outside of the classroom increases student attainment.

Morgan State University

The proposed project for Morgan State University is a Sophomore Year Experience initiative that would address overall educational enrichment, including student engagement with faculty members, advisors, and campus staff. As indicated in the most recent NSSE assessment of lower and upper classmen, MSU fared worst in the areas of overall educational experience and student engagement, which adversely impacts other areas such as retention. Thus, the basis of the program would be designed to improve student-school relations and ensure that problematic issues would not persist in the sophomore year. Based on first year NSSE scores, the program would be designed to intervene in two ways— student faculty interaction and improving rates involved in enriching educational experience.

New York City College of Technology/City University of NY

City Tech's proposed project addresses the NSSE benchmark "Enriching Educational Experiences." We plan to coordinate campus activities and ongoing grant activities around the campus-wide theme "Marketing Myself." We know from other surveys that students at City Tech chose this college because they were focused on preparing for a specific career. We plan to increase student engagement and learning by capitalizing on students' focus on their future careers. The college will encourage students to take ownership over their own education and practical experiences by asking them to complete journals, self-assessment logs, and other reflective assessments. Students will learn to create resumes through workshops, expand their digital ePortfolios (for majors that create ePortfolios), and read a common "career planning" book that is assigned in complementary courses such as those taught in the freshmen learning communities as well as in capstone courses and internships and clinical experiences. The college also plans to offer a coordinated co-curricular program of invited speakers to address various career themes (i.e., conducting a job search, interviewing skills, salary negotiations, understanding benefits such as health care, child care, and retirement planning).

Saint Peter's College

As part of a larger framework of college-wide action plans to improve persistence and graduation, but emphasizing Hispanic and Black Non-Hispanic males, a preliminary model for building learning communities specific to Saint Peter's College will be developed, with tentative implementation of a pilot program during the Fall 2005 semester. Target audiences may include scholar athletes, under-prepared freshman, and sophomores on academic probation.

St. Mary's University

The data examined thus far suggest that the benchmarks for Supportive Campus Environment (SCE) vary among various student groups: transfer students, part-time students, and senior males, among others. In addition, the SCE benchmark declines from the first year to senior level among all students. Therefore, we believe that focusing on Supportive Campus Environment and developing an action plan to address this area will provide St. Mary's with an opportunity to positively impact the overall campus environment. The general goals of the Summer Academy team are as follows:

1. Identify the resource needs of special groups of students (e.g., transfers, part-time) and develop appropriate programs to address their needs.
2. Review current student orientation programs to ensure that students are provided with adequate information concerning the availability of campus support services.
3. Establish peer support programs to aid students in adjusting to the campus culture and navigating campus administrative policies and procedures.
4. Improve the overall quality of service provided to students by implementing a regular cycle of reviews to monitor the effectiveness of services provided to students and assist administrative offices in improving the services provided to students.
5. Develop an approach to regularly assess the progress of the action plan developed to improve overall campus support to students.

St. Thomas University

Representatives from Academic Affairs and Student Affairs will come together to identify the factors and variables negatively impacting student retention and determine what benchmarks can be established to frame a better early warning system by integrating curricular and co-curricular offerings to develop a set of learning objectives to promote greater student success.

Universidad del Este

Due to a recent revision of the Universidad del Este's institutional assessment and evaluation processes, the institution is beginning a comprehensive assessment and evaluation pilot project. The project will fully assess the following areas: curricular revisions and evaluations; the level of student, faculty, and administrator participation in the decision making processes within the institution; the level of student awareness of institutional and academic assessment practices; and the evaluation of the teaching and learning process. The goal is to increase the level of student participation in the development of future academic programs, services, projects, and activities. Student training in the field of institutional and program assessment and evaluation is intended to stimulate a greater understanding of the teaching and learning process. Working collaboratively, faculty members are to actively partake in the training sessions and research projects within the pilot project. This collaborative professional development process is intended to promote a shared sense of understanding and appreciation of the resourcefulness of a structurally sound assessment and evaluation process, both within the classroom setting and beyond.

