

IN/CO GRANT PROGRAM UPDATE

AUGUST 2018



PROGRAM OVERVIEW

The Colonial Academic Alliance launched the Innovate/Collaborate (IN/CO) Grant Program in April 2017, providing grants of up to \$40,000 (dispersed over a two year grant period) to fund initiatives that address pressing policy challenges in higher education; fuel collaboration between institutions; enhance institutional excellence; and promote innovation in intellectual inquiry. IN/CO Grants fund multidisciplinary teams of faculty and staff from two or more Alliance member institutions.

Awards are selected by the Alliance's Provosts' Council, its governing board. Of twenty-two submitted applications, four proposals were funded in the first round for a total of \$156,500. Any future opportunities for funding will be publicized on the Alliance's website, www.caa-academics.org.



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GRANTS AWARDED

**\$40,000 TRACKING EXPERIENTIAL
LEARNING OUTCOMES ACROSS
THREE CAA CAMPUSES**

Drexel University
University of North Carolina Wilmington
College of Charleston

**\$42,500 INNOVATIVE STRATEGIES FOR
HIGH IMPACT PRACTICES:
ACCESS, SUCCESS, AND
THE CAA STUDENT-ATHLETE**

Elon University
University of North Carolina Wilmington
College of Charleston
University of Delaware
Drexel University
Hofstra University
James Madison University
Towson University
College of William & Mary

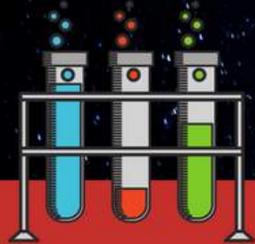
**\$34,000 LEARNING TO LEARN:
A STUDENT OPERATOR'S
MANUAL FOR THE BRAIN**

Elon University
Hofstra University

**\$40,000 ENGAGING DIFFERENCE:
A DEEP DIVE INTO THE
ASSESSMENT OF
TRANSFORMATIVE LEARNING**

James Madison University
Elon University

TRACKING EXPERIENTIAL LEARNING OUTCOMES ACROSS THREE CAA CAMPUSES



PARTNER INSTITUTIONS
Drexel University, College of Charleston &
University of North Carolina Wilmington

GRANT AWARD: \$40,000

OVERVIEW

Building on the success of the 2016 Pedagogy Summit on Experiential Learning, the Alliance engaged faculty and staff leaders at Drexel University, University of North Carolina Wilmington, and the College of Charleston to pilot an initial grant under the newly conceived IN/CO Grant program. The project team identified mutual goals and mapped out a research proposal during a Think Tank held at Drexel's Washington DC Center in August 2017.

The resulting initiative addresses the need to develop a validated instrument and database to enable assessment of experiential learning across multiple types of experiences and campuses. Developing this instrument and database will allow for in-depth exploration of understudied topics such as: expected learning outcomes from distinct experiential learning opportunities; how experiential learning opportunities affect specific subpopulations; and commonalities across experiential learning opportunities.

PROGRESS UPDATE

Drexel University hosted the first post-award grant team meeting in November 2017. During this session, the project team discussed existing experiential learning assessment tools and practices on each campus, the infrastructure required (e.g., offices involved, systems used to collect data, availability of existing data), the instrument development process, and grant sustainability. University of North Carolina Wilmington convened the project team for a second in-person meeting in February 2018, focusing on the identification of common student learning outcomes and the logistics of piloting the instrument across all three campuses. College of Charleston hosted a third in-person meeting of the IN/CO grant team in April 2018 to review the draft instrument; examine platforms, delivery, and timeline; and follow up on mining current data. Opportunities for future funding and project sustainability were also discussed.

Over the next academic year, the draft instrument will be piloted with a diverse range of students who have participated in experiential learning opportunities. Focus groups will be conducted with participating students to gauge both student perceptions and the efficacy of the instrument in capturing data. The project team will also present on this grant at the fifth annual Drexel Assessment Conference (September 12-14, 2018).

INNOVATIVE STRATEGIES FOR HIGH IMPACT PRACTICES: ACCESS, SUCCESS, AND THE CAA STUDENT-ATHLETE



PARTNER INSTITUTIONS

Elon University, University of North Carolina Wilmington, College of Charleston,
University of Delaware, Drexel University, Hofstra University,
James Madison University, Towson University, & College of William & Mary



→ **GRANT AWARD: \$42,500** ←

OVERVIEW

This initiative addresses the need to identify best practices and develop transferable solutions, both at the institutional and conference level, for greater student athlete participation in high impact practices (HIPs). To date, very little attention has been given to the lack of student athlete participation in HIPs. The project team aims to improve student athletes' access to and success in HIPs across Colonial Athletic Association (CAA) institutions and address this gap in the study of HIPs.

