LEEP Engagement on Campus – Five Years In
October 7, 2014

Introduction – LEEP as Culture Change

LEEP was first ‘named’ in spring of 2009 in the Final Report from the Task Force on Undergraduate Education, *Liberal Education and Effective Practice: A Plan for the 21st Century*. Clark faculty voted to accept this report, and they modified and approved the five learning outcomes that were the foundation of the LEEP initiative. The report included both conceptual guidelines and specific recommendations for changes to the undergraduate experience. LEEP promised to be the first significant transformation in the undergraduate curriculum since the Program of Liberal Studies had been implemented in the 1970s. Because it went beyond curriculum, LEEP would need campus-wide participation of a type that was new to Clark and unusual in higher education. This has been -- and continues to be -- an ambitious undertaking, especially given the unexpectedly turbulent external environment of the past five years and the ongoing national dialogue about the value of higher education.

In retrospect, we did not fully appreciate the culture change that would be required if the concepts were taken to heart and the recommendations fully embraced. Five years later, we are still working to ensure that all constituencies have an understanding of LEEP that is broad and deep; that the underlying concepts and constituent elements are inclusive of different academic disciplines and responsive to diverse student needs; and that the resistance inherent in any significant culture change is constructive and engaging.

Our overall assessment is that engagement in LEEP has accelerated over the last two years, as this report will illustrate. Many pockets of culture change are evident; there are more still to come. We continue to learn from our implementation efforts and to recalibrate our future plans accordingly.

This report will offer an overview of accomplishments, followed by evidence of engagement by faculty, students, the broader campus community, and professional organizations beyond Clark. We conclude with topics for discussion regarding the work ahead. A select number of attachments illustrate our statements; please note these are by no means all.
Review of Accomplishments

Guided by the Academic and Financial Plan (2011-2016), the faculty, staff, and administration have:

1. Developed a conceptual framework that includes three elements:
   a. A set of five learning outcomes that include ‘effective practice’;
   b. An integrated learning model that incorporates academics, co- and extra-curricular experiences, world and workplace opportunities, and robust guidance/mentoring;
   c. The developmental continuum, shorthanded as ‘orient, explore, act’.

2. Written and distributed the LEEP Framing Document, Working Paper #1, outlining the scholarly literature that underlies the conceptual framework.

3. Convened a conference that brought together national experts on liberal education.

4. Added several distinct elements to the undergraduate experience: a required First Year Intensive course (FYI), the opportunity to participate in a LEEP Project, and access to a LEEP Center Adviser.

5. Involved alumni as LEEP Project sponsors, in an advisory capacity, as donors, and as mentors.

6. Instituted an ongoing curricular change process at the departmental level (learning community model), supported new course development and revisions across divisions, and created professional development opportunities to help faculty and staff integrate curricular and co-curricular experiences designed with developmental pathways in mind.

7. Started and staffed the LEEP Center, where a new advising model is being developed.

8. Garnered several million dollars from national and local foundations as well as individual donors.


10. Received invitations to participate in national-level projects organized by the Teagle Foundation, Aspen Institute, and the American Association of Colleges and Universities (AAC&U). Here Clark’s curricular reform efforts, particularly its faculty leadership, have inspired other schools.

11. Continually assessed and improved upon LEEP innovations; begun to evaluate student and alumni perceptions of their progress on the LEEP learning outcomes using nationally normed instruments to measure progress.
Faculty/Curriculum

*Faculty have modified their pedagogy by developing new courses, revising existing courses, and altering major requirements.*

- From spring 2011 through fall 2014, faculty developed and/or revised nearly 50 courses, funded by the Davis Educational Foundation. The Mellon Foundation and Higgins School of Humanities additionally supported a dozen new courses.

- Beginning in 2012, eight academic departments or programs (computer science, cultural studies and communication, English, management, biology, economics, music, and screen studies) worked on incorporating the LEEP Learning Outcomes in a developmental manner within their majors. (This work is supported by the Arthur Vining Davis Foundation.)
  - See Department of Biology and Music Program posters [Attachments A & B]

- Beginning in Fall 2014, the faculty teaching FYI’s are meeting to discuss, improve, and provide resources and artifacts illustrating how to engage students with the LEEP Curricular Framework.
  - See Introductory Biology (BIO101) poster [Attachment C]