University of Houston, Downtown

UHD's Summer Academy Project is to continue work on the Quality Enhancement Plan that it is developing in anticipation of its reaffirmation of accreditation review by the Southern Association of Schools and Colleges (SACS). The university has informed SACS that the theme of its QEP will be student engagement. While the plan will contain a number of different engagement strategies, the basic goal of each of them will be to get students more actively involved in those activities that will help them become more successful students and more responsible and productive citizens after their graduation.

University of Maryland Eastern Shore

As a campus community how do we begin to motivate ourselves, and what necessary preparations are required to guarantee our success in getting our faculty, staff and students share the responsibilities of promoting academic success, personal growth, cultural awareness, and enrichment so that our students become position influential members of society from what they gain from the University of Maryland Eastern Shore. Our project will focus on faculty and student interactions and enriching educational practices to assist us in getting on track with improving both the retention and graduation rates on our campus.

University of New Mexico

UNM will respond to the need for a campus environment that is more supportive of academic success by enhancing and developing academic support programs that effectively interface with each other and with the classroom and increasing accessibility and usage of these programs by all students. Steps include taking an inventory of academic support, coordinating the various programs that provide academic support, clarifying and/or creating structural linkages between programs, conducting a student information campaign, and developing effective interfaces with classroom teachers, improving the consistency of messages about academic support that students receive, and tracking student use of all university academic support programs.

University of Puerto Rico – Utuado

Our College ranks lower than the national average in the area of "additional collegiate experiences," such as participation in cultural activities and physical fitness, as well as in the usage of time. In our project we aim to:

1. make students conscious of the importance and advantages of participating in co-curricular activities that promote their engagement and knowledge.
2. identify and create a group of strategies that promote student participation in co-curricular activities as well as greater interaction with the faculty.
3. increase the number of this type of activity on campus.

University of Puerto Rico at Ponce

In order to enrich the educational experiences in most academic majors, the UPR-Ponce will be introducing a series of talks called "Deep in the Field". This series of talks will be developed exclusively for students in various majors. The talks will be informal ways for them to be introduced to the duties and every day life of a professional in their field. Since we don't expect to bring "professional" speakers to our talks, probably just regular enthusiastic folks, we would develop a guideline for the sessions to be shared with the speaker in advance.

University of the District of Columbia

The UDC Summer Academy Project for 2005 will be a refinement of the University Scholar Series (USS), the 2003 project, focusing on student retention by increasing the level of Enriching Educational Practices, based on the results of the 2004 NSSE data. The USS is a professional development program with the goal of creating a learning community for faculty, administrators, staff, and students. Its success in its first year, 2003-2004, was measured by the coordination of 10 interactive workshops that had high attendance and high satisfaction ratings. It has continued into a second year, 2004-2005, with 20 workshops for the fall semester alone, again demonstrating high levels of participation and satisfaction. The plan for the 2005 project is to further refine USS activities by developing workshops that will improve student retention, utilizing the NSSE data to find areas of improvement in the benchmark area of Enriching Educational Experiences, such as increased use of technology, participation in a learning community, and participation in co-curricular activities. By the end of the Summer Academy, we hope to have a calendar of USS events that will increase student participation and tie in to the University initiative on retention, as well as a solid assessment plan.

University of the Incarnate Word

Our project will use NSSE data to assess the implementation and success of our Quality Enhancement Plan (QEP). The focus of the QEP is increasing engagement in the learning process among first-time first-year students for the purpose of improving their academic progress. Building on the strengths of our current practices with first-year students and analyzing problems we have recognized in working with this population, UIW is committed to enhancing engagement indices in this critical first year of higher education. For the most part, the initial year of implementation of the QEP will involve testing the assumptions which underlie most of what we believe can and needs to be done to increase student engagement in the learning process. Other goals of the QEP involve assessing and strengthening the existent four core elements of every first-year student's experience at UIW and, where advisable, modifying them to better impact academic success: orientation events that precede the beginning of first-year classes, advising experiences with faculty and professional advisors, classroom interaction with faculty and their teaching and learning strategies, and on-campus co-curricular experiences that are related to and strengthen the learning experience. Together with the goal of evaluating our current structures, these four elements define the UIW QEP.

