

Strategic Visioning Summary

From document

“With a strong program of integrative learning, every student could graduate from Ithaca College with both disciplinary or interdisciplinary mastery *and* unique skills and experiences derived from an intentional integrated curriculum. Through such a curriculum, we could foster multiple forms of literacy, creative and original thinking, entrepreneurship, teamwork, project execution and leadership.”

Summary from sessions:

Defining Integrative Learning

Common themes of Integrative Learning

- Perception
- Perspective
- Flexibility in thinking
- Contextualizing
- Inventing the future
- Regular ongoing conversations
- Shift in teaching within discipline to integration
- Integration needs to happen over time
- Intentionality
- Synthesis
- Progressive and developmental that requires a network of paths
- Cohesive set of values

Integrative Learning is learning that integrates:

<i>AM</i>	<i>PM</i>	<i>Ave.</i>	<i>Area</i>
27 (23%)	31 (30%)	27%	College learning and real-world experience <ul style="list-style-type: none"> • Learning and authentic problems to be solved • Service learning • Service learning connection • Experiential learning • Synthesis of skills and knowledge
47 (39%)	6 (6%)	23%	Diverse and even contradictory points of view <ul style="list-style-type: none"> • Global/international experiences • Issues of race • Respect for others knowledge • Personal experience with larger world view
24 (20%)	22 (22%)	21%	Skills and knowledge from multiple sources or disciplines <ul style="list-style-type: none"> • Integrative faculty from different disciplines • Team teaching • Different lenses • Network of paths to learn • Add “methods” • Synthesis of knowledge • Common vocabulary • “jack of all trades”, “master of none” issue • Centered around discipline • Curriculum rather than general education • Taken from all disciplines
9 (8%)	29 (28%)	18%	Theory and practice <ul style="list-style-type: none"> • Within vs. between majors • Left to student to make this happen • Action oriented • Coherence among disciplines • Draw on knowledge from other disciplines • “Problem-based” focus
	12 (12%)	6%	Liberal arts and professional education
11 (9%)		5%	Systems thinking <ul style="list-style-type: none"> • How to integrate
1 (1%)	2 (2%)	1%	Curricular learning and co-curricular activities <ul style="list-style-type: none"> • Student/campus life • Action oriented • Involve students life more generally • Life/projects in residence halls

Models of integrative learning across the college

<i>Green</i>	<i>Yellow</i>	<i>Wt. Ave.</i>	<i>Area</i>
36	20	46	Revised general education curriculum <ul style="list-style-type: none"> • Greater depth • Require integrative learning within general education • Project based intentional • Systems thinking • Thematic-based clusters • Culminating project • Theme based • Race and ethnic diversity component • Something from all schools • More discussion • Integrative or co-teaching at first
24	3	25.5	Lab and field experience research <ul style="list-style-type: none"> • Collaborative research • Connection with “faculty practice” • Inquiry based projects • “ownership” by students with mentoring
21	9	25.5	Capstone experiences in the majors <ul style="list-style-type: none"> • Immersion offerings • Connection with “first year seminar” “intake” course • Multi-departmental endeavor • Community based • Schedule same day and time
11	20	21	Internships and co-op work experiences <ul style="list-style-type: none"> • Like PT – across the college • “internship office” • Common service learning • Extending into the community • Intergenerational projects
11	14	18	Learning communities <ul style="list-style-type: none"> • Required for first year students – expanded offerings • In summer • Include alumni • Coffee house/pub • Faculty/student/staff learning communities
16	3	17.5	Interdisciplinary studies <ul style="list-style-type: none"> • Developing more relationships between schools
14	2	15	Theme-based liberal arts (thematic clusters for general education)
12	6	15	First year seminars <ul style="list-style-type: none"> • Project courses centering around problem bases learning • Academic orientation focus • “Intake” experience

13	1	13.5	Certificate programs
9	9	13.5	Co-teaching and cross-listing courses
7	7	10.5	Integrative minors
2	15	9.5	5-year bachelors/professional master's programs
4	10	9	Transition to college programs (how to succeed in college) <ul style="list-style-type: none"> • IC Plunge program
7	3	8.5	Transition from college programs (how to “succeed” after college)
6	5	8.5	Lifelong learning programs <ul style="list-style-type: none"> • Extending learning projects outside college into the community
8	0	8	Integrative faculty groups
4	8	8	Revised majors that incorporate integrative learning <ul style="list-style-type: none"> • All or most majors could be redesigned • Integrate double majors • More BA programs in the professional schools
1	12	7	Portfolios including e-portfolios
	14	7	Departments having members from other disciplines
3	3	4.5	Project-based courses
3	1	3.5	Faculty-led overseas programs
3	1	3.5	Extending learning into the evening
1	5	3.5	Structured advising program <ul style="list-style-type: none"> • Professional/cross campus
3	0	3	Cluster-based programs – sophomore clusters
0	0	0	Projects connected with facilities/operations
0	0	0	Involving alumni