- Since spring 2012, faculty have offered over 100 new undergraduate courses. Each new course proposal asks faculty to explain: “How does this course contribute to one or more of Clark’s five LEEP Learning Outcomes?” Many incorporate the outcomes in their syllabi; several courses include “Effective Practice” in their titles and descriptions.
  - See New Course Proposals – Graduate and Undergraduate [Attachment D]

*Faculty governance committees, elected and appointed, have offered oversight and guidance in LEEP development.*

- The Undergraduate Academic Board (UAB) defined and described the characteristics of the FYIs; created and evaluated the PLS Cluster pilot; supplied direction on the creation of the LEEP
Center; developed and distributed the departmental LEEP Inventory; considered and rejected recommendations of the Effective Practice Working group, redirecting them to focus on the majors; created a subcommittee to oversee LEEP Center Advising; addressed the role of LEEP Projects in the curriculum.

- The Graduate Board considered LEEP's meaning for masters and PhD education.
- The Planning and Budget Review committee discussed FYI support, LEEP Center costs, LEEP Project funding, the Campaign goals, and LEEP fundraising.
- CETL Steering Committee has supported at least two sessions a year on topics such as pedagogy and assessment results.
- Research Board has taken up the topic of better fostering Communities of Effective Practice built around faculty research, with the goal of building infrastructure and tools to support this labor intensive faculty work.
- The Faculty Admissions Committee devised the criteria for the LEEP Scholarship (a full-tuition award begun in 2013-14), vetted applications, interviewed candidates and revised the process for year two.
- The Information Technology Committee, Library Committee, and Athletic Board have considered the impact of LEEP on their goals and processes.

Faculty have generated innovative approaches to LEEP.

- LEEP Lectures were conceived by a faculty member in an effort to encourage cross-disciplinary collaboration and integrative learning. Nine faculty participated by presenting in each other's courses. Disciplines included political science, history, biology, studio arts, economics, art history, sociology, environmental science, and psychology.
- The Graduate School of Geography offered a full day of LEEP-related programming, known as Practicing Geography.
  - See Geography Week flyer [Attachment E].
- LEEP Projects have been modified in response to research needs of faculty, in particular the need for a sustainable summer science program.
- Faculty requested and were granted seed funding to support disciplinary-based approaches to practice. For examples, the Blackstone Group combined geography/chemistry/GIS/
environmental sciences to study water quality in a local watershed; a political scientist considered a possible travel course to study social movements in Ecuador; an English professor explored the digital humanities; and community-based public health work has begun, involving students in sociology and international development.

**Faculty have been involved in LEEP assessment.**

- Using NSSE data, among other sources, the LEEP Compass Advisory Committee reported on student perceptions of their progress on the LEEP learning outcomes. This report was shared with Trustees in spring of 2014 and with the campus at a well-attended lunch hosted by CETL.

- The LEEP curricular exemplar communities are beginning to experiment with innovative assessments of the developmental pathways. Faculty in the eight majors that have participated in the exemplar communities have begun to pilot assessments described in their planning.

**Faculty have gained deeper understanding and shared their knowledge.**

- *LEEP Lunches* are designed to deepen faculty understanding of LEEP’s intellectual foundations and involve more people in ongoing implementation. The aims are to clarify terminology (what exactly do we mean by LEEPify?), gain insight into purported LEEP fatigue, share knowledge about student perspectives on LEEP, and offer inspiration for the work that remains. Begun in the spring of 2014, 45 faculty have attended thus far and the lunches continue.

- The annual *New Faculty Orientation* program (now extended to part-time faculty) includes an overview of LEEP and a discussion of its origins and progress, supported by several documents with examples and definitions.

- Faculty and staff leaders joined administrators as invited participants in high-profile national gatherings:
  - The Aspen Institute consortium, a two year project, focuses on the need to strengthen business education by linking it more closely to liberal education. Clark’s work from the
Management major and LEEP more generally have been presented at a summer conference convened by the Aspen Institute, with over 30 universities attending.

- Clark faculty have participated in a two year AAC&U consortium on faculty leadership for integrative liberal learning funded by the Teagle Foundation, including attendance at a workshop called *New Designs for Integrative Learning: Curricular Pathways, Departments, and the Future of Arts and Sciences*, that discussed better ways to link students' general Education (Program of Liberal Studies in Clark vocabulary) to students' learning in the major.

*Faculty have made what's implicit explicit.*

- UAB organized a departmental LEEP inventory, in which departments were surveyed about faculty and co-curricular activities at each developmental phase.

