

Self-Study of The Liberty Hyde Bailey Scholars Program at Michigan State University

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BAILEY
SCHOLARS PROGRAM

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EXECUTIVE SUMMARY

In 1997, faculty, staff, and students came together to form the Liberty Hyde Bailey Scholars Program (BSP) in the College of Agriculture and Natural Resources (CANR) at Michigan State University. The program was developed to revitalize and legitimate new forms of teaching and learning and to meet the leadership challenges of agriculture and natural resources in today's society. The founding faculty members were from multiple CANR departments as well as external thinkers in higher education with the shared goal of transforming higher education.

It has been 17 years since the program was established. During that time, BSP's organizational structure, admission practices, curriculum, and areas of emphases have shifted to accommodate internal and external forces of change, including leadership styles of different Directors and budget realities in CANR and MSU overall.

Since 1997, a lot has changed at Michigan State University and in the world.

- In 2004, the MSU Provost's Office established the University Undergraduate Research and Arts Forum¹, to showcase scholarly work of MSU undergraduates
- In 2005, MSU President launched the Boldness by Design² initiative and urged the campus to move from land-grant to global grant
- In 2005, the university identified Internationalizing the Student Experiences³ as one of its major priorities in the North Central Accreditation process.
- Between 2008 and 2011, MSU sustained the most dramatic economic challenge since the post World War II era and rose to that challenge through a series of institutional and financial restructurings described in the Shaping the Future⁴ document
- In 2009, a University Committee established the institution's Liberal Learning Goals⁵
- In 2012, MSU President launched Bolder by Design⁶, a re-affirmation and re-commitment to core institutional values outlined almost a decade earlier.

Remaining the same is simply not an option for the Bailey Scholars Program. Along side to changes within the institution, there has been a rise of complex social problems in a globally connected environment, driving the need for BSP to nurture learners on career paths that will require flexibility, entrepreneurship, critical problem solving skills, and dynamic leadership.

¹ <http://urca.msu.edu>

² <http://boldnessbydesign.msu.edu>

³ <http://accreditation2006.msu.edu/internationalizing>

⁴ <http://shapingthefuture.msu.edu>

⁵ <http://undergraduate.msu.edu/learning>

⁶ <http://bolderbydesign.msu.edu>

In 2013, CANR administrators appointed a committee to consider future programmatic and curricular changes for the Liberty Hyde Bailey Scholars Program. This self-study team included faculty and staff from the Department of Sustainability (CANR), Higher Adult, and Lifelong Education (College of Education), and School of Social Work (College of Social Science). The team was charged to conduct a self-study and provide recommendations to improve BSP's organizational function, including learning experiences for faculty, graduate students, and undergraduates, operational costs, staffing arrangements, and program's capacity to prepare students for today's workforce. The team was also asked to bring BSP into alignment with institutional imperatives and priorities for undergraduate education put into place since the founding of the program.

Over the course of Fall semester 2013, the self-study team reviewed program documents, including research data collected in past eras; interviewed past program faculty, graduate students, and undergraduate alumni; examined current literature on the scholarship of teaching and learning; and considered institutional policies. Based on this self-study we identified challenges and proposed forward thinking solutions; we developed sustainable enrollment models; and we assessed the costs and benefits of changes in curriculum to reflect the need for leaders in a connected world.

Recommendations

A unique shift toward integrated learning at MSU requires bold and innovative supporting structures. The strongest position for the BSP is to continue to reside in CANR and take on a new identity as the University minor: *Leadership in Integrated Learning*.

In the transition from specialization to minor, this change will emphasize the ways in which Bailey adds value to curricular connections. The CANR affiliation combined with innovative teaching provides a broad appeal to MSU undergraduates seeking to develop a scholarly identity that reflects integration of ideas across social, economic, environmental, and cultural domains in addition to disciplinary learning.

To move forward with the proposed minor, Leadership in Integrated Learning, we highlight the major changes necessary for a successful implementation.

Educate- Share the ways in which Bailey experiences contribute to integrated learning at MSU and beyond. We know career paths are changing and we are preparing leaders to engage fully in a dynamic knowledge environment.

Recruit- Continue to recruit students, staff, and faculty from around MSU; they add perspective among/between learners that add to connected learning and leadership development. An intentional choice was made in 2006 to open BSP beyond CANR to add diverse academic cultures, models, and voices to connected learning.

Engage- Creating direct connections to university advising and curriculum protocols are important to the success of a Minor in *Leadership and Integrated Learning* and the staff, faculty, and students involved. Previous advising and curriculum efforts have not been aligned with MSU Undergraduate Learning Goals (ULG's). The proposed curriculum and supporting structures provide the links to national conversations about competency-based learning, MSU ULG's, CANR Curriculum Accreditation, and individual student learning paths.

Research- Better promote research opportunities that can help faculty better align their time spent at Bailey with department expectations for scholarship outputs. Research opportunities are an integral part of BSP, and current accountability measures for research productivity (i.e. ROI) illustrate the gap between discipline specific grant funded research and research aligned to social implications of scientific research.

Assess- Assess efforts of faculty and students on program long-range outputs (summative) and engaging learning processes (formative). Previous efforts at assessment were mostly formative and statutory. Long-range outcomes data are necessary to ascertain students and faculty gains across research, career, teaching, community development, and competency areas.

Resources- Commit to continued growth of the BSP within CANR. CANR is the current administrative and fiduciary sponsor of the BSP. The stability provided by CANR in terms of leadership, physical space, financial resources, and academic reputation give BSP the platform needed for future success as a widely accessible minor in Leadership in Integrated Learning.

Far from promoting the next educational trend, taking a proactive stance toward integrated learning helps Bailey, CANR, and MSU move toward *MSU Bolder by Design* imperatives Enhancing the Student Experience, and Enriching Community, Economic, and Family Life, Strengthening Stewardship, and Advancing a Culture of High Performance.

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This report contains our shared understanding of the BSP. We highlight the unique nature of the BSP in *connecting learners* and scholars across disciplines. We provide *evidence* to highlight the contributions of BSP to MSU's Undergraduate Learning Goals. We explain that the tangible and intangible *benefits* resulting from BSP far outweigh the tangible costs that are incurred in the course of administering a program. We offer explanations of factual events such as a budget cut or a change in participation rates. Findings are informed by the documents and stories collected by the Bailey community. The purpose of this report is to synthesize data from the historical facts of the BSP and provide an innovative guide to develop the next strategic cycle.

The Liberty Hyde Bailey Scholars Program creates and maintains a unique and broadly accessible learning lab⁷ for faculty, graduate and undergraduate students at Michigan State University. Bailey scholars are students and faculty who embody the strategic framework of *Bolder by Design*⁸ through connected learning about the student experience, enriched community, through a culture of high performance. Bailey creates space for integrated, connected and interdisciplinary learning with an aim to support the scholarly agendas of individual faculty and colleges. While interdisciplinary learning can be considered a contested space in a discipline-driven environment, the BSP supports faculty and students as they engage in reflexive practice⁹ in order to find new and innovative solutions to existing complex problems.

Notable outcomes from new teaching models to a new residential college have helped to address critical questions and have led faculty to novel ideas, incubated in Bailey, that contribute to the stellar reputation of Michigan State University.

