



## 2009 DEMONSTRATION PROJECT FULL PROPOSAL

*Due: July 1, 2009*

**Project Title:** Integration-Insight-Creativity-Character (IICC)

*Submitted by:*

**Name:** Gordon Rowland

**Department:** Strategic Communication

**Title:** Professor

**Email:** rowland@ithaca.edu

**Total Funding Requested:** \$44,000

## **IICC Project Overview**

### **Nature of the project**

The proposed project involves developing and testing the first two in a sequence of four one-credit courses. The courses will demonstrate direct means to promote integrative learning within a framework of competencies linking general, liberal, and professional education. Each course will be an engaging and potentially powerful learning experience.

### **How the project contributes to the college-wide (IC)<sup>2</sup> vision**

The framework—Integration, Insight, Creativity, Character—is designed to complement and enhance disciplinary study and to directly address skills articulated in the (IC)<sup>2</sup> vision: active synthesis, appreciation of multiple perspectives, and contribution to an evolving society. A coherent set of competencies, learning activities, and criterion-referenced measures will be developed for the first two areas, Integration and Insight. The longer-term outcome, should the approach be continued and further developed, is a signature set of competencies developed within Ithaca College graduates that distinguishes them from their counterparts at other colleges.

### **Ways in which the project can serve as a model**

The project will demonstrate the importance of directly addressing synthesis as an interdisciplinary competence for both faculty and students, who typically are educated solely within disciplines. We expect all who are involved will be able to take what is learned from the IICC project and apply it in other contexts. For example, faculty will be able to bring enhanced interdisciplinary thinking to their teaching, scholarship, and service, and to increase their ability to communicate and work across disciplinary divides. The project will serve as a model of instructional design with clear coherence among goals, methods, and assessments in a complex domain, also.

### **How the project can expand in the future to include many more students**

The project will be implemented using a team-teaching model that pairs instructors who are new to the content and methods with those who are experienced. In this manner, the courses will be readily replicated, and the project will be scaleable to involve growing numbers of faculty members and students. This approach will be presented to increase faculty interest in integrative curricula through faculty development workshops. In addition, resources from courses, perhaps even the courses themselves, could reach a large group by being made available on-line, also.

## IICC Project Description

The proposed project will demonstrate a direct approach to integrative learning by developing a deep understanding of concepts, and skill in using tools, for both faculty and students in the following four areas:

*Integration*—systems thinking and the art of synthesis

*Insight*—seeing the world through multi-, inter-, and trans-disciplinary lenses

*Creativity*—responding to complexity by designing desirable futures

*Character*—serving an evolving society

The four areas in the IICC framework—Integration, Insight, Creativity, and Character—will be explored through a series of one credit learning experiences. The initial format will be a series of standard block courses. However, this will evolve to whatever is needed as means to ensure competence based on early feedback and formative evaluation. Our initial image, more clear for *Integration* and *Insight*, is as follows:

*Integration* - a series of individual, small- and large-group learning activities through which students gain an understanding of concepts and tools that facilitate synthesis, for example, holism, interdependence, hierarchy, perspective, complexity, and systems modeling

*Insight* - an exploration of significant global and/or local issues with guest experts from many disciplinary backgrounds; students are guided to differentiate and integrate multiple disciplinary perspectives through the application of concepts and tools learned in *Integration*; topics are chosen by the instructor and could include any significant issue (particularly those that are often examined through single disciplinary lenses)—healthcare for an aging population, gas drilling in Marcellus Shale, personal privacy and national security, light rail development in New York State, crime and prison overcrowding, hunger, etc.

*Creativity* - a competition in which teams composed of students from at least four different majors are challenged to design solutions for complex global and/or local problems; students apply what they have learned in *Integration* and *Insight*, conceptualize alternatives, and innovate coherent multi-dimensional solutions, incorporating expertise from their majors and other disciplines; faculty serve as team advisors, resources, and expert judges

*Character* - students carry out individual- and team-based service learning project(s); small class-sized groups of these students meet regularly with faculty members to consider how they are applying, and could apply in the future, what they learned in *Integration*, *Insight*, and *Creativity* to take ethical, transformative, individual and collective action that contributes to an evolving society

These experiences will emphasize active learning—learning through activity in authentic context—and direct application, for example, learning to synthesize by synthesizing, and preparing to serve by serving. While students will not need to take the courses with a specific cohort group or in any particular semesters, the order in which they take courses is important to maintain.