- Faculty funding requests and award nominations increasingly include reference to LEEP.
  - See excerpts from the *Klein Chair Nomination Letters* [Attachment F]

**Evidence of Engagement: Students**

*Admitted students cite LEEP as part of their decision to attend Clark, and acknowledge it if they decided not to enroll.*

- The primary decision factors are the type of education (liberal arts), academic programs available, and financial aid, but LEEP was a factor to the class that entered in fall of 2014.
  - 27% of those who enrolled said LEEP influenced them a great deal
  - 32% of those who did not attend said LEEP influenced them to apply
- Interviews of non-enrolled students showed that more than a few understood the underlying educational concept of LEEP, but many confused the LEEP Scholarship with LEEP.
Current students are spokespersons for LEEP. Various student leadership groups attended presentations on the underlying concepts, including resident assistants (RAs), peer advisors, peer learning assistants, and Student Council. Others receive more in-depth training and experience. Each year:

- 76 work as Admissions Ambassadors and explain LEEP daily on their tours
- 26 or so work in UA on the phone bank, with LEEP in their conversational “script”
- 16 assist in the LEEP Center, directing visitors and answering basic LEEP questions

Increasing numbers of students explore and take advantage of LEEP Projects and LEEP Fellows (formerly Pioneers) support/training.

- Student interest in LEEP Projects increased over 50% last year, with 179 students in 2014 who expressed initial interest versus 117 in 2013.
- Nearly 250 students have been LEEP Fellows (2014) or Pioneers (2012 & 2013)

Students increasingly grasp the LEEP conceptual framework.

- Among the seven sessions offered at the LEEP Fellows boot camp, the session on “LEEP” was ranked the second most helpful (following the session on “Telling Your Story”), with 83% concurring.

Students consult with the offices of the LEEP Center, seeking out advice, guidance, and opportunities.

- In 2013-14, LEEP Center advising was described as “required” for first-year students. Over 50 small group meetings were scheduled by the advisers during the course of the year. These meetings resulted in meetings with 62% first-year students in the first semester, and 21% in the second semester.
- In 2014-15, LEEP Center advising is “expected” of both first-year and sophomore advisees. Advisers were able to meet with their first-year advisees at orientation, and may have opportunities to further connect with them through their FYI classes. Sophomore advisees
have been reminded that we continue to be a resource, and have been encouraged to check in before the end of the semester.

- General advising was the second most cited reason for visiting the LEEP Center (following study abroad).

*Students enrolled in a course called the LEEP Lab that has informed Clark’s assessment work.*

- Offered three semesters by faculty in psychology and sociology
- Three groups, about 25 students, presented this work at Academic Spree Day and Fall Fest.

*Students participate on campus committees that address LEEP.*

- This includes UAB and Admissions, as well as Trustee committees.

*Student workers have been deeply involved in LEEP implementation and grant work:* 

- Student workers have been involved with LEEP workshop planning, and assessment data processing and analysis. One student filmed documentary material related to the LEEP curricular work.

**Evidence of Engagement: Broader Clark Community**

*New terminology has organically evolved: LEEPy, LEEPish, LEEP-like, LEEPesque.*

- Simply listen – you’ll hear it!

*New employee orientation includes an overview of LEEP.*

*Student employment is being “LEEPified.”*

- Campus employment offers practical and developmentally impactful work experiences to a number of students, allowing them to experience the “world and workplace” aspects of the LEEP Learning Model and giving them another opportunity to explore effective practice.
Given that only 50% of our incoming students have prior work experience, these jobs become a significant aspect of their education.

- Over the past two years we have been working to "professionalize" student employment by adding job descriptions, performance reviews, opportunities for initiative and advancement, and more challenge.
  - Several departments (Academic Affairs, LEEP Center, community-based work study) have participated in this project, and others (Athletics, the science library) will be joining over the year to come.

Staff in the LEEP Center continue their outreach to students through workshops, presentations, and collaborations with departments across campus.

- The number of information sessions requested by faculty, departments, and student groups has increased over 50% from last year.
- Ongoing/future collaborations include:
  - Participation in the exemplar groups with faculty on curricular redesign
  - Course development with the Education Department
  - Creation of a pilot program for sophomore athletes; service as mentors to several teams
  - Creation of a Senior Transitions boot camp with Student Affairs
  - Ongoing co-programming with Residence Life and Housing
  - Participation on the LEEP Compass Committee (along with several other staff from around campus)
  - LEEP Scholar mentors received alumni mentors

LEEP Projects have mentors from numerous departments:

- Full-time, part-time and visiting faculty, Clark professional staff from ITS, Sustainability, Marketing/Communications, LEEP Center, IR, Athletics, Government Affairs, University Advancement, Admissions, HGS, GSOM, Student Affairs, and the Business Office.
Evidence of Engagement: Beyond Clark

As we seek to deepen our implementation of LEEP and inspire continued cultural change, it’s imperative that staff, administrators, and faculty connect with peers in the academy and beyond.