University and Community Level Outcomes

- MSU Colloquy on Teaching and Learning
- Establishment of the MSU Office of Campus Sustainability
- Agricultural heritage project, partnering Michigan Department of Transportation, MSU Extension, and MSU Department of History

Cross-College Level Outcomes

- Program development for experiential learning in Residential Initiative on the Study of the Environment
- Curriculum development for the Student Organic Farming Program
- Two Community Engagement Study Abroad Programs in Ireland
- International learning experiences in Belize

College and Departmental Level Outcomes

- Program development for the Residential College for Arts and Humanities
- Competency based learning and assessing experiential learning in the Fisheries and Wildlife department

⁷ Wheatley, 1994

⁸ MSU Office of the President, 2013

⁹ Beck, 1992

While the value of an individual degree remains a passport to meaningful careers, a Bailey specialization in connected learning¹⁰ offers students the chance to build a robust set of integrated knowledge, skills, and abilities valuable in a dynamic marketplace. In Bailey, faculty members identify a space to explore new perspectives on research, teaching, and community engagement. In these ways, Bailey contributes to the bold impact of MSU in the community and the world.

While we know who is involved, how much is spent, who is learning, and what kind of scholarship is produced, the BSP is best understood when observers step away from the individual artifacts of the program. We encourage readers to take a broad view of epistemology, and begin to see multiple ways of learning and inquiry in a scholarly community. The BSP is simultaneously a large container¹¹ where individuals contribute to each other's learning and a narrow funnel for inquiry, targeted to address complex contemporary issues. The BSP is both a process in which community members engage in deep, connected conversations and a product whereby learners acquire analytical and relational skills leading to integrated learning closely associated with MSU's Undergraduate Learning Goals¹² and expectations of MSU graduate students and faculty (see Figure 1).

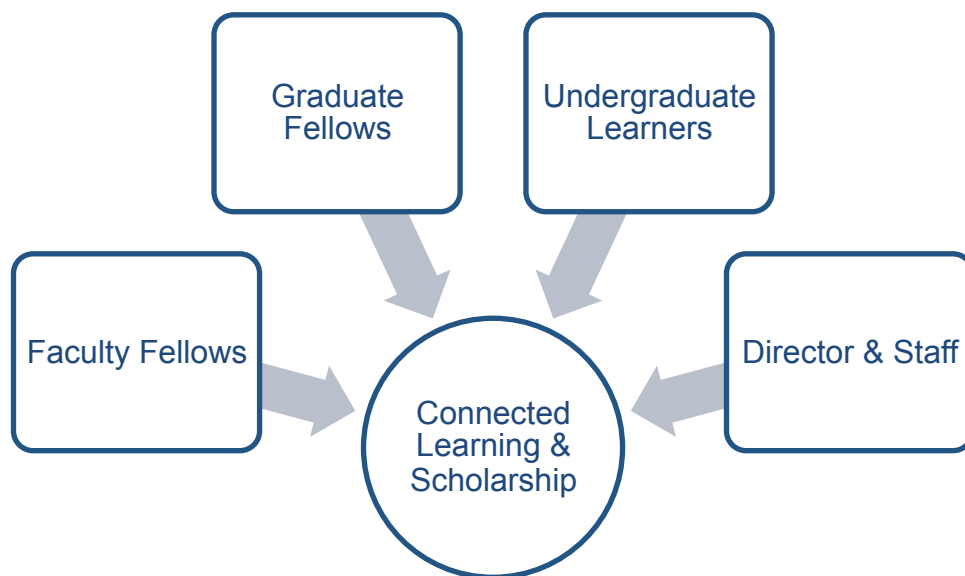


Figure 1. Bailey Scholars Program Participants

A Multi-Paradigm Approach

The epistemology of the BSP can be summarized in the term 'Multi-Paradigmatic.'¹³ The use of multiple paradigms allows for deeper "...understandings of phenomena by identifying and theorizing connections and contrasts among equally valid findings

¹⁰ The Bailey specialization in connected learning is approved as a minor in connected learning, starting in FS15. We refer to the minor throughout the report.

¹¹ Heifetz, 1994

¹² MSU Associate Provost for Undergraduate Education Website, 2013

¹³ Kezar & Dee, 2011

generated from different paradigms.” (p. 266). BSP starts from a place where individual experience and peer-reviewed research are equal contributors to learning. In the same vein, the principles of the BSP include connected learning, respect, trust and interdependence: “The Bailey Scholars Program seeks to be a community of scholars dedicated to *lifelong learning*. All members of the community work toward providing a respectful, trusting environment where we acknowledge our interdependence and encourage *personal growth*.”¹⁴ The contribution of BSP to the MSU community is a space for an inclusive approach to student leadership, experience, scholarship, and knowledge.

The evidence in this report will point to and identify inputs, resources, individual efforts, outputs, outcomes, and impacts¹⁵ that, when taken together, help external stakeholders make sense of the varied, and sometimes differential views of learning and scholarship (see Figure 2). In the BSP, differential learning is treated as a learning lab for undergraduates, graduate and faculty fellows in which assumptions about ways of knowing are challenged, developed and refined to better address the complexity inherent in the problems of the day.¹⁶ Some of the recommendations in this report are highly functionalist while other recommendations are uniquely interpretive. Often functionalist and interpretive paradigms overlap in Bailey creating space for community members to openly question epistemological assumptions they didn’t know they had, leading to innovative approaches to knowledge and scholarship.¹⁷

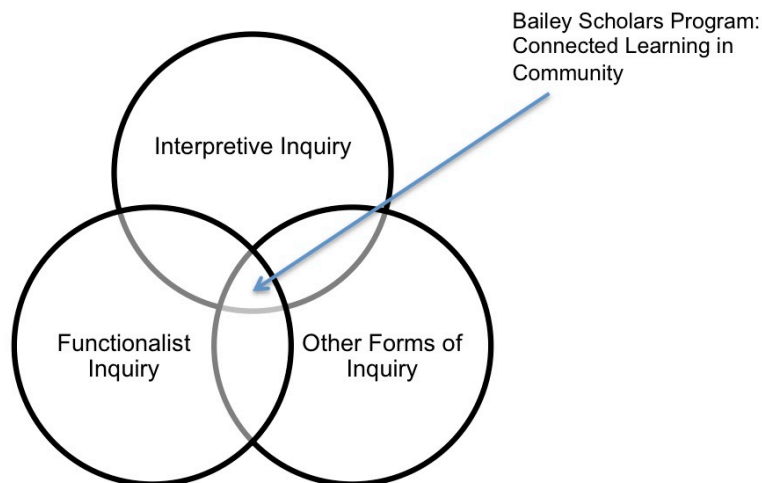


Figure 2. Overlap of Paradigms and Bailey Scholars Program

¹⁴ Liberty Hyde Bailey Scholars Program, 2013

¹⁵ Fitzpatrick, Sanders, & Worthen, 1997

¹⁶ Higgins, 2009

¹⁷ Fear, Rosaen, Foster-Fishman, & Bawden, 2001

Courses and Curriculum

Over time BSP has led the way at MSU in learner-centered approaches to course and program design. Grounded in a foundation of evidence-based learning theory,¹⁸ undergraduate learners, in consultation with their mentors, make curriculum decisions including what and how to learn coupled with appropriate assessments. Initially BSP was a space where various viewpoints addressing issues in agriculture and natural resources could be openly discussed and integrated to address complex issues. For example, one outcome of the Bailey ANR 410 course integrated social and learning potentials of farming into plans for a new Student Organic Farm. In that case, Bailey provided space for a novel approach to a complex agricultural, social, and economic issue¹⁹ using *Theories of Knowledge* incorporating knowing, being, doing, and assessing.²⁰