In this demonstration project, a team of faculty and staff from different disciplines will design and test the first two of the courses. They will create coherent course designs, closely matching

competencies with methods and assessments, all linked to explicit underlying assumptions. They will test a team-teaching approach that pairs experienced and new instructors to foster integrative teaching and learning over time.

### **a. specific objectives for demonstration project**

The project has three specific objectives:

- develop and test two of four integrative learning courses: Integration and Insight
- develop and refine a team-teaching approach to diffusing integrative teaching and learning
- document the project as a publishable case of design inquiry

### **b. project description**

#### **i. methods**

The project will involve the following steps:

- articulate competencies with respect to the four core concepts
- design two courses with specific learning activities to meet competencies: conduct learner and task/content analyses; design instructional strategies and tactics
- develop and adapt criterion-referenced pre- and post-measures of competence throughout the project
- gather faculty and student feedback on an on-going basis via end-of-course student statements, follow-up student feedback (e.g., impact on learning in other courses), faculty reflections, and faculty interviews
- recruit students for courses, specifying the target group or groups (most likely first-year students) and incorporating consistent messages via a variety of communication channels (e.g., direct promotions, personal contacts through advising networks)
- conduct formative evaluation and revise each course
- report results and implications

#### **ii. what the IC community will learn by implementing the project and analyzing its assessment data**

The project will help understand and develop concrete ways to do the following:

- directly promote integrative learning to help students and faculty make connections among disciplines
- support faculty in developing as integrative teachers
- develop and continually expand a capacity among the faculty for integrative teaching and learning
- gain insights into the substantive impact of integrative learning on disciplinary/professional study

What we learn in all areas will be shared in reports as well as in one faculty development workshop per term starting in Spring 2010 to promote interest not only in the project but in integrative curricula in general.

### **c. specific assessments and benchmarks designed to measure progress and performance (both project evaluation and student learning outcomes); how, where, and on what schedule outcomes will be measured**

Specific assessments are listed below by the learning goals from b.ii. above.

*Directly promoting integrative learning to help students and faculty make connections among disciplines*

- development, trial, and revision of two courses by May 2011
- pre/post measures of learning outcomes and teacher experiences for all course sections
- student feedback (end-of-course statements as well as a follow-up survey of impact)

*Supporting faculty in developing as integrative teachers*

- faculty reflections and interviews
- student feedback from courses
- feedback from faculty development workshops

*Developing and continually expanding faculty capacity for integrative teaching and learning*

- success of team-teaching approach, assessed via faculty reflections and interviews in both pre and post surveys

*Gaining insights into the substantive impact of integrative learning on disciplinary/professional study.*

- faculty reflections and interviews collected throughout project duration

**d. timeline**

Fall 2009	develop competencies and assessment instruments; design Integration course
Spring 2010	test Integration course (block I); design Insight course (block II); conduct faculty development workshop
Fall 2010	teach Integration course (new faculty members joining those who are experienced); test Insight course; faculty development workshop
Spring 2011	teach revised Integration course; teach Insight course (new faculty members joining those who are experienced); faculty development workshop; write publishable article

**e. list of persons who will be involved**

The following individuals will be involved. Abbreviations are given for those who will have primary responsibilities. A tentative schedule of their involvement is given below.

**Gordon Rowland** (GR), professor of communications, will be the project manager, course developer, instructor, and report author. He is an internationally recognized scholar in the area of instructional design. He has over 25 years of course development experience and a decade of experience teaching systems thinking.

**Barbara Adams** (BA), associate professor of writing, **Katherine Beissner** (KB) professor of physical therapy, **Jason Hamilton** (JH), associate professor of biology, and **Nancy Jacobson** (NJ), assistant professor of biology, have decades of teaching and academic program development experience. They will be instructors and will contribute to course development.

**Susan Allen-Gil**, associate professor of biology and coordinator of the environmental studies program, **Paul Hamill**, director of academic funding and sponsored programs, **Will Kaye**, director of development, **Todd Schack**, assistant professor of journalism, , **Richard Schissel**, associate professor of speech-language pathology and audiology, and **Susan Swenson**, associate professor and chair of the biology department, bring a wide range of relevant expertise to the project. They will contribute to course development and assessment.