- Staff, administrators, and faculty have been encouraged and increasingly been selected to present their work at scholarly and professional conferences; have been invited to contribute chapters and articles; and asked to lead workshops on topics related to LEEP.
  - Such national attention provides validation to our internal sense of progress and success

- In such outreach, we both learn from peers and contribute to the ongoing discussions about liberal education.
  - Conference presentations and publications provide national visibility as well as opportunities for further resource development.
  - See Engagement Beyond Campus [Attachment G]

Work Still Ahead of Us -- For Discussion

1. Pace of change
2. Faculty ownership/ staff responsibilities
3. Student discomfort
4. Academic calendar limitations
5. Measurement of progress
6. Definitions of success
7. Goals for 14/15
   a. Launch and readiness
   b. Year of Advising
   c. Value proposition
**Department of Biology**  
**Susan Foster, Todd Livdahl**  
**March, 2014**

### LEEP Learning Outcome 2. Intellectual and Practical Skills

**Key intellectual skills for biologists include reading, comprehending and discussion of primary research literature, formulating hypotheses and designing empirical approaches to evaluating them, analysis and interpretation of data, and writing summaries of research projects. Practical skills incorporate a wide variety of technical methods, with the common elements of writing, graphic and oral presentation of data.**

<table>
<thead>
<tr>
<th>Orientation Phase</th>
<th>Exploration Phase</th>
<th>Implementation/Enactment Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore the varied scientific disciplines</td>
<td>• Work in groups to solve problems (POGIL)</td>
<td>• Work with laboratory or class research group on long-term research project</td>
</tr>
<tr>
<td>• Understand the nature of the scientific process of formulating and addressing questions</td>
<td>• Conduct a short empirical research project</td>
<td>• Participate in analysis and interpretation of data</td>
</tr>
<tr>
<td>• Understand the importance of collaborative work, and the value of using diverse approaches to attack a single problem</td>
<td>• Summarize a sample graphically</td>
<td>• Complete literature search relevant to research</td>
</tr>
<tr>
<td>• Read and discuss scientific papers, to see the scientific method in action</td>
<td>• Interpret graphs</td>
<td>• Participate in collaborative writing of a manuscript for publication</td>
</tr>
<tr>
<td>• Interact with students and scientists at all levels (graduate students, faculty, visiting speakers)</td>
<td>• Perform statistical tests</td>
<td>• Present research poster at Academic Spree Day or at a regional, national or international meeting</td>
</tr>
<tr>
<td>• Relate studies to real-world phenomena</td>
<td>• Find relevant literature</td>
<td>• Design web page summarizing research results</td>
</tr>
<tr>
<td>• Participate in the process of formulating and addressing questions</td>
<td>• Present results orally and in writing</td>
<td>• Work with a group to write a chapter in textbook format</td>
</tr>
<tr>
<td>• Participate in analysis and interpretation of questions</td>
<td>• Interpret graphs data</td>
<td>• Present visual display of research or system properties</td>
</tr>
<tr>
<td>• Participate in the process of formulating and addressing questions</td>
<td>• Understand the importance of collaborative work, and the value of using diverse approaches to attack a single problem</td>
<td>• Present results orally and in writing</td>
</tr>
<tr>
<td>• Reflect on the process of formulating and addressing questions</td>
<td>• Participate in the process of formulating and addressing questions</td>
<td>• Complete literature search relevant to research</td>
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</table>

### LEEP Learning Outcome 5. Capacities of Effective Practice

**Effective practice, for academic biologists, includes conducting original research and presenting the results in written or oral form, transmitting basic principles to students and promoting further inquiry within the discipline. For non-academic biologists, effective practice may entail generating or interpreting data needed to formulate policy, designing experiments for clinical trials, devising medical procedures, diagnosing health disorders, or designing pharmaceuticals, to name only a few of many possibilities.**