Leadership Development

In a real-time learning experience, course content, process, and assessments are all decided by a cohort of learners, in a team approach with faculty who act as facilitators and designers of learning methods and environments.²¹ Students convene groups of their peers in various functional processes such as governance, service learning, curriculum development, recruitment, and engagement. These leadership roles are important to student agency development and align with MSU Undergraduate Learning Goals.²² To advance leadership development through broad and deep learning experiences at MSU, BSP has opened admissions to include students (and faculty) from across MSU to think deeply about and broadly across contemporary issues. While attracting diverse students from various colleges and majors, this decision represents a more holistic, systemic approach to tackling complex wicked problems.²³

Permeable Edges and Borders

BSP holds a unique space in relation to traditional disciplinary programs. The structures of BSP create a matrix-type format for learning that is at once responsible to institutional or college norms and values such as GPA, credit hours, and learning format and able to capture and support an integrated, evidence-based, and innovative approach to student learning (see Table 1).

¹⁸ Barr & Tagg, 1995

¹⁹ Liberty Hyde Bailey Scholars Program, 2002

²⁰ <http://theoryofknowledge.net>

²¹ Gibbs, 1995

²² MSU Associate Provost for Undergraduate Education Website, 2013

²³ Rittel & Webber, 1973

Table 1.
*Two Learning Paradigms*²⁴

Bailey Learning Paradigm	Common Instructional Practices
Authentic Assessment- learning shaped by individual experience	GPA- grades are determined to measure talent and ability
Self-directed learning plan (M-12 credits)	Prescribed credit hours
Changeable learning environments	Large number of students- lecture style classrooms
Empowering Lifelong Learning	Linear, teacher-centered content
Funding to student learning allowance	Funding to faculty teaching needs

²⁴ Barr & Tagg, 1995

THE BAILEY STORY

In May 1994, under the leadership of Vice Provost and Dean Poston, a College of Agriculture and Natural Resources (CANR) committee was created to develop an innovative program for undergraduates based on cutting-edge approaches to education. A year later, a recommendation from the committee was brought forth to the CANR faculty during an annual faculty meeting and in 1996 a recommendation was made to move forward with the Bailey Scholars Program (BSP). Implementation and process plans were deliberated and in spring of 1997 the College and University levels approved the BSP curriculum.

Since then, the BSP has grown from a community of scholars who implemented the Bailey Declaration and the Bailey Principles and Values, and *Connected Learning*. From this community, a non-hierarchical organization conveys opportunities for leadership and scholarship to all members. The priority given by the community to the community to define governance and operations gives BSP its unique shape and characteristics. This organizational structure, in turn, shapes the minor in connected learning.

The BSP story organizes in three eras, based on patterns of leadership and internal and external influences. In early era (1997-2003) there was a threefold emphasis in BSP: 1) contributions to MSU around SoTL and new organizational structures and processes, 2) opportunities for faculty, academic, and student affairs staff, to engage in a interdisciplinary learning experience, and 3) A specialization in connected learning for undergraduates.

In the middle era (2003-2009), the emphasis has been almost exclusively on growing undergraduate student participation. Qualifying for Graduate Office Fellowship funding allowed for a reinvigorated emphasis on graduate students, beyond CANR graduate assistants. Graduate students shifted from teaching assistants to both making scholarly contributions and teaching.

In the current era, (2009-present), BSP seeks to maintain a space for accountable, connected learning and scholarship while aligning to MSU-wide strategic priorities including Bolder by Design, Undergraduate Learning Goals, and important career development priorities.

The BSP Declaration and the Principles and Values includes the following statements:

- *Bailey Declaration*. The BSP seeks to be a community of scholars dedicated to lifelong learning. All members of the community work toward providing a respectful, trusting environment where we acknowledge our interdependence and encourage personal growth.
- *Bailey Principles and Values*. (updated, 2012) Community, Creativity, Dialogue, Diversity, Engagement, Inclusion, Integrity, Joy, Reflection, Relationships, Respect, Responsibility, Scholarship and Learning, Space, Voice (See Appendix A).

- *Connected Learning* is a way for learners and faculty to actively engage with and connect ideas in the academy to real-world applications.²⁵ A seamless connection is needed among learning, new knowledge/scholarship, and communities of interest to have the greatest impact on critical issues.²⁶ Bailey scholars exercise leadership in building and connecting learning experiences to environments that matter.

The BSP has shepherded the foundation, specialization, and now, a minor in Connected Learning. This trajectory of outcomes exhibits how BSP leaders have understood various learning contexts, created structures and organizations, and adapted them over time to respond to needs in the MSU learning environment. As a living story, members' active experience with and reflection upon the BSP declaration, principles and values, and learning, gives the community a basis for shared organizational understanding of connected learning.²⁷

Rather than simply recreate another space for connected learning, BSP aspires, through the minor in Connected Learning, to create the leaders and stewards of connected learning for a generation of graduates ready to engage in broad application of deep disciplinary learning²⁸. By scanning the current MSU learning environment, BSP observes multiple examples of connected learning opportunities in RISE, RCAH and MSU Neighborhoods, each a unique opportunity for place-based learning and exploration. By including diverse interactions in community with disciplinary content or academic experiences, these examples show how connected learning has a strong foothold at MSU. Bailey continues to identify a need for connected learning leaders and stewards and is uniquely positioned to facilitate learning in this area.

²⁵ Fear, 1997a

²⁶ Boyer & Mitgang, 1996

²⁷ Senge, 1994; Schein, 2008

²⁸ Sporher, Gregory, & Ren, 2010

THE BAILEY COMMUNITY

Staff and student resources are a powerful tool for reflecting the long-term identity of BSP while responding to strategic needs of MSU, students, and other stakeholders. The Director, Academic Learning Coordinators, Administrative Staff, and Student Leaders/employees all play important roles in the Bailey Community.

Senior Director/Director

The Bailey Senior Director/Director is selected through the regular appointment selection process and is appointed by the Vice Provost and the Dean. The director is responsible for program operations, financial accountability and academic quality. The Director develops partnerships between university units, interprets program goals and objectives, and leads funding efforts as they relate to the needs of the Bailey program. Seventy-five percent of the Director’s salary is provided through CANR general funds and the remaining 25% are provided from the Director’s home department.

Director priorities. In a review of BSP Faculty envisionment statements, published scholarship, and other BSP resources, we identified priority sets of the past and current BSP Directors. From the priority lists, we are able to identify leadership strategies used in BSP and connections across themes over time (see Table 2). BSP priorities continually reflect multiple paradigms. Over time, the leadership of directors changed the salience of individual priorities. Leadership priorities suggest a socialization²⁹ pattern that has reinforced a continued collective value for smaller, engaging programs within a larger institution.

Director priorities cluster into the following themes: systems thinking, diversity, leadership, and learning outcomes. While focus on a given priority has shifted over time with different leaders, these ideas have remained central to the BSP. The consistent presence of themes over time helps leaders shape their decisions about selection of advisers and faculty conveners.