Disciplinary experts who have agreed to participate as guests in the *Insight* course include professors **Shaienne Osterreich** (economic view), **Rebecca Plante** (sociological), **Gwen Seaquist** (legal), **Tammy Shapiro** (anthropological), **Tom Shevory** (political), and **Zenon Wasyliw** (historical).

We have the great opportunity to take advantage of local expertise, also. Drs. **Derek Cabrera** and **Laura Colosi** co-founded ThinkWorks ([www.thinkandthrive.com](http://www.thinkandthrive.com)), a local company whose professional development and educational consulting methods are directly related to the proposed courses. Derek Cabrera (DC) will be a course developer and instructor. He is an internationally recognized expert on thinking skills and President of ThinkWorks. Laura Colosi (LC) will develop and administer our assessment instruments. She is a well-known educator, evaluator and expert in research methods, Vice President of ThinkWorks, and Senior Research Associate, Family Life Development Center, Cornell University.

A schedule of developers' and instructors' involvement is given below. The symbol "+" indicates where an experienced and a new instructor will be paired in a single course (i.e., one course section with two instructors) so that the new instructor can observe and learn the content and approach. Expertise is spread through a pattern of such assignments.

Fall 2009	Spring 2010	Fall 2010	Spring 2011
<i>Integration</i>	test	teach	teach revised
develop	GR+BA, DC+JH	BA+KB, JH+NJ	GR, DC (block I)
GR, DC	(block I)	(block I)	JH, BA (block II)
	BA, JH (block II)	KB, NJ (block II)	
<i>Insight</i>	develop	test	teach
	GR, DC (block II)	GR, DC (block I)	JH+KB, BA+NJ
		GR+JH; DC+BA	(block I)
		(block II)	KB, NJ (block II)
<i>Assessment</i>			
develop	administer	administer	administer &
instruments	LC	LC	summarize
LC			LC

## Budget

The primary cost is for faculty time, whether for reassigned time, overload or adjunct salary.

Barbara Adams - reassigned time or overload salary\* for six one-credit courses: two in Spring 2010, two in Fall 2010, and two in Spring 2011

Katherine Beissner - reassigned time or overload salary\* for four one-credit courses: two in Fall 2010 and two in Spring 2011

Derek Cabrera - adjunct salary for six one-credit courses: one in Fall 2009, two in Spring 2010, two in Fall 2010, and one in Spring 2011

Laura Colosi - equivalent of adjunct salary for four one-credit courses

Jason Hamilton - reassigned time or overload salary\* for six one-credit courses: two in Spring 2010, two in Fall 2010, and two in Spring 2011

Nancy Jacobson - reassigned time or overload salary\* for four one-credit courses: two in Fall 2010 and two in Spring 2011

Gordon Rowland - reassigned time\* for six one-credit courses: one in Fall 2009, two in Spring 2010, two in Fall 2010, and one in Spring 2011

\* Reassigned time or overload salary to be negotiated, with the possibility for reassigned time to be shifted (e.g., two credits in three semesters shifted to three credits reassigned time in two semesters)

Subtotal: 36 one-credit courses (or equivalent) @\$1,200/credit	\$43,200
Supplies/miscellaneous	\$500
Refreshments for faculty development workshops 3X\$100	\$300
Total	\$44,000

Budget by semester (reassigned/salary + ¼ supplies/miscellaneous per term + refreshments at workshops in Spring 2010, Fall 2010, and Spring 2011)

Fall 2009	\$3,725
Spring 2010	\$11,025
Fall 2010	\$15,825
Spring 2011	\$13,425
TOTAL	\$44,000

Credit hours generated: 20 sections X 20 students = 400 students; 400 credit hours

## Required Signatures

Signed statements of support are included from the following individuals:

a. Proposal Author

Gordon Rowland, Professor, Strategic Communication

b. Co-authors/Participants

Barbara Adams, Associate Professor, Writing

Katherine Beissner, Professor, Physical Therapy

Derek Cabrera, President, ThinkWorks

Laura Colosi, Vice-President, ThinkWorks

Jason Hamilton, Associate Professor, Biology

Nancy Jacobson, Assistant Professor, Biology

Susan Allen-Gil, Associate Professor, Biology; Coordinator, Environmental Studies Program