<table>
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<th>Exploration Phase</th>
<th>Implementation/Enactment Phase</th>
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</thead>
<tbody>
<tr>
<td>• Understand the value of interactive, cooperative research by reading selected papers</td>
<td>• Work well with others with different levels of expertise</td>
<td>• Teach those who have lesser expertise than my own</td>
</tr>
<tr>
<td>• Appreciate the connection between science and real-world issues by exploring the links</td>
<td>• Ask questions when I am not sure how to solve a problem</td>
<td>• Work out the answers to many questions but I know when it is appropriate to ask those with more knowledge than I have</td>
</tr>
<tr>
<td>• Present poster to peers and professors</td>
<td>• Problem solve with others to conduct effective research</td>
<td>• Design research and problem solve when the first design does not work</td>
</tr>
<tr>
<td>• Design and complete short class-based research project</td>
<td>• Evaluate my research with an interdisciplinary perspective</td>
<td>• Present my research in ways that will interest those with different perspectives</td>
</tr>
<tr>
<td>• Conduct biological research as part of a field program</td>
<td>• Convey my knowledge to those outside of biology</td>
<td>• Presentations to younger students and lay audience</td>
</tr>
<tr>
<td>• Conduct field research relevant to community needs</td>
<td>• Engage in internship</td>
<td>• Engage with students who are already working in faculty laboratories</td>
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<tr>
<td>• Participate in focus groups that delve deeply into specific topics</td>
<td>• Peer review of class work</td>
<td>• Engage with students who are already working in faculty laboratories</td>
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<tr>
<td>• Design research and problem solve when the first design does not work</td>
<td>• Classroom interactions in which research is designed</td>
<td>• Engage with students who are already working in faculty laboratories</td>
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<tr>
<td>• Participate in focus groups that delve deeply into specific topics</td>
<td>• Group discussion of complex published papers</td>
<td>• Engage with students who are already working in faculty laboratories</td>
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<tr>
<td>• Reviewing and editing manuscripts for a Clark Eielogy Journal</td>
<td>• Projects that include scientists and non-scientists</td>
<td>• Engage with students who are already working in faculty laboratories</td>
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<tr>
<td>• Engage with students who are already working in faculty laboratories</td>
<td>• Meetings with stakeholders about applications of ideas</td>
<td>• Engage with students who are already working in faculty laboratories</td>
</tr>
<tr>
<td>• Completing and publishing a manuscript with others</td>
<td>• Internships</td>
<td>• Engage with students who are already working in faculty laboratories</td>
</tr>
<tr>
<td>• Mentor graduate students in the laboratory</td>
<td>• PLA experience</td>
<td>• Engage with students who are already working in faculty laboratories</td>
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<tr>
<td>• Research and publishing</td>
<td>• Mentoring of earlier stage students in the laboratory</td>
<td>• Engage with students who are already working in faculty laboratories</td>
</tr>
<tr>
<td>• Completing and publishing a manuscript with others</td>
<td>• Reporting of conservation and other agencies</td>
<td>• Engage with students who are already working in faculty laboratories</td>
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### Next Steps

1. Develop a rubric-based system for uniform assessment of key projects within a portfolio storage and access system, coordinated with a data base for efficient assessment analysis.
2. Develop the SURE (Summer Undergraduate Research Experience) program to further enhance connections within the Department and ultimately, among departments.

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**Biology Communities of Effective Practice**

Each of our research groups comprises a community of effective practice, nested within a larger collaborative community within the Department. Interactions among the laboratory-based CEPs are especially effective because graduate and undergraduate students share ideas and methods, enhancing connectivity within the department. Some CEPs also have forged significant connections among departments and to the community.

**Research Topics Explored by these Communities include:**

- Algal Physiological Ecology
- Anti-Cancer Drugs
- Developmental Neurobiology
- Environmental Microbiology
- Epigenetics in Social Insects
- Genomics of fungi
- Herpetology & Biomechanics
- Fungal Tree of Life
- Invasive Mosquitoes
- Stream Conservation
- Stickleback Adaptive Radiation

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**The Department of Biology consists of 11 faculty (10 tenure-track), ca. 15 PhD students, and 15 MS students in any year. We are organized into research groups that function as Communities of Effective Practice. Much of our research takes place over the summer on campus.**
Music Program
Matt Malsky, program director

Intellectual and Practical Skills

Music Program Outcomes:
1. The music learning outcome was recently revised to better align with the LEAP goal. This is the first of several goals, and is under review for the next LEAP (See Music program learning outcomes document)
2. Students gain grounding in the technical/theoretical language of Western music, and achieve a heightened understanding and appreciation for its formal and structural dimensions across, as well as within genres, styles, and historical periods.