Table 2.
Director Priorities Overtime

	Director	Appointment	Director Priorities
Early Era (1997-2003)	Frank Fear Director (1997-2000)	- Tenure System Faculty - Professor	- Declaration of Bailey (1998) - Whole Person Development, organized by 5 questions - ANR 210, 310, 311, & 410 as increasingly complex experiences - Networked Leadership

²⁹ Dill, 1982

Table 2 (continued)

	Director	Appointment	Director Priorities
	Marquita Chamblee Director (2000-2003)	<ul style="list-style-type: none"> - Fixed Term Faculty - 75% BSP/25% CANR Dean - Assistant to the Dean for Special Projects 	<ul style="list-style-type: none"> - Diversity - Self-selected Community - Life-long learning - Merged ANR 310 & ANR 311 into one course - All three core courses are co-constructed - Personal and Professional Growth
Middle Era (2003-2009)	Rick Brandenburg Interim Director (2003-2004)	<ul style="list-style-type: none"> - No FTE 	<ul style="list-style-type: none"> - Provided temporary program management
	Frank Fear Director (2004-2006)	<ul style="list-style-type: none"> - Tenure System Faculty - Professor 	<ul style="list-style-type: none"> - Solidified new leadership to move program forward - Established Bailey Values (2004) - Peer leadership, in form of Senior Director, Student Director, and Bailey Community Council
	Glenn Sterner Senior Director (2006-2009)	<ul style="list-style-type: none"> - Academic Specialist - 100% BSP - AN Appointment 	<ul style="list-style-type: none"> - Leadership Development - CANR to ALL MSU Expansion - Service learning and volunteering opportunities, incl. Bailey Service Organization
Current (2009-Present)	Pat Crawford Senior Director 2009-2013	<ul style="list-style-type: none"> - Tenure System Faculty - Associate Professor - 75% BSP/25% SPDC 	<ul style="list-style-type: none"> - Inclusive Learning Environments - Soft-Skills Development - Learning in Study Abroad
	Jennifer Rivera Interim Director 2013-Present	<ul style="list-style-type: none"> - Tenure System Faculty - Assistant Professor - 75% BSP/25% CSUS 	<ul style="list-style-type: none"> - Outcomes & Assessment - Curriculum Development - Leadership in Integrated Learning

Administrative Staff and Specialist

Academic learning coordinator. The Bailey Academic Learning Coordinator is an academic specialist in the BSP. The percent of time for their appointment is variable and based on student enrollment trends and needs. They are responsible for advising all BSP students and assisting students in developing their learning plan and minor of study. One hundred percent of the ALC salary is covered in the BSP budget.

Academic Learning Coordinators (see Table 3) shape the program through use of personal and professional networks, their influence on written materials for BSP, scholarship produced, and other academic interests such as study abroad, and externship/internship placement. In the early era, an additional role of the ALC was to make BSP feel like a community. The ALC was assisted by both a BSP administrative assistant and an IT staff member. In the middle era due to budget cuts, there was no ALC for short periods and the responsibilities of this position were then shifted to the Director, administrative staff, and/or graduate students. In the current era, the ALC shifted to a 1.0 FTE position by combining the .75 ALC and a .25 instructor line.

Table 3.
Bailey Administrative Staff by Director

	Director	Academic Learning Coordinator	Administrative Staff
Early Era (1997-2003)	Frank Fear (1997-2000)	- Pat Burkhardt (1997-98) 0.5 FTE, shared with Horticulture - Diane Doberneck (1998-2000) 0.75-1 FTE	- Kristen Skog (1997-99) 1 FTE - Cathy Larson (2000) 1 FTE
	Marquita Chamblee (2000-2003)	- Diane Doberneck (2000-03) 1 FTE	- Cathy Larson (2000-03) 1 FTE
Middle Era (2003-2009)	Rick Brandenburg Director (2003-2004)	- Patty Kenney (2003-04) 1 FTE	- Cathy Larson (2003-04) 1 FTE - Martha Lovejoy (2004) 1.0 FTE
	Frank Fear (Interim) Director (2004-2006)	- Patty Kenney (2004-05) 1 FTE - Glenn Sterner (2005-06) 1 FTE	- Vickie Lovejoy (2004-06) 0.5 FTE
	Glenn Sterner (Senior) Director (2006-2009)	- Glenn Sterner (served as Director and ALC for budgetary reasons)	- Vickie Lovejoy (2006-07) 0.5 FTE - Shirley Potts (2007-08) 1 FTE - Karen Springer (2008-10) 0.5-0.75 FTE

Table 3 (continued)

	Director	Academic Learning Coordinator	Administrative Staff
Current (2009-Present)	Pat Crawford (Senior) Director 2009-2013	- Janice Hironaka (2009-13) 0.5-0.75 FTE	- Cheryl Lundee (2010-11) 1.0 FTE - Nansie Strobel (2011-13) 0.5 FTE
	Jennifer Rivera (Interim) Director 2013-Present	- Janice Hironaka (2013) 0.75 FTE - Dustin Petty (2013-Present) 1.0 FTE	- Nansie Strobel (2013) 0.5 FTE - Katie Frey (2013-Present) 0.5 FTE

Administrative assistant. The individual in the administrative assistant position greatly affects BSP’s operations and community. Administrative staff are employed to support the program and community, sub committees, and leadership team. The administrative assistant duties are clerical, technical, and supervisory. Administrative staff add value to the community through a nurturing approach to connected learning as an idea, and the specific student services necessary to guide cohorts of learners through unfamiliar programmatic and budget scenarios.

From the middle era forward, budget changes and resultant fluctuation in the ALC FTE led to fluctuating administrative assistant FTE %. An unstable administrative assistant FTE led to a problem with recruiting individuals with the required skills and disposition for the administrative assistant position in the BSP. The administrative assistant position is in the CTU at MSU. The CTU guarantees seniority protection for senior members through a layoff protection, known as ‘bumping.’ The individual member retains the right to exercise seniority rights to replace a less senior member at the same classification³⁰. The Bailey community noted in response to high turnover that “...building trust takes time and it is much harder when the person brought in has not been chosen through a deliberative search process.”³¹ Overall, BSP has been adversely affected by the instability created by the seniority protection policy.

Opportunities for Faculty

Faculty are mentioned throughout this document because of the integral role faculty have in the specialization. This section describes significant faculty role changes, rewards, teaching, outreach, and scholarship. Faculty roles are important to the Bailey learning community through the creation of transformational learning experiences.³²

Faculty structure. Faculty members in BSP are MSU faculty and staff and community members who have a continuous role in Bailey (see Tables 4a-c). Typically, a portion of their salary and time is bought out from their home department. Distinctions

³⁰ www.ctumsu.org
³¹ Bailey Community Council minutes, November 2004
³² Liberty Hyde Bailey Scholars Program, 1996

among faculty—core, affiliate, and adjunct—were not original distinctions. In the early era of BSP, significant effort was made in blurring the distinctions. This was true for distinctions between faculty and students. Everyone was considered a co-learner.