Virginia Union University

The VUU team will consider findings from the survey in developing programs to enhance the freshman year experience and increase student engagement among freshmen. Our efforts will be focused on designing interventions to increase engagement in designated areas as outlined below. While the team has not streamlined the list, the items under consideration are increased use of technology, facilitating increased interactions with students of diverse backgrounds, increasing reading and writing assignments, increased time for class preparation, identifying an academic support structure, acquiring a broad general education, critical thinking, increasing a commitment to community welfare, and academic advising. Of particular interest to this team is the impact of the freshman year on student retention. In reviewing our first to second year retention rate in juxtaposition with the areas for which engagement should be enhanced, we hope to identify specific portions of the first year experience that can be improved and to identify strategies to ensure that these improvements occur.

Wiley College

We will refine a plan to present our NSSE data and begin campus-wide conversations on it and the meaning of student engagement. Our data reveals a disconnect between how first-year students view their experiences and the perspective of faculty about students' interactions in the classroom. The Team will design faculty and staff development programs to strengthen the experiences of the first-year student and to close the gap that the data revealed. In addition to more travel to professional meetings, they will participate in short-term refresher courses and, in the case of faculty, engage in the review and revision of pedagogical methods. Likewise, the revision of strategies to be used by staff in their co-curricular settings will be given attention. Several co-curricular programs exist that address the needs of the first-year student. The intensive summer activities will offer an opportunity to refine and/or develop strategies for increasing the collaboration between the Divisions of Academic Affairs and Student Affairs and Enrollment Services for improved student learning. As a result of our action plan, a strategic plan will be developed by the College for student engagement during the Fall of 2005.

Winston Salem State University

Success for students demands that they get a good start and take early responsibility for their own education. To increase student involvement in their own education and student/faculty interaction, we will focus on ten sections of Freshman Seminar, an integral part of the First Year College Experience. Since community service is an integral part of the first year experience, pre and post writing would be integrated into the assignments of these ten sections. Such an activity would serve multiple purposes: Critical thinking skills would be called on since students would first write up what they anticipated would happen and then, after the service, write a reflective piece on what actually happened and what it meant to them and their education. Writing skills would be addressed and assistance would be provided by cooperation between faculty and students in the Writing Center. We would hope to assist faculty to improve their advising and teaching in these seminar sections. We should be able to begin evaluating these procedures since student performance can be seen in the major specific seminars, the other five pilot sections, and the general population. Areas of grades, writing skills, and retention rates might well be considered.

Xavier University of Louisiana

Our goal is to increase the number of short papers/reports written by students at our campus. The team has reviewed a report concerning a study conducted at Xavier University of LA during the period from 1987-1990, which focused on writing-intensiveness. A system was developed to categorize courses according to levels of writing-intensiveness: Level I--Not Writing Intensive; Level II--Writing Intensive (within the core curriculum and within the major) ; and Level III--Writing Intensive (expository writing for a variety of audiences and purposes, such as Writing-in-Physics, a laboratory report, results of a research study, or a newspaper or magazine article). The team proposes to implement the system proposed by the study, and to integrate the system into the required course structure at Xavier, possibly by requiring a specified number of Level II and III courses before graduation.