Paul Hamill, Director of Academic Funding and Sponsored Programs

Will Kaye, Director of Development

Todd Schack, Assistant Professor, Journalism

Richard Schissel, Associate Professor, Speech-Language Pathology and Audiology

Susan Swenson, Associate Professor and Chair, Biology

Shaianne Osterreich, Associate Professor, Economics

Rebecca Plante, Associate Professor, Sociology

Gwen Seaquist, Professor, Marketing and Law

Tammy Shapiro, Assistant Dean, College of Arts and Sciences, Cornell University

Tom Shevory, Professor, Politics

Zenon Wasyliv, Professor, History

c. Department Chairs

Diane McPherson, Associate Professor and Chair, Writing

Michael Pagliarulo, Professor and Chair, Physical Therapy

Steven Seidman, Associate Professor and Chair, Strategic Communication

Susan Swensen, Associate Professor and Chair, Biology

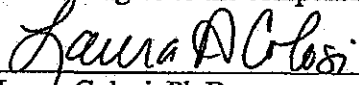
d. Sponsoring Dean

Diane Gayeski, Professor and Interim Dean, Park School of Communications



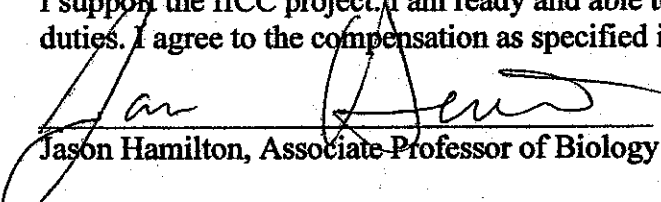
Co-author/Participant

I support the IICC project. I am ready and able to participate in assigned activities and duties. I agree to the compensation as specified in the budget.

  
\_\_\_\_\_  
Laura Colosi, Ph.D.  
Vice President, ThinkWorks

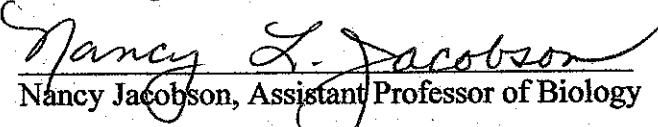
Co-author/Participant

I support the IICC project. I am ready and able to participate in assigned activities and duties. I agree to the compensation as specified in the budget.

  
\_\_\_\_\_  
Jason Hamilton, Associate Professor of Biology

Co-author/Participant

I support the IICC project. I am ready and able to participate in assigned activities and duties. I agree to the compensation as specified in the budget.

  
\_\_\_\_\_  
Nancy Jacobson, Assistant Professor of Biology

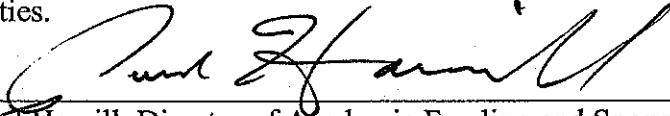
Participant

I support the IICC project. I am ready and able to participate in assigned activities and duties.

Susan Allen-Gil (electronic signature)  
Susan Allen-Gil  
Associate Professor of Biology

Participant

I support the IICC project. I am ready and able to participate in assigned activities and duties.



Paul Hamill, Director of Academic Funding and Sponsored Programs

Participant

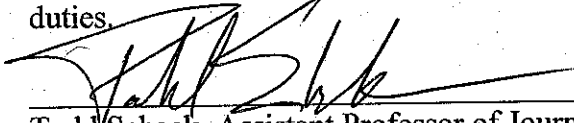
I support the IICC project. I am ready and able to participate in assigned activities and duties.

[electronic signature]

Will Kay, Director Office of Corporate and Foundation Relations

Co-author/Participant

I support the IICC project. I am ready and able to participate in assigned activities and duties.



Todd Schack, Assistant Professor of Journalism

Participant

I support the IICC project. I am ready and able to participate in assigned activities and duties.



Richard Schissel, Associate Professor of Speech-Language Pathology and Audiology

Participant

I support the IICC project. I am ready and able to participate in assigned activities and duties.



Susan Swensen, Associate Professor and Chair of the Biology Department

**From:** Shaienne Osterreich <sosterreich@ithaca.edu>  
**Date:** June 26, 2009 3:21:38 PM EDT  
**To:** Gordon Rowland <rowland@ithaca.edu>  
**Subject:** Re: IC2 signoff

Dear Gordon,

This email is to confirm my strong support and participation in the IICC project. I am ready and able to participate in the *Insights* class as a guest.