Table 4a
Bailey Faculty and Staff: Early Era (SS98-SS03)

Name	Department or Role at time with Bailey	Number of Courses convened*
Bawden, Richard	CANR, Resource Development	0
Biernbaum, John	CANR, Horticulture	2
Bingen, James (Jim)	CANR, Resource Development	3
Burkhardt (Harper), Patricia	CANR, Horticulture	5
Burton, Jeannie	CANR, Animal Science	1
Carra, Christina	CNS, Director RISE	2
Chamblee Jones, Marquita	CANR, Office of Academic & Student Affairs	8
Coon, Tom	CANR, Fisheries & Wildlife	0
Cooper, David	CAL, American Thought & Language	3
DeRosa, Susan	CANR, Office of Academic & Student Affairs	1
Doberneck, Diane	CANR, Resource Development GA	8
Duley, John	Community Partner/Adjunct Professor BSP	0
Erickson, Russell	CANR, Animal Science	1
Fails, Barbara	CANR, Horticulture	1
Farrell, Patricia	CANR, ANRECS Center for Evaluative Studies	1
Fear, Frank	CANR, Resource Development, CARRS	5
Fear, Kathy	Community Partner/Adjunct Professor BSP	0
Gage, Stuart	CNS, Entomology	0
Hartough, Jan	CABR, MSUE Barry County	0
Hassoun, Rose	CSS, Anthropology	2
Herner, Robert (Bob)	CANR, Horticulture	3
Hesse, John	Adjunct Professor/CANR, Fisheries & Wildlife	2
Link, Terry	MSU Libraries, Office of Campus Sustainability	5
Lucas, James (Jim)	CANR, AEE, ANRECS	5
Jensen, Mike	CANR, MSUE	0
Kelly, Jack	CANR, Horticulture	0
Krueger, David	CANR, AEE, ANRECS	0
Levine, Joe	CANR, AEE, ANRECS	0
Nickle, Paul	CANR, Resource Development	1

Table 4a (continued)

Nweke, Felix	CANR, Agricultural Economics Visiting Professor	0
Oehmke, James (Jim).	CANR, Agriculture Economics	3
Person, Howard	CANR, Agriculture Engineering	4
Robinson, Carol	CANR, Resource Development GA	6
Schaffer, Terry	MSU Museum	5
Thorp, Laurie	CANR, Resource Development	1
Williams, Sasha	MSU Office of Women's Affairs	1
Woodard, Doreen	CANR, Agriculture Experiment Station	3
Williams, Sasha	Adjunct Professor/MSU Office of Woman's Affairs	0
Yakura, Elaine	CSS, Labor & Industrial Relations	0

**Faculty with "0" courses were involved in BSP research or convening BSP community sub-groups*

Table 4b

Bailey Faculty and Staff: Middle Era (FS03-SS09)

Name	Department or Role at time with Bailey	Number of Courses convened
Biernbaum, John	CANR, Horticulture	1
Bilodeau, Brett	VPSAS, Director- LBG T Resource Center	1
Harper, Patricia	CANR, Horticulture	2
Carlson, Pepa	VPSAS, Lear Center for Career Services	1
Doberneck, Diane	CANR, BSP specialist; University Outreach & Engagement	10
Dann, Shari	CANR, CARRS	2
Elshoff, Dale	CANR, AEE, ANRECS, CARRS, CSUS	7
Farrell, Patricia	CANR, ANRECS Center for Evaluative Studies	1
Fear, Frank	CANR, Resource Development, CARRS	3
Habron, Geoff	CANR, Fisheries & Wildlife; Sociology (joint appt)	1
Hironaka, Janice	CNS, Chemistry—then BSP Academic Specialist	1
Kenney, Patty	BSP Academic Specialist	2
Link, Terry	MSU Libraries, Office of Campus Sustainability	1
Lucas, James (Jim)	CANR, AEE, ANRECS	1
Oehmke, James (Jim).	CANR, Agriculture Economics	1
Person, Howard	CANR, Agriculture Engineering	8
Rios, Tom	VPSAS, Associate VP for Student Affairs	1
Rivera, Jen o	CANR, CARRS	1

Table 4b (continued)

Robinson, Carole	CANR, Resource Development GA—then BSP Faculty	7
Sterner, Glenn	CANR, BSP Senior Director	1
Workman, Kent	Lyman Briggs	2

Table 4c*Bailey Faculty and Staff: Current Era (FS09-SS14)*

Name	Department or Role at time with Bailey	Number of Courses convened
Carlson, Pepa	VPSAS, Lear Center for Career Services	3
Crawford, Patricia	CANR, BSP Senior Director	1
Elshoff, Dale	CANR, AEE, ANRECS, CARRS, CSUS	1
Habron, Geoff	CANR, Fisheries & Wildlife; Sociology (joint appointment)	1
Hironaka, Janice	CANR, BSP Faculty	6
Person, Howard	CANR, Agriculture Engineering, BSP Faculty	8
Petty, Dustin	CANR, BSP Academic Specialist	2
Rivera, Jenó	CANR, CARRS, CSUS; BSP Interim Director	5
Sterner, Glenn	CANR, BSP Senior Director	2
Workman, Kent	Lyman Briggs	2

Distinctions were also blurred among tenured faculty and non-tenured faculty/staff involved in BSP. A concerted, and sometimes contentious, effort was made to welcome academic and student affairs staff as BSP faculty. Student affairs and academic affairs staff have important perspectives to offer, especially in terms of whole-person development. Not all tenure track faculty respected the contributions of non-tenure stream individuals.³³

Community members also participate as BSP faculty through an adjunct status. Once in BSP, however, these individuals are considered BSP faculty. This approach to community engagement has great potential for as a recruitment area for BSP faculty. Young faculty retirees have a lot to offer and are eager for opportunities to interact with students.

In the early and middle eras of BSP not all faculty were paid directly from BSP or percentages of salary lines bought out. Some MSU faculty participated as part of their home department appointments, through negotiations with their department chairs. Their participation in BSP was often viewed as an opportunity for professional development or to develop an interdisciplinary project.

³³ Past BSP Faculty, 2014, personal communication

The climate at MSU has changed for faculty since 1997. MSU faculty time is much more closely accounted for in the institution. More emphasis is placed on productivity metrics, such as return on investments (ROI). ROI is a rationale for needing additional budget resources to attract additional faculty.

As the scholarly interests of Bailey faculty and staff conveners has grown and changed connected learning is valued and practiced in diverse ways. Contributions from Bailey Community members include peer-reviewed publications, courses taught and developed, conference papers, professional development leadership, grants awarded, technology adoption, etc. (see Table 5, and Appendix B for detailed citations).

Table 5.
Summary of Scholarly Contributions

	1997-2002	2003-2009	2010-Present
Conference Attendees	12	13	12
Popular Media	2	2	0
Presentations/Workshops	26	25	34
Publications	10	14	10
Reported Grants Awarded	1	3	0
Awards/Honors (MSU)	3	2	3

Echoing the guiding philosophy and values of Bailey are sentiments from founding faculty from a study conducted in 1998. Summarized from that study in Table 6, faculty motivations and frustrations are worth considering in light of more recent changes in student recruitment and negotiating trends among faculty that have always included Bailey, the faculty member and the faculty member’s department chair.

Since 2006 when Bailey opened doors to all students, the desire existed to recruit and develop relationships with faculty outside of CANR to contribute to the Specialization in Connected Learning. Recruiting faculty is pertinent to the nature of the learning experiences for students and the overall learning community in Bailey. From 1998-present most faculty (core, affiliate) come from the College of Agriculture and Natural Resources (CANR). However, Some adjunct faculty come from outside MSU and contribute content expertise and important context to the learning community.