Campus Cluster Teams

Advancing the Scholarship of Teaching and Learning as a Networked Community (Networked) Cluster

The Cluster for “Advancing the Scholarship of Teaching and Learning as a Networked Community Practice” is committed to studying and promoting the ways that the scholarship of teaching and learning add up to a whole greater than the sum of its parts, at multiple levels of community and publicness. The current work of the Cluster focuses on the creation of Web-based galleries outlining a framework for collaborative inquiry practices at the local and inter-institutional level, engaging in focus group and user feedback activity on the effectiveness of online representations of the scholarship of teaching and learning, and prototyping a repository or index of digital work in the scholarship of teaching and learning. Beginning with the March 2005 Colloquium, the Cluster has particularly focused on the work of other Clusters as cases and models of collaborative practices. We are interested in maximizing the intersection and interaction among the Clusters for the purpose of better understanding how formal and informal networks can make use of communal bonds and network technologies in order to maximize the impact of scholarly practices related to teaching and learning.

Communities of Practice: Pooling Educational Resources to Foster Scholarship of Teaching and Learning (COPPER) Cluster

At the Snowbird 2003 Summer Academy the COPPER cluster described its mission as creating communities of practice that are vital, collaborative, connective, and communicative within and across institutions. The eight colleges in our cluster range from a small private liberal arts college with 30 faculty and 475 students to a large public multi-campus community college with 385 faculty and 55,000 students; this diversity has provided us with a rich source of examples for understanding various approaches for meeting similar goals. We began to address our goal of collecting and analyzing evidence of learning within and across institutions by publishing best practices from each institution and by highlighting programs from colleges on the COPPER weblog. The Summer Institute in June 2004 provided a concrete way for cluster institutions to collaborate to enhance work in SoTL and to connect faculty engaged in similar or complementary research or practice. These connections continue to unfold and are showing results in the form of joint projects, presentations, and cross-campus ventures. Ongoing consultation work with Dr. William Snyder has helped us in demonstrating concrete ways the COPPER cluster is providing value to local campus communities as well as addressing broader educational issues such as student swirl and leveraging of resources.

Creating a Multi-Institutional Framework for Advancing the Practice of Teaching and Learning Through Scholarly Inquiry into Student Learning (Multi-Institutional) Cluster

The UW System Cluster, Creating a Multi-Institutional Framework For Advancing the Practice of Teaching and Learning Through Scholarly Inquiry Into Student Learning, consists of the 15 University of Wisconsin System institutions working in conjunction with OPID, the UW System Office of Professional and Instructional Development, and CIPD, the UW-Milwaukee Center for Instructional and Professional Development. Through the establishment of a Leadership Site on the UW-Milwaukee campus, the Cluster focuses on providing system support for the scholarship of teaching and learning for individuals, departments within institutions, disciplines across institutions, and institutional SoTL projects. As a Cluster Leader, the UW System seeks to develop and share models and best practices throughout Wisconsin and across the nation. The

overall goal of the Leadership Site is to develop, implement, and refine strategies that build effective collaboration on SoTL work among institutions and faculty/academic staff in the UW System. As the work of the Cluster enters its third year, the Leadership Site is working with OPID to better link SoTL work to established faculty development efforts, tying that into the larger System mission of quality teaching and learning.

Critical Thinking for Civic Thinking (CT²) Cluster

Critical thinking and civic responsibility are among the most commonly identified student learning goals for institutions of higher education, but these learning outcomes are usually treated as separate entities and often fuzzily defined. Historically, most institutions interested in these outcomes have independently tried to define and measure them within their own institutional context. Most of the approaches have been discipline-based and institution-specific, making the inter-institutional transferability of assessment tools and their results difficult. There is a real need for standard measures of student success regarding these outcomes. The cluster faculty are working to reform of a variety of introductory science courses to explicitly include a series of critical thinking assignments that will foster the development of civic thinking skills. During 2005 Summer Academy, we plan to delve into the institutional development literature as we complete several articles describing our emerging understanding of effective ways to foster the scholarship of teaching and learning.

Mentoring Newer Scholars of Teaching and Learning (Mentoring) Cluster

Our cluster has created various developmental and mentoring opportunities for newer scholars of teaching and learning. The centerpiece of our work is an annual summer institute that (1) provides access to issues, examples, and practical approaches to scholarly inquiry into teaching and learning for participants who want to learn more about the field; (2) provides emerging scholars who have works-in-progress the practical tools and insights that allows them to move forward with their SOTL projects; and (3) cultivates mentors by providing opportunities to develop the skills and leadership capacities necessary to make visible the work involved in the scholarship of teaching and learning.