Enabling Actions

A comprehensive curriculum that truly encompasses the variety and breadth of the college must be supported by organizational structures that enable programs and practices to both cross and transfer from one part of the campus to another. This will require a number of critical enabling actions:

1. Student policies must be consistent across schools and programs
2. There must be agreement of goals/expectations and rewards in the various processes that are used for funding and other allocations.
3. The expectations of faculty roles and rewards must clearly incorporate this new curricular design, and explain how it fits into the teaching paradigm and the overall faculty activity expectations
4. Faculty reviews, from annual to tenure to post-tenure, must incorporate expectations for participation in the curriculum, and for continuing commitments to academic rigor, challenge, and achievement.
5. IC must improve its methodologies for evaluating teaching effectiveness and the use of a common instrument across all schools and divisions for the evaluation of teaching effectiveness should be explored.
6. A culture of holding ourselves to higher expectations must be adopted, whether those expectations are those of accrediting bodies, of scholarship, of teaching, or of practice.
7. Faculty must endorse the new curriculum as a normal part of their teaching rather than a special expectation for which special load or payment is required;
8. The development of creative pedagogies must be supported, expected, and celebrated/rewarded;
9. We must build a culture of academic innovation.

Other Issues identified by the faculty

1. Curriculum

- a. Don't water down the curriculum
- b. Avoid becoming a one-size-fits-all
- c. Experience learning across disciplines
- d. Give and take – what is eliminated?
- e. Maintaining integrity of the discipline
- f. Don't forget accreditation
- g. Pre-requisites and caps?
- h. Communicate what we have
 - i. Backing what is already happening
 - ii. We need to do an excellent job marketing this complex concept – especially to prospective students or whole vision will crumble
- i. Difficult to do incrementally
- j. Articulation agreements to foster addition of new fields (e.g. nursing)
- k. Problem based learning?
- l. Avoid sacrificing depth of knowledge

- m. Racial and ethnic diversity components in curriculum through GE requirements or strengthening DIIS interdisciplinary programs links to other schools
- n. We must decrease administrative process to designate gen ed, give transfer credit, etc.

2. Faculty issues

- a. Allocation of credit hours (zero sum game)
 - i. What gets eliminated while expanding?
- b. Workload issues
 - i. No added workload
 - ii. Faculty time
 - iii. Integrative learning requires faculty mentoring time
 - iv. As long as we define success in terms of FTE, the idea of integrative learning and innovative ideas will be failure
- c. Faculty are hired a discipline experts
 - i. Discipline loyalty
- d. Are faculty ready?
 - i. Faculty support, training and recognition for integrative learning
 - ii. Advising
 - iii. Faculty need to educate themselves in integrative learning
 - iv. We need ways for faculty to model the ways of thinking and approaching problems for the students – need ways to make that happen
- e. ALANA hiring necessary for diverse perspectives and viewpoints
- f. Tenure and Promotion
 - i. Allow links to interdisciplinary programs (as in DIIS) for faculty
 - ii. Focus should be on student learning rather than teacher effectiveness
 - iii. Penalizing individuals who attempt to reach outside their discipline
 - iv. De-emphasize discipline

3. Students

- a. Are students ready?
- b. Basic student skills for students
- c. Leave students enough time/space to process – avoid creating a series of hurdles complicating their time/coursework demands
- d. Students are coming from a very segregated education in high school. They may well need a freshman entry course that teaches them how to think integratively and how to learn in an integrative environment if that is what we are to adopt
- e. Institutional barriers to students taking courses in other schools
- f. We need to be more transparent with students in terms of why they are required to take certain courses

4. Other

- a. Departments – joint appointments? Distribute loads?
 - i. We must have professional schools contribute significantly or H&S will continue to be the servant of the whole college
- b. Resources – come from where? Shared? Resource development
 - i. We must figure out what we are going to give up in order to adopt these new programs – in terms of faculty workloads, major requirements, gen ed requirements, staff positions, etc.
- c. Speed – how can we act quickly?
 - i. We must not be handcuffed by the risk management office (e.g. vans, ‘slightly hazardous activities’, etc)

- d. Co-teaching and cross-listing courses
- e. Cross purposes of interdisciplinary work and expectations to raise number of majors
- f. Encourage international programs which will enhance student learning and experience.
It is integrative in nature/many ways to help student to be global citizens
- g. Efficiency – how to we make it increase efficiency and not add work?
- h. Framework
 - i. There must be a framework but it has to be flexibly and allow faculty to use their creativity
 - ii. Can't just rely on people to come up with new courses and opportunities. Need a structure that provides a driving force (e.g. a set of goals)