Faculty from outside CANR came from various MSU departments and administrative units beginning in 2006. The College of Business, the Division of Student Affairs and Services, and University Outreach and Engagement all have made important contributions to facilitator and convener roles, demonstrating the value of connected learning across MSU for multiple stakeholders.

Table 6.
*Faculty Reasons for Involvement*³⁴

Faculty Reasons for joining Bailey:	Faculty Challenges
<ul style="list-style-type: none"> - Following Frank’s leadership - Desiring personal growth opportunities - Desiring professional growth opportunities - Working as a “team” across ANR disciplines - Helping students connect across disciplines - Experiencing a learner-centered approach to education - Fresh air from “stale” department- new life, energy, challenges, relationships - Change- need new intellectual challenges 	<ul style="list-style-type: none"> - Folks don’t trust emergence - Group can be unnecessarily critical - Building community is fiercely difficult work

Note. Responses from 12 of 20 faculty involved between 1995-1998.

Faculty rewards. Rewarding faculty matters greatly to the future of Bailey. Through stipends and opportunity to produce scholarship, and load/credit within a home department, a faculty convener in Bailey has multiple ways in which rewards matter. As autonomous faculty make their own decisions to engage with Bailey for various reasons previously mentioned, we believe it is important to offer a standard reward package with flexibility for faculty and chairs to negotiate release details.

University faculty-BSP-Chair negotiations are based on the relationship that a faculty member has with their home department chair. Some faculty negotiate a teaching release while others negotiate for outreach time. Nearly all faculty apply their work in Bailey to enhance their scholarly agenda via teaching enhancement, research, or connecting with a community of scholars on cutting edge thinking. Much scholarship falls into the category of Scholarship of Teaching and Learning (SoTL). Yet, scholarship produced from Bailey faculty, graduate fellows, and undergraduates has been broad and deep (see Appendix B).

Incentives for departments to participate come from the benefits to faculty members who come back to their departments invigorated and newly connected to topics. Initially, faculty come to Bailey for two kinds of reasons we summarize as a push or a pull.³⁵ The ‘push’ faculty come to Bailey looking for an escape from a ‘stale department’ environments. These faculty are seeking professional change such as new collegial

³⁴ Liberty Hyde Bailey Scholars Program, 1998

³⁵ Chamblee-Jones, 2000; Liberty Hyde Bailey Scholars Program, 1998

relationships, new intellectual challenges, or new energy to stimulate their work. The 'pull' faculty are attracted to Bailey for the opportunity to experiment with new ideas in a learning lab environment, to explore cutting edge thinking, to enhance their own teaching and scholarship, or to engage in cross-disciplinary initiatives.

Moving forward means that Bailey aligns a connected learning philosophy with faculty needs and a sustainable funding model that allows for emergent learning from a "...A real-time experience in affirming diversity within community; Profoundly different in contrast to what is happening in most academic environments; Frustrating and difficult; For the most part an experience worth the significant investment of time and energy."³⁶ Incentives for departments sending students to the Connected Learning minor builds inherent partnerships across departments, especially for units outside of CANR. Incentivizing the exchange of ideas will create value for a minor in Connected Learning across disciplines, and ultimately a become a means for CANR to contribute to a *Bolder* MSU.

Opportunities for Graduate Students

BSP Graduate Fellowship Program. BSP has taken advantage of CANR unit Graduate Office Fellowship Program by establishing a BSP Graduate Fellows Program. BSP offers the opportunity to graduate students (Masters or Ph.D.) in any discipline to further their development in the Scholarship of Teaching and Learning (SoTL). The fellowship exposes graduate students to both the practice of convening learner-centered classrooms and the scholarship associated with such a innovative teaching and learning practices.

In the early and mid eras, BSP Graduate Fellows (Table 7) were more practice focused. They assisted with program development, served on organizational committees, led organizational retreats, and co-convened classes. During the early ear, one graduate fellow conducted his dissertation research about the Bailey Scholars Program (Whitmore, 2003).

Table 7.
Early and Mid Era BSP Graduate Students

Name	College, Department
Alvalrado, Gel	CANR, Fisheries & Wildlife
Badon, Robyn	CE, Engineering
Barbier, Melanie	CANR, Fisheries & Wildlife
Beattie, Nikki	CANR, Agriculture Extension and Education
Borden, Heather	CANR, Horticulture/CARRS
Craven, Scott	CANR, Crop and Soil Science
Crouse, Jeannine	CE, Student Affairs Administration
De'Armond, Laura	CE, Student Affairs Administration
Doberneck, Diane	CANR, Resource Development
Farrell, Patty	CE, Education Administration
Gomez Moreno, Jose	CSS, Chicano/Latino Studies

³⁶ Fear, 1997b

Table 7 (continued)

Grim, Jeff	CE, Higher, Adult, and Lifelong Education
Harlan, Melissa	CSS, Anthropology
Harrington, Meegan	CE, Student Affairs Administration
Harvey, LeRoy	CANR, Resource Development
Kritskaya, Olga	CE, Educational Psychology
Matchett, Brian	CANR, Agriculture and Extension Education/Fisheries and Wildlife
Plonsky, Luke	CAL, Linguistics
Robinson, Carole	CANR, Resource Development
Saxvick, Mike	CE, Student Affairs Administration
Sterner, Glenn	CE, Student Affairs Administration
Turner, Salimah	CANR, Packaging
VanderLann, Jennifer	CANR, ANREC
VanWoert, Megan	CANR, ANREC
Wells, Jennifer	(Unable to confirm)
Whitmore, Ron	CANR, Resource Development

In the current era, BSP Graduate Fellows Program was re-envisioned to focus on the Scholarship of Teaching and Learning (SoTL) specifically. Graduate students now spend a semester paired with a seasoned BSP faculty member to learn about the pedagogy of a learner-centered classroom. In their second semester, they work with the Director, BSP core faculty, and other Graduate Fellows as a cohort on a SoTL project. Fellows engage in this learning community to ensure they balance meeting their personal goals for the fellowship with the needs of the BSP community. Current era BSP Graduate Fellows have included:

2013-2014 SoTL Project: Contribution of E-Portfolios to Student Learning

- Katie Glanville Ph.D. in Crop and Soil Sciences
- Felix Nimbabwe Ph.D. in Community Sustainability
- Karla Loebick Ph.D. in Higher, Adult, and Lifelong Education
- David Ngyuen Ph.D. in Higher, Adult, and Lifelong Education
- Andrea Smith, MA in Communicative Sciences and Disorders

2012-2013 SoTL Project: Exploring The Values And Principles Of An Inclusive Learning Environment

- Rob Dalton, MS in Environmental Design
- Carla Dams, Ph.D. in Neuroscience
- Michelle Malkin, Ph.D. in Higher Adult Learning & Education
- Chae Mamayek, MS in Criminal Justice
- Wenda Nofera Ph.D. in Construction Management
- Jack Washington, MS in Human Resources and Labor Relations

2011-2012 SoTL Project: Case Studies on Incidental Learning

- Blue Brazelton, Ph.D. in Higher Adult Learning & Education
- Rob Dalton, MS in Environmental Design
- Kamahra Ewing, Ph.D. in African American Studies
- Adrienne Hu, Ph.D. in Math Education
- Amber Johnson, Ph.D. in Special Education
- Molly Tamulevich, MS in Community, Agriculture, Recreation, and Resource Studies