The HIP/Student Athlete initiative builds on the CAA's commitment to academic excellence among student athletes and helps to position the conference as a leader in innovative teaching and learning opportunities. The project team envisions that providing best practices beyond the CAA will also enhance institutional and conference excellence.

PROGRESS UPDATE

In spring 2018, the project team surveyed each CAA institution to create a snapshot of HIP offerings and student athlete participation in HIPs. In summer/fall 2018, academic affairs leaders, athletic academic advisors, and department chairs will receive a second survey on institutional priorities, definitions of HIPs, and operationalization of HIPs on each campus to inform the project's future direction. In addition, a document analysis exploring the marketing of HIPs on CAA institution websites was initiated.

The project team will present accepted abstracts for presentation to the International Society for the Scholarship of Teaching and Learning (October 24-26 in Bergen, Norway) and the 5th annual Drexel Assessment Conference (September 12-14, 2018).



ENGAGING DIFFERENCE: A DEEP DIVE INTO THE ASSESSMENT OF TRANSFORMATIVE LEARNING

PARTNER INSTITUTIONS

James Madison University and Elon University

Grant Award: \$40,000

OVERVIEW

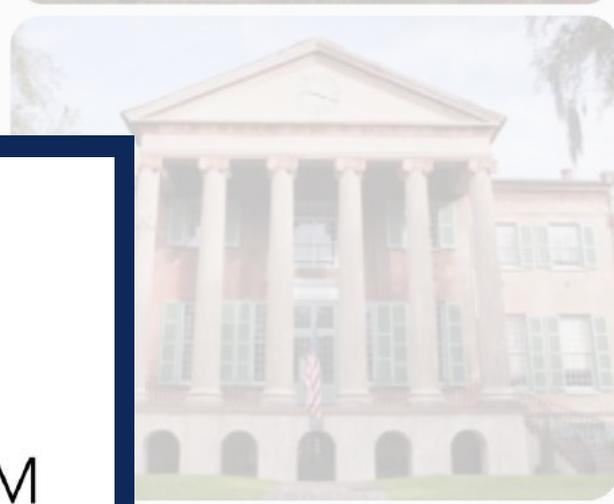
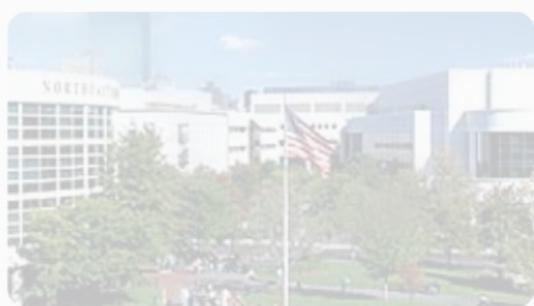
The Alliance received three extremely strong proposals on global education from faculty at James Madison University and Elon University in the first round. Given that all three proposals dealt with engaging difference and effectively evaluating students' study away experiences, the Alliance Provosts' Council asked these three groups to participate in a Think Tank, aimed at developing a common research goal.

The Think Tank led to a successful proposal and grant award, focused on understanding how programmatic components of study away – a term that encompasses all off-campus study, including domestic and international – interact with who the students are and affect student growth and change. The first aim of this initiative is to address the complex interaction between student characteristics and the experiences they have during or after study away. The second aim of the initiative is to examine the types of re-entry engagement students experience; their perceptions of these experiences; and the connections they may have with transformative change. The findings will advance our understanding of the transformative nature of global education experiences.

PROGRESS UPDATE

James Madison University (JMU) hosted an initial in-person meeting in July 2018 to develop a project plan and train Elon project leaders on the primary assessment instrument being utilized, the JMU-developed Beliefs, Events, and Values Inventory (BEVI). Both institutions secured IRB approvals and are gathering data on the types of study away programs offered at each institution (e.g., program type, duration, location, community engagement, service-learning). The project team intends to begin data collection at Elon University in August 2018. The timeline for data collection will differ at each institution due to the timing and nature of the study abroad and study away programs. The aim is to conduct the pre-test before students depart, the first post-test soon after they return, and the second post-test 6 to 8 months later.

To spark further innovation and broaden the collaborative potential of this grant, Co-PI Vesna Hart (JMU), Co-PI Maureen Vandermaas-Peeler (Elon), and Alliance Executive Director Lindsey Interlante were invited to contribute to JMU's Cultivating the Globally Sustainable Self Summit Series, — a multi-year, multi-institution initiative that brings together scholars, practitioners, and leaders from around the world to address the most pressing issues of our day, including global education, cultural understanding, human rights, and sustainability.



GRANT
PROGRAM
innovate/collaborate

For more information on the IN/CO Grant program, visit the Colonial Academic Alliance website:

WWW.CAA-ACADEMICS.ORG