Organizing to Foster the Scholarship of Teaching and Learning (Organizing) Cluster

At the Summer Academy in 2005, we will develop strategies for increasing SoTL work within and across disciplines with attention to position (tenured vs. untenured faculty vs administrator); develop a guide to SoTL resources (funding sources, research assistance, other types of support avenues, etc.); develop recommendations and provide examples for applying SoTL work (at the classroom, program, department, college, and institution levels); develop IRB materials for SoTL with language for applications and appended case examples of successful applications; and develop strategies/guidelines for intervening with new and future (graduate students) faculty to support and foster SoTL.

Research University Consortium for the Advancement of the Scholarship of Teaching and Learning (RUCASTL) Cluster

The Research University Consortium for the Advancement of the Scholarship of Teaching and Learning has identified three areas of special interest to research universities: promotion and tenure, graduate student education, and formal contributions to what we know through scholarship made public. Our plans for the 2005 Summer Academy are to allow time for the working groups focused on each of these areas to compile their reports, findings, and

recommendations; discuss what to report from each of the campuses; workshop those reports across groups; and design the web site that will be used to disseminate this information. Because this is one of our rare chances to meet together, we will need substantial time and space for our work.

Scholarly Inquiries about Active Pedagogies (Active Pedagogies) Cluster

At the Summer Academy we hope to interact with other clusters at the beginning of the Summer Academy. The time we will work in our cluster will focus on each campus will disseminate the information on their individual projects from the past semester. We will develop two manuscripts: 1) An article highlighting the various institutional models using our experiences and workshop data (similar to the content of the Summer Academy Workshop); 2) a piece refining our assessment tool and a plan for gathering data across the cluster. The audience for both articles is faculty administrators and faculty developers.

Scholarship of Multicultural Teaching and Learning (Multicultural) Cluster

Issues surrounding diverse student bodies and multicultural pedagogy affect higher education institutions across the country. Given the changing demographics of student and faculty populations, these issues will be even more significant in the future. Our cluster has been working on projects to advance multicultural practice and provide a set of models that other institutions can adapt to their own campus cultures. During the Summer Academy, we will spend time solidifying plans for a book on the scholarship of multicultural teaching. Chapters will include summaries of projects that have been part of our cluster's work (e.g., the impact of interactive theatre, the use of case studies to change instructor practice around multicultural teaching, the impact of intercultural exchange on student and faculty attitudes and behaviors), chapters on other innovations occurring at our institutions and nationally, an introduction that describes the issues and challenges of scholarship on multicultural teaching and learning, and an annotated bibliography. We look forward to feedback about how to make the proposed book more useful and relevant to faculty, administrators, and other higher education professionals.

Scholarship Supporting the Cognitive-Affective Relationship in Teaching and Learning (Cognitive-Affective Learning) Cluster

The goal of our cluster is to bring together faculty, staff, and students from each of our respective institutions for discussion and study of holistic educational practices or what Alexander Astin calls "affective talent." We believe that the study of the cognitive-affective relationship is a scholarship that focuses on and affirms the role of emotions as both the facilitator and product of learning. Since the inception of our initiative, we have contributed significantly to a national conversation on the role of the affective in teaching and learning through the following venues: (1) presentations across the country, systematic workshops and discussions with our own colleagues, and interaction with invited speakers on our own campuses such as Alexander Astin and Victor Kazanjian and others whose work concentrates on affective components in learning; (2) implementation of a research program assessing student and faculty responses to affective components in the learning process; (3) creation of an extensive bibliography on resources related to the analysis of the cognitive-affective relationship; and (4) creation of a peer reviewed, nationally disseminated, electronic journal (*The Journal for Cognitive-Affective Learning*)