If I can provide any further information please do not hesitate to contact me.

Sincerely,

Shaienne T. Osterreich.

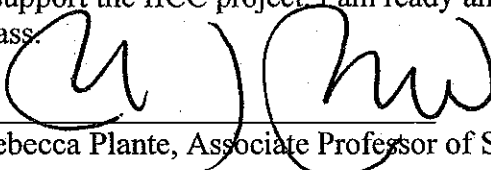
Associate Professor, Economics.

On Jun 18, 2009, at 11:54 AM, Gordon Rowland wrote:  
<Osterreich.doc>

Shaienne Osterreich, Ph.D.  
Associate Professor  
Ithaca College  
Ithaca, NY 14850  
[sosterreich@ithaca.edu](mailto:sosterreich@ithaca.edu)

Guest Expert

I support the IICC project. I am ready and able to participate as a guest in the *Insights* class.

  
Rebecca Plante, Associate Professor of Sociology


Guest Expert

I support the IICC project. I am ready and able to participate as a guest in the *Insights* class.

Gwen Seaquist Dated: June 19<sup>th</sup> 2009  
Gwen Seaquist, Professor of Marketing & Law

Guest Expert

I support the IICC project. I am ready and able to participate as a guest in the *Insights* class.

  
Tammy Shapiro, Assistant Dean, College of Arts and Sciences, Cornell University

Guest Expert

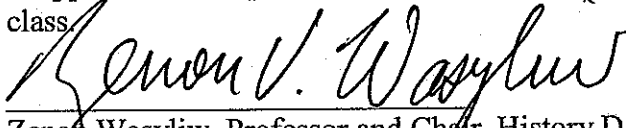
I support the IICC project. I am ready and able to participate as a guest in the *Insights* class.

Tom Shevory [electronic signature]

Tom Shevory, Professor of Politics

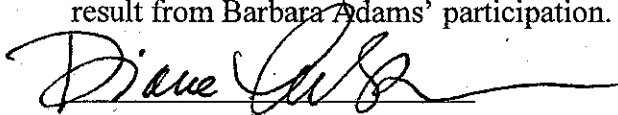
Guest Expert

I support the IICC project. I am ready and able to participate as a guest in the *Insights* class.

  
Zenon Wasyliv, Professor and Chair, History Department

Department Chair Approval

I have reviewed the IICC proposal, and I am willing to support staffing changes that may result from Barbara Adams' participation.

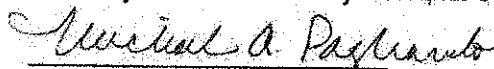


date: 6/29/09

Diane McPherson, Associate Professor and Chair  
Writing Department

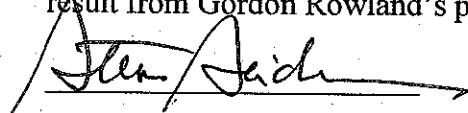
Department Chair Approval

I have reviewed the IICC proposal, and I am willing to support staffing changes that may result from Kathy Beissner's participation.

  
Michael Pagliarulo, Chair  
Department of Physical Therapy

Department Chair Approval

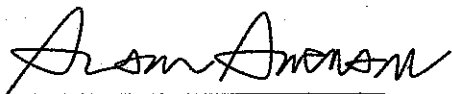
I have reviewed the IICC proposal, and I am willing to support staffing changes that may result from Gordon Rowland's participation.

 6/24/09

Steve Seidman, Chair  
Department of Strategic Communication

Department Chair Approval

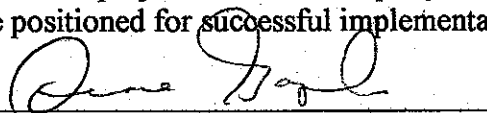
I have reviewed the IICC proposal, and I am willing to support staffing changes that may result from Jason Hamilton and Nancy Jacobson's participation.



Susan Swensen, Chair  
Biology Department

Sponsoring Dean

I have reviewed the proposal and I endorse the project. I agree to serve in a supervisory capacity for the project, providing oversight, encouragement, and problem solving. I deem the project to be an exemplary demonstration of the (IC)<sup>2</sup> vision, and I believe it to be positioned for successful implementation.



Diane Gayeski, Interim Dean  
Roy H. Park School of Communications