2010-2011 SoTL Project: Transformative Experiences of Study Abroad

- Natalie Graham, Ph.D. in American Studies
- Reg Motley, Ph.D. in Higher Adult Learning & Education
- Natalie Caseldine-Bracht, Ph.D. in Philosophy
- Luke Plonski, Ph.D. in Language Studies
- Robert Brown, MS in Higher Adult Learning & Education
- Brianna Ziegler, MS in Community, Agriculture, Recreation, and Resource Studies

2009-2010

- David Dilworth, MS in Community, Agriculture, Recreation, and Resource Studies
- Kathleen Bingham, MS Agricultural Economics
- Neera Singh Ph.D., Community, Agriculture, Recreation, and Resource Studies
- Robert Montgomery, Ph.D. Fisheries and Wildlife

Throughout the early, mid, and current eras, BSP Graduate Fellows have presented their work at national teaching, learning, and outreach conferences. In Appendix B, Graduate Fellows co-authors are noted with double asterisks. At the 2011 National Outreach Scholarship Conference, Natalie Graham and Pat Crawford were recognized for their outstanding poster titled, “Transformative Experiences of Study Abroad: Engagement, Instructor-Led and Immersion Programs.”

Important future directions for BSP Graduate Fellows Programs include more involvement as conveners and more focus on the scholarship of teaching and learning. Increasing the number of graduate students involved in BSP will help raise the program’s profile among MSU’s departments and further strengthen the program’s commitment to innovative scholarship, practice, and methods. This is just one way BSP meets the *Bolder by Design* imperative—advancing our culture of high performance.

Bailey Undergraduate Students

Enrollment trends. Since 1997 and the inception of the BSP, 177 MSU undergraduate students earned a specialization in Connected Learning. Enrollment in Bailey began with a single college affiliation in 1997 with the first class of 33 students beginning in 1999. In 2005, enrollment declined and prompted a shift in thinking about

the inclusion of more and different students and faculty. Under the direction of Glenn Sterner in 2006, the BSP opened doors and access to all MSU undergraduates. Director Sterner recruited from across the institution to promote diversity among students, multiple learning perspectives, and connections across ideas that are significant for connected learning.

Since 2006, BSP students have come from every college at MSU, demonstrating the appeal of connected learning goals among students in all majors. Here we note major enrollment changes and corresponding budget data (see figure 3; see Appendix C for detailed enrollment figures).

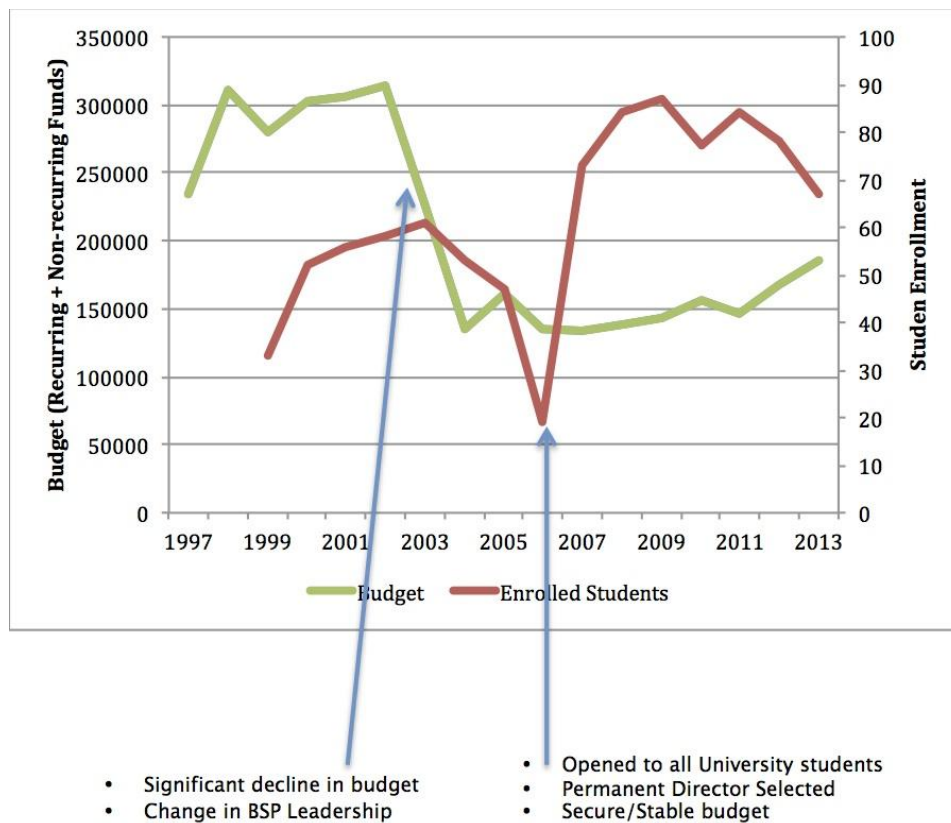


Figure 3. Enrollment and Budget Trends Overtime

Enrollment by College. Traditionally, students from CANR made up majority of the Bailey student population; however, this ratio has decreased in the past five years since the program was made accessible to all University undergraduates and recruitment efforts were targeted other colleges. While students in Bailey hail from all

over campus, the students that come from departments within CANR trend toward interdisciplinary learning and content, i.e. CSUS.

Gender. Bailey has traditionally recruited a lower number of male students compared to females. This trend is reflected in gender studies research about learning processes that appeal differently to women or men.³⁷ The Bailey Specialization in Connected Learning fosters connections rather than individuality and learning with rather than in competition with classmates. Connected learning, as evidenced by BSP graduation rates, has high efficacy for both male and female participants that engage in the process.

Level. Among students, a lower number of freshman students enroll in Bailey courses. In the early and middle era, BSP assisted with MSU's summer Academic Orientation Program (AOP). This was also a recruitment opportunity for BSP that yielded some first year students before classes began in fall semester. In the current era, first year students are generally unfamiliar with the BSP at MSU. In 2014, BSP will again have presence at AOP.

BSP is an active learning community and a unique opportunity for students to engage in meaningful, engaged learning without the additional physical constraints of a traditional residential community. However, a limiting factor in recruiting first year students is that BSP is not a residential community, like Residential Initiative Sustainability Education (RISE) or Spartan Engineering CoRe Experience. Nor is BSP a degree granting residential college like RCAH. Unlike residential communities and colleges, where students sign up during MSU admissions, BSP recruits from the enrolled student population after initial enrollment at AOP. To be clear, the BSP community has at multiple times asked BSP undergrads to vote on whether they wanted to be a living/learning community. The vote has always been no.

A higher number of junior students enroll because the 2nd semester junior year is the last semester that a student can enroll to complete the BSP. Juniors and academic advisers tell us that juniors wait to start Bailey when they have identified with a minor or are looking for value-added experiences to their major degree.

Graduation trends. Graduation rates at Bailey compare favorably to overall MSU graduation rates. Bailey scholars are highly likely to complete their degrees at MSU and to do so in an efficient manner. BSP's current six-year completion rate is 98% (average of 4.3 years to degree) as compared with the MSU undergraduate completion rate of 78.1%.

Demographic trends. Bailey students include a diverse group of learners, and differ from the demographic averages of MSU undergraduates in several categories. Notably, the BSP 'other' category in 2013 includes 20% students from middle-east countries who do not identify as Asian. Also, BSP enrolls (and graduates) more African

³⁷ Clinchy, 2005; Strauss, 2005

American/Black students than average at MSU. Asian/Pacific Islander and Non-resident/alien students are underrepresented in BSP (See Table 8).

Table 8.
Demographic Breakdown of Students 2007-2013

	Male/ Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non- Hispanic	Hispanic	Other Race/ ethnicity	Non- resident/ Alien	White, non- Hispanic
Bailey Scholars Students	29%/69%*	2%	3%	28%	2%	23%	1%	41%
MSU Undergraduates Overall	48%/52%	1%	5%	8%	3%	2%	7%	74%

*2% of BSP gender rates were not reported

Note: MSU further disaggregated race/ethnicity reporting beginning in 2010, adding 'Two or more races, non-Hispanic' and 'Native Hawai'ian or other Pacific Islander, non-Hispanic.' For consistent reporting, we included these categories in "Other Race/ethnicity."

Opportunities for Leadership Development

Leadership outputs reflect the goals of the Bailey curriculum and include a non-hierarchical, networked leadership model within the program³⁸. Drawn from a vision for a *New American College*,³⁹ Bailey students have the opportunity to lead other community members and contribute to scholarship in multiple ways, at multiple levels of the program (See Table 9).

Table 9.
*Bailey Learners are Authors of their own Learning Journeys*⁴⁰

As part of the curriculum	As part of the co-curriculum	As an integral part of BSP's program management
Authors of their own learning (self-directed)	Leaders for co-curricular activities (such as Bailey Service Organization)	Student conveners in BSP core courses
Co-learners in ANR 210, 310, 410 (members of a group effort)	Representatives on the Bailey Community Council	Serve as BSP Student Directors
	Bailey Recruitment and Engagement Committee	Bailey Curricular Connections Team
	Leadershape®	

³⁸ Monitor Institute, 2009

³⁹ Boyer & Mitgang, 1996

⁴⁰ Baxter-Magolda,

Self-directed learners. To be a self-directed learner means that a student works in community to develop cognitive, interpersonal, and intrapersonal skills. Their self-transformative journey identifying how they transition from a passive learner to a self-authored learning⁴¹. Self-authored learners value the output as well as the inputs, community, and situated learning environments.

Co-curricular leaders. Bailey organizations engage students in meaningful decision making about important non-credit outputs, outcomes, and program bylaws. The opportunity for students to work closely with faculty and peers in these leadership roles represent the availability of highly engaging college experiences.⁴² Each leadership role encourages student investment in learning goals defined and shared by the community of learners.

Program managers. Beginning in the middle era, the responsibilities available to student directors, course co-conveners, and curriculum team members include an increased involvement and a hands-on presence in the community with a goal toward building a stronger program. Student directors identify ways for students who study different topics (majors) to make new cognitive and affective connections based on the value of working together across disciplines. By building community, managers impact other students when the community adds to personal growth experiences, networking, and professional growth through leadership experiences (See Table 10).

Table 10.
BSP Student Directors

Semester, Year	Name	Major
SS14	Erica Zazo	Journalism
FS13	Haley Vos	Human Biology
SS13	Molly Black	Environmental Economics & Policy
FS12	Lashawnta (Ta) Berry	Interdisciplinary Studies
SS12	Meghan Parrott	Anthropology
FS11	Dan Royal	Civil Engineering
SS11	Megan Buhl	Biosystems Engineering
FS10	Meredith Derian-Toth	Psychology
SS10	Kiana Miller	ANR Communications
FS09	Jen Segal	Political Science & Pre-Law
SS09	Kate Law	Environmental Economics & Policy
FS08	Dustin Petty	ANR Communications
SS08	Kristen Pratt	Environmental Biology
FS07	Rachael Edwards	Environmental Studies & Agriscience
SS07	Ashlee Sackett	Food Science

Diverse learning styles. A diverse learner group is important in BSP as a combination of disciplinary knowledge and leadership are applied to community problem(s). Without diverse perspectives, the BSP community would not reflect a self-

⁴¹ Baxter-Magolda, 2009

⁴² Astin, 1991; Kuh, 2001

authored leadership development model⁴³ or create empowering experiences for individuals. Recruiting from diverse groups and inviting outside perspectives (e.g., speakers) are important to BSP community members' ability to learn through other's experiences.

Despite an inclusive approach to learning, BSP is not an academic or community fit for everyone—especially because of co-constructed curriculum and assessment. We appeal to a learner seeking smaller classes and self-directed learning, but these kind of experiences require high levels of direct engagement in course material, goal setting, self assessment, and a personal desire to grow from these experiences. A non-self-reflective person does not generally succeed in BSP.

Student inclusion. These leadership paths reflect the increasing diversity of Bailey Students across majors as well as key recruitment demographics for the BSP and MSU (see Table 11). Bailey currently serves more women and African American students in leadership development than the average at MSU. Participation in these engaging experiences is important to overall university retention efforts for women and students of color, which is a priority at MSU.⁴⁴

Table 11.
Key Inclusion Enrollment Figures, SS13

2012-2013 UG Enrollment	MSU	Bailey
Women	50% (total 37,454)	67% (total 45)
African American Students	6.7% (n= 2,514)	42% (n= 28)
African American Male Students	3% (reported μ SS10)	17% (n= 12)

Inclusive learning environment scholarship efforts are underway in Bailey, led in part by Bailey Graduate fellows and faculty. One early outcome includes an understanding of how aspects of an inclusive learning environment attract a diverse student population. An inclusive learning environment at Bailey fosters academic and social interaction within CANR, other majors, social groups, and career networks. As noted, faculty scholarship has helped to create an inclusive learning environment through foci on social justice, inclusion, and diversity in learning environments (see Appendix B).

Student Outcomes in Connected Learning

We aspire for the outcomes of student engagement in Bailey to model what is known as a T-Shape Professional⁴⁵. In this research, employers stress the need for integrated thinking and learning of college students earlier than ever before. In Bailey, students integrate content knowledge and multiple ways of knowing through their involvement in

⁴³ Komives & Wagner, 2009

⁴⁴ CANR Office of Diversity & Pluralism, 2014

⁴⁵ College Employment Research Institute at Michigan State University, 2013

the undergraduate minor. The practice of making early connections means Bailey learners can and do integrate connected learning and critical thinking skills in disciplinary environments. We identify a clear and strong connection from Connected Learning in Bailey to MSU's Undergraduate Learning Goal: Integrated Reasoning (Appendix D).

The Integrated Reasoning goal at MSU calls for students to "...integrate discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values.

- Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts
- Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings⁴⁶

In pursuit of the Bailey Connected Learning minor, students actively incorporate discipline-based knowledge with a variety of inquiry strategies through exploration of service learning, social justice/diversity, community building, sustainability-problem solving, critical thinking, meaning making, and transformative systems thinking. While different learning models all take place at MSU in various places, only in some areas do students and faculty learn together to integrate ways of knowing with disciplinary training. Early on, Bailey students bring ideas from their home disciplines and apply multiple learning strategies in a multidisciplinary community. This process is often a novel, yet powerful learning experience in which students develop their own learning outcomes and apply