Supporting Scholarly Work in Learning-Centered Universities (Learning-Centered) Cluster

The “Supporting Scholarly Work in Learning-Centered Universities” cluster members are focusing our energies on better understanding how effective faculty development can foster the scholarship of teaching and learning. We presented workshops at the 2004 Summer Academy and the 2004 International Society for the Scholarship of Teaching and Learning conference in Bloomington, Indiana. In late January 2005, we hosted a “Leading for Learning” Institute in Lacey, Washington. We worked with 12 institutional teams including the University of Western Washington, Olympia College, the University of Victoria, and Royal Roads University. We presented a “double track” Institute, so that institutional teams worked in whole group sessions where our cluster members presented various facets on the scholarship of teaching and learning. Simultaneously, institutional teams developed contextualized action plans to provide on-campus leadership. Institutional teams presented dramatic presentations of their action plans that were both humorous and thoughtful. Richard Gale provided two formal presentations, one focusing on scholarship of teaching and learning ideas and the second developing concepts of leadership. The Institute model was evaluated very positively.

Sustaining Student Voices in the Scholarship of Teaching and Learning (Student Voices) Cluster

We are working to create a visual representation of what student voices engaged in the scholarship of teaching and learning looks like in an array of contexts. By demonstrating our individual institutional models visually and orally, we want to suggest what is involved when we attempt to bring students into this scholarship as genuine co-inquirers, ways to begin and foster such a partnership, along with some of the effects and consequences of integrating student voices - both on student learning and on the learning culture.

Other Teams Attending the Summer Academy

FIPSE HBCU Recruitment, Retention, and Remediation Project (HBCU FIPSE Project)

Our work at the Academy will serve as a summative meeting to evaluate the Prairie View A&M University-lead FIPSE recruitment, retention, and remediation project, with a discussion of successes and means of further disseminating learned "best practices" beyond the life of the grant. Campuses included in this project are PVAMU, Savannah State University, Jackson State University, Fayetteville State University, and Kentucky State University. All campuses in this project are participants in the 2003 Cohort of BEAMS.

Indiana University-Purdue University Fort Wayne

IPFW has begun the process of developing a new set of learning objectives for the baccalaureate degree. The new statement will identify learning goals "across the curriculum" in recognition that learning in the major, general education, and electives is highly integrated. The new goals should reflect the core values of the institution and a consensus among affected constituencies about the critical competencies required of baccalaureate degree graduates in the 21st century. Each academic unit will take responsibility for determining how the goals will be realized in their own degree programs. We also want to ensure that the goals are stated in a manner that leads to an effective and efficient assessment system. To build consensus, we consulted with faculty committees, student groups, and student affairs staff; established a web site linking to related resources; and surveyed constituent groups. Using text visualization software, we have captured areas of convergence between our current baccalaureate goals and objectives and various internal and external standards. The committee also sponsored open forums with faculty and students to solicit suggestions and feedback on possible baccalaureate goals. Our goal during the summer academy will be to integrate all of this input into a draft of the new learning objectives for the baccalaureate degree.

Norfolk State University

Building Pathways to the Future: Using Assessment Data to Focus Institutional Quality Enhancement: As one of its accreditation requirements, the Southern Association of Colleges and Schools (SACS) calls for the development of an institution-wide Quality Enhancement Plan (QEP). In Spring 2005, Norfolk State University's (NSU) QEP Team will solicit potential QEP themes from the campus community. Prior to and during the Summer Academy, the team will work to (i) prioritize submitted themes; (ii) select an appropriate theme for the QEP; and (iii) develop an outline of the Plan based on the received campus input, extensive assessment data, best practices identified by the literature on student learning and development, NSU's strategic plan directions, SACS criteria for the QEP, and institutional financial and human capability. Articulating specific student learning outcomes of the QEP, rigorous assessment and evaluation methods, effective communication and campus engagement strategies, and efficient implementation mechanisms will be the focus of the work of the team. NSU is a participant in the 2003 Cohort of BEAMS.