

Strategic Vision Planning Sessions Agenda  
Monday, March 23, 9:00-11:00 and 2:00-4:00  
Klingenstein Lounge

Materials that have been made available prior to meeting sessions:

- Inventory of current activities, programs, projects that involve integrative learning from school/division deans
- Models of integrative learning from other institutions
- Selected readings and resources about best practices and integrative learning from sources including AAC&U
- Enabling actions necessary to better support integrative learning at Ithaca College

**Problem to be posed to working session groups:**

**How best do we ensure that every IC student engages significantly in integrative learning as part of their IC education?**

**Exercise 1.**

Definitions of integrative learning:

Provide group with an initial list and invite additions to the list. Set up small group discussion focused on the advantages and disadvantages for students, for faculty when defining integrative learning in each of these ways. (20 minutes for discussion; 15 minutes for reports from small groups; in the end have big white boards with all definitions of integrative learning posted)

**Integrative learning is learning that integrates:**

Skills and knowledge from multiple sources or disciplines

Theory and practice

Diverse and even contradictory points of view

College learning and real-world experience

Curricular learning and co-curricular activities

(Invite additions to this list)

**Exercise 2.**

Across-the-College models for integrative learning:

Provide group with an initial list and invite additions to the list. Set up small group discussion focused on the advantages and disadvantages for students, for faculty when using specific models for integrative learning. (30 minutes for discussion; 30 minutes for reports from small groups; in the end have big white boards with all definitions of integrative learning posted)

**Across-the-College models for integrative learning include:**

Revised general education curriculum

First year seminars

Learning communities

Interdisciplinary studies programs

Revised majors that incorporate integrative learning  
Capstone experience in the majors  
Portfolios including e-Portfolios  
Transition to college programs (how to “succeed” in college)  
Transition from college programs (how to “succeed” after college)  
Internships and co-op work experiences  
Lab and field experience research  
Structured advising program  
Lifelong learning programs  
Five year bachelor’s/professional master’s programs

**Exercise 3.**

Priorities exercises. Each individual gets some number of “dots” of different colors. First—mad scramble as dots get placed beside the **definitions** of integrative learning that are most appealing to the faculty members. Second—mad scramble as dots get placed beside the **models** of integrative learning that are most appealing to the faculty members. Dots of one color will represent definitions and models that are attractive but challenging to achieve; dots of a second color will represent definitions and models that are attractive and more easily achievable. Then we take a deep breath and see where we are. (10 minutes for each scramble; 5 minutes for the deep breath)