

The Teagle Foundation

NEWSLETTER - SUMMER 2008



FROM THE PRESIDENT

Two Boxes

Thinking outside the box, we all know, is increasingly important if we want to improve student learning. But what, exactly, is the box, and how do we get out of it?

"The accreditors are coming and they are insisting we start assessing student learning." We hear that panicky cry for help quite frequently at the Teagle Foundation. It's understandable, I suppose, that in such situations faculty members (and deans and provosts) sometime react like C students, wondering, "How little can we do and still get a passing grade?"

That's one box. At Teagle we are finding that getting out of it requires fresh thinking about how to turn accreditation (or similar demands for assessment) into something that really helps in the classroom. In doing that it helps to focus on the toughest part of accreditation requirements by having in place processes for the systematic improvement of student learning. That idea still sounds alien to the culture of academia, [a foreign idea imported from manufacturing](#) or other banal activities. But it can no longer be avoided. Many smart institutions are working hard to achieve continuous improvements in quality with Teagle support, including:

- [Thirteen research universities](#), under the leadership of Bob Thompson of Duke University, that are collaborating on projects focused on undergraduate writing and critical thinking;
- [Fifteen liberal arts colleges](#) that are working to systematically improve student learning in a wide range of areas.

We expect to announce a new RFP later this year targeting liberal arts colleges for another round of such grants. Details will be posted on the Foundation's website.

Another box is built on the assumption that students' brains are pretty much fixed entities by the time they arrive at college. This and many other assumptions about memory, learning, etc. are being challenged by new work in the cognitive sciences. Two sets of new Teagle grants--one involving [consortia of liberal arts colleges](#) and another involving [research universities](#)--are encouraging institutions to set up interdisciplinary *Collegia* to

New Resources

ANNOTATED BIBLIOGRAPHY

[Institutions of higher learning and learning organizations](#)

ESSAY

[A second adolescence: Two big questions and where they belong](#)

ESSAY

[Educational narratives, or, what do we know and how do we know it?](#)

ESSAY

[The role of the undergraduate major in advancing liberal learning](#)

REPORT

[Evidence of learning: Applying the Collegiate Learning Assessment to improve teaching and learning in the liberal arts college experience](#)

REPORT

[Liberal education and study abroad: Assessing learning outcomes to improve program quality](#)

STATEMENT OF PRINCIPLES

[New leadership for student learning and accountability](#)

The Liblog

explore new thinking about human learning and its implications for undergraduate education. These *Collegia* extend the "Fresh Thinking" work that the Foundation has been seeding for several years and is now bearing fruit. Take a look at some recent grantees' [publications](#) to see for yourself.

Bob Connor

Recent Grants

OUTCOMES & ASSESSMENT

For the systematic improvement of student learning at liberal arts colleges

- [Fifteen grants of up to \\$150,000](#) for projects led by the College of Saint Benedict, Earlham College, Hampshire College, Hobart & William Smith College, Hope College, Juniata College, Kalamazoo College, Middlebury College, Occidental College, Randolph-Macon College, Skidmore College, St. Lawrence College, St. Olaf College, Trinity College, and Whittier College.

For the systematic improvement of student learning at research universities

- [Thirteen grants of up to \\$50,000](#) for projects at Carnegie Mellon University, Duke University, Georgetown University, Indiana University, Pennsylvania State University, UC Berkeley, UC Davis, University of Illinois at Urbana-Champaign, University of Kansas (Lawrence), University of Michigan (Ann Arbor), University of Nebraska (Lincoln), UNC-Chapel Hill, and the University of Southern California.

For additional assessment projects

- \$394,500 to the [Center of Inquiry in the Liberal Arts](#) at Wabash College to use the Wabash National Study to promote assessment and improvements in student learning.
- \$15,000 to the [College of Wooster](#), Allegheny College, Augustana College, and Washington College to assess student learning outcomes in capstone research experiences (planning grant).
- \$120,000 to the [Council of Independent Colleges](#) to extend the work of the CIC/CLA learning assessment consortium.
- \$94,700 to [Lawrence University](#), College of Wooster, and Williams College to assess tutorial education.
- \$299,912 to the [University of Southern California](#) to assess the impact of diversity courses on students' higher order thinking skills.
- \$196,000 to [Wellesley College](#), Bates College, Bowdoin

RECENT ENTRIES FROM TEAGLE'S LIBERAL ARTS WEB LOG:

[It's the students, not the statistics](#)

[Kaizen anyone?](#)

[Acid rain: Searching for an analogy](#)

[How good is good enough?](#)

Have something to say about student learning or liberal education more broadly? [Email us](#). (All contributions are subject to review by Foundation staff. We do not guarantee that all entries will be published.)

The Amazing Adventures of Indigo Jones, Classical Archaeologist!

A SIX-PART PODCAST
SERIES



What happens when swashbuckling classical archaeologist (and acclaimed teacher-scholar) Indigo Jones becomes a pro-assessment crusader? Will his daring mission to improve student learning

College, Colby College, Middlebury College, Smith College, Trinity College, and the New England Association of Schools and Colleges to continue the work of the New England consortium on assessment and student learning.

FRESH THINKING

For Collegia on student learning at consortia of liberal arts colleges

- [Four grants of up to \\$150,000](#) to the Associated Colleges of the Midwest, Associated Colleges of the South, Great Lakes College Association, and Southeastern Pennsylvania Consortium of Higher Education.

For Collegia on student learning at research universities

- [Seven grants of up to \\$150,000](#) for projects led by Brown University, Columbia University, Indiana University, Rice University, Tufts University, University of Michigan, and Yale University.

COLLEGE-COMMUNITY CONNECTIONS

For partnerships between colleges / universities and community-based organizations

- [Three grants of up to \\$25,000](#) to Drew University (to partner with Union Settlement Association), New York University (to partner with Leadership Enterprise for a Diverse America), and Pace University (to partner with the Boys' Club of New York).

For support of college preparatory programs at community-based organizations in New York City

- [\\$40,000](#) to East Harlem Tutorial Program.
- [\\$15,000](#) to Jacob A. Riis Neighborhood Settlement House, Overcoming Obstacles, and Project Reach Youth.

anger the academic establishment, or worse yet, the gods?

Find out more on our [website](#).

New Request for Proposals

FOR COLLEGE-COMMUNITY CONNECTIONS PARTNERSHIPS

The Foundation is pleased to announce a new [RFP](#) for our College-Community Connections program, which partners New York City community-based organizations with area colleges and universities. More information on the program, as well as the [RFP](#), can be found on our [website](#).

Our Website

Visit our website for additional resources that can help improve student learning on your campus.

www.teaglefoundation.org

You are receiving this email either because you have subscribed to e-updates from the Teagle Foundation or because we think you'll be interested in what is currently happening with the Foundation.

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