Student Behaviors
From the very start of the curriculum, students learn by combining theoretical and practical experiences in the major. Music theory involves the study of concepts taught through written drills and short computational exercises. But equally important is "hands-on practice," or how these concepts sound and work in their hands.

Orientation Phase
Music 102 (Principles of Practical Analysis I) and one of four "Core" courses required create a full art major and minor. Addresses the study of technical material, including music theory, harmony, and composition. This course provides the essential background for the "Core" courses.

High Impact Experiences

V&PA programs are Art History, Studio Art, Theatre, and Screen Studies.

Exploration Phase
At this level of coursework, students choose the remaining required courses for their major. Concentrations in music harmony/choral choral music, instrumental/vocal music, and popular music are options. These courses are chosen to provide students with the necessary courses to prepare for further specialization in music history.

Implementation/Enactment Phase
At this level, students are able to design their own course choices by selecting courses for their major and minor. This is the first of several courses that will provide an opportunity to choose courses that are most relevant to their future career goals.

Next Steps:
Continue discussions to transform Creative InterMedia from a loosely aligned set of courses to a formal concentration area for V&PA majors.
**Introductory Biology (BIO 101) and Environmental & Conservation Biology (BIO 103)**

**Fall 2014**

Elizabeth Bone
Biology Department

**LEEP Learning Outcome:** (FILL IN OUTCOME SET NUMBER & SPECIFIC CAPACITY)

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<th>EXPLORE</th>
<th>ACT</th>
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**STUDENT BEHAVIORS**

**FOUNDATIONAL:**

**HIGH IMPACT EXPERIENCES**

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**Introductory Biology** and **Environmental & Conservation Biology** each fulfill the SP requirement. The classes are designed to provide a foundation in biology and environmental conservation to prepare students for upper level courses in biology. The courses are a combination of content-packed lectures, hands-on lab experiences, and an FYI discussion that uses the topics in these courses as models to practice successful college strategies.

**Introductory Biology** and **Environmental & Conservation Biology** each fulfill the SP requirement. The classes are designed to provide a foundation in biology and environmental conservation to prepare students for upper level courses in biology. The courses are a combination of content-packed lectures, hands-on lab experiences, and an FYI discussion that uses the topics in these courses as models to practice successful college strategies.

**Biology 101/103 is a Learning Community because:**

- The classes provide opportunities to develop academic relationships in lab and discussion sections with students who share common academic interests and goals.
- Students explore concepts such as natural selection and DNA technologies through readings and discussion.
- Students collaborate to create and test hypotheses.
- Peer review is an essential part of the writing process in this class.
- Scientific research and ideas are shared through writing, dialogue, presentations, and debate.
1. How does this course contribute to one or more of Clark’s five LEEP Learning Outcomes?

This course supports LEEP Learning Outcomes 2 (writing development) and 5 (writing for a public audience, and developing effective practices and strategies for making one’s thinking public). The following description of LEEP Learning Outcomes appears in the syllabus:

This class has two important designations: “LEEP — Liberal Education and Effective Practice” and “Difficult Dialogues.” What do these designations mean and where will these descriptors be evident? We will be focusing on two of the principles of Clark’s new LEEP initiative by exploring writing (Learning Outcome 2) and effective practice (Learning Outcome 5), reading and writing academic texts in our class sessions and discussions groups and grappling with the real world issues of what counts as effective written communication in making our thinking public and available to others. We will be exploring the core principles of what we often talk about as “capacities of effective practice” — including creativity, collaboration, self-directed learning, and adaptive expertise in writing (see #5, the red thread).

We will work hard to reflect on the relationships among theory and practice, in writing and discussion, to see where the theories fit or don’t fit with our experience in the world, as we work to make our writing public, and build toward capstone work in the major.

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### Foundational Liberal Education Skills and Capacities

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<tr>
<th>Number</th>
<th>Skill Description</th>
<th>Example</th>
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<tbody>
<tr>
<td>1</td>
<td>Knowledge of the Natural World and Human Cultures and Societies — including foundational disciplinary knowledge and the ability to employ different ways of knowing the world in its many dimensions.</td>
<td>The acquisition of this knowledge will be focused by rigorous engagement with big questions, both contemporary and enduring.</td>
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<tr>
<td>2</td>
<td>Intellectual and Practical Skills — including inquiry and analysis, the generation and evaluation of evidence and argument, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.</td>
<td>These skills will be practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</td>
</tr>
<tr>
<td>3</td>
<td>Personal and Social Responsibility — including ethical reasoning and action, the intercultural understanding and competence to participate in a global society, civic knowledge and engagement, and the lifelong values of critical self-reflection and learning.</td>
<td>These abilities will be anchored through active involvement with diverse communities and real-world challenges, taking particular advantage of Clark’s urban location and global connections.</td>
</tr>
<tr>
<td>4</td>
<td>Ability to Integrate Knowledge and Skills — including synthesis and advanced accomplishment across general and specialized studies, bridging disciplinary and interdisciplinary thinking, and connecting the classroom and the world.</td>
<td>This will be experienced through progressively more advanced knowledge creation, contextual reasoning, and the construction of shared meaning and opportunities for reflection.</td>
</tr>
<tr>
<td>5</td>
<td>Capacities of Effective Practice — including creativity and imagination, self-directedness, resilience and persistence, and the abilities to collaborate with others across differences and to manage complexity and uncertainty.</td>
<td>These will be demonstrated by application of knowledge and skills to issues of consequence and by emerging membership in larger communities of scholarship and practice.</td>
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Clark believes that students need extensive opportunities to connect their learning within and across many contexts, including their major. Clark’s general education requirements known as the Program of Liberal Studies, as well as research, internships and cocurricular experiences. But Clark’s distinctive addition is a new educational goal aimed at learning science research and aimed at better preparing students for their lives beyond college: capacities of effective practice (Budwig, 2011a). In addition to a strong liberal education, Clark students will graduate with the ability to engage effectively on issues of consequence, bringing creativity and imagination, resilience and persistence, and the ability to constructively collaborate with others in the face of complexity and uncertainty. Over their time at Clark, undergraduate students will weave together a program of curricular and cocurricular experiences that inculeate the five learning outcomes of a Clark degree.
Please join us for the Third Annual Peter Condakes

PRACTICING GEOGRAPHY WEEK

Practicing Geography week is a week of career-focused events for our undergraduate students.

Co-sponsored by the Graduate School of Geography (GSG) and the Clark Undergraduate Geography Association (CUGA).

Practicing Geography week was developed to give our students in Geography, Global Environmental Studies, and Earth System Science a chance to explore various career and graduate school options in preparation for what lies ahead after undergraduate life at Clark. It also provides various opportunities to network with faculty, graduate students, and alumni from our programs.

MONDAY, APRIL 14

DROP IN INFO SESSION

Chat with current undergraduate students to learn about all of the options offered in Geography, Global Environmental Studies, and Earth System Science programs!

Lurie Conference Room

12:00 — 2:00 PM

TRIVIA NIGHT

Join us for some Geography trivia!

Free wings, pizza, and prizes!

Jefferson 218

8:00 — 10:00 PM

TUESDAY, APRIL 15

MAP LIBRARY TOUR

Did you know Clark has a map library? Tour the unique space with Emily Glaubitz.

MAP LIBRARY (Geography Building Basement)

1:30 — 2:30 PM

MAIN SOUTH TREASURE HUNT

Learn about our local community while searching for treasures!

MEET IN RED SQUARE

5:00 PM — 7:00 PM

THURSDAY, APRIL 17

PRACTICING GEOGRAPHY TALK

Third Annual Practicing Geography lecture featuring Clark alum

SUSAN SHARP (BA ’08)

Winton Dining Hall

6:00 — 7:30 PM

FRIDAY, APRIL 18 — SUNDAY, APRIL 20

FIELD TRIP TO NEW YORK CITY

Leave Clark Friday at 7:45 AM

Return Sunday around 5:30 PM

Email Professor Mark Davidson for more details

M.Davidson@clarku.edu

For more information, contact CUGA President Michelle Andrews, M.Andrews@clarku.edu
1. ... For decades, [professor’s] approach has epitomized the spirit of Clark and of LEEP, as evidenced by the manner in which [professor’s] scholarship has genuinely changed the world and transformed students.

2. ... This is LEEP at its best. Actually, [professor] has been doing the kind of work we’re promoting in LEEP for over fifteen years.

3. ... These projects will bring more research funding to Clark, support the education of many students with LEEP ready projects, and follow the motto of Challenging Convention and Changing the World.

4. ... in the development of key campus---wide initiatives including LEEP.... This is exactly the kind of “learning by doing” that LEEP represents, and was an example of [professor] showing concrete commitment to the LEEP ideal.

5. ... is a redesigned LEEP type course. Each student does a research project designed by himself/herself under my guidance.
ENGAGEMENT BEYOND CAMPUS
October 2014

Consortium or Competitive Program Participation and Presentation

Aspen Institute 2014-2016: Nancy Budwig (Academic Administration) & Priscilla Elsass (GSOM) are participating in a consortium convened by Aspen Institute with 30 other research universities with the aim to strengthen the connection between business education and liberal learning. The Clark team presented at the June 2014 meeting.

Elon University Seminar for Engaged Scholarship 2014-2016: Michelle Bata (Associate Dean and Director, LEEP Center) was selected to be one of 38 participants in a three-year, fully-funded seminar on faculty mentoring sponsored by Elon University. Her research group – with colleagues from the College of Wooster, Elon University, Penn State, and UT-Austin – is conducting research on mentoring networks to assess the effects of faculty mentorship on student outcomes. Michelle will focus specifically on mentoring of LEEP Projects.

National Academic Advising Association (NACADA) Summer Institute 2014: Jen Plante (Director of the Writing Center, LEEP Center) participated in a week-long summer advising institute working alongside faculty and administrators from other universities. Her project at the institute was to develop a plan to communicate LEEP Center advising goals and programming to Clark faculty.

Association of American Colleges and Universities Consortium on Faculty Leadership for Integrative Liberal Learning 2012-2014: Clark team members Nancy Budwig, Sarah Michaels, Michael Butler (AY 2013) and Lisa Kasmer (AY 2014) joined faculty from 16 other colleges for quarterly meetings organized by the AAC&U, presenting and discussing Clark faculty’s LEEP curricular reform efforts at venues including Babson College, March 2014; Washington, DC, January 2014; Providence RI, October 2013; Portland State University, Oregon, July 2013; Wheaton College, February 2013, and at Clark University where the inaugural meeting took place in October 2012.

National and regional presentations and invited participation related to LEEP

Michelle Bata (June 2014). Conference presentation: Using undergraduate research as a model for other high-impact practices, Council on Undergraduate Research (CUR) annual meeting, Washington, D.C.

Adriane van Gils-Pierce (May 2014). Conference presentation: Restructuring the study abroad office, National Association of International Educators (NAFSA), San Diego, CA.

Vickie Cox-Lanyon (May 2014). Conference presentation: Transitioning to a holistic advising model, Small College Career Alliance (SCCA) annual meeting, Amherst, MA.

Adriane van Gils-Pierce (April 2014). Invited panel presentation: Restructuring the study abroad office, Forum on Education Abroad (FORUM) annual meeting, San Diego, CA.

Kevin McKenna and Michelle Bata (March 2014). Conference presentation: LEEP: Transition from a faculty-centered advising model to an integrated one, National Academic Advising Association (NACADA) Region 1 conference, Newport, RI.
Mary-Ellen Boyle (January 2014). Invited panel participation: Reanimating liberal studies through intentional and innovative experiential learning, ACAD Pre-Conference Workshop at AAC&U, Washington, D.C.

Nancy Budwig (December 2013). Invited panel organization and presentation (with Donna Heiland): Implementing and measuring innovative learning outcomes, NEASC Conference, Boston, MA.

Nancy Budwig (April 2013). Invited participant: Faculty work and student learning: A convening by the Teagle Foundation, New York City, NY.

Nancy Budwig and Priscilla Elsass (February 2013). Poster presentation and discussion session: Guided emergence: A process for weaving learning outcomes into the undergraduate academic experience, AAC&U General Education and Assessment Conference, Boston, MA.


Nancy Budwig (December 2011). Invited panelist: Liberal Education and Effective Practice-Creativity, adaptive expertise, collaboration and capacities of enactment. Session title: Measuring and supporting creativity in students, NEASC Meeting, Boston, MA.

Awards, Scholarships and Fellowships

NACADA (National Academic Advising Association, 2014): Excellence in advising award (Region 1):

- Michelle Bata, Associate Dean & Director of the LEEP Center
- Jennifer Plante, Director of the Writing Center and Writing Program, LEEP Center

Michelle Bata and Denise Darrigrand (2014): Bringing Theory to Practice grant (AAC&U sponsored funding): **Improving retention by strengthening the personal and emotional well-being of Clark students through community-based learning and reflection.**

Articles and book chapters related to the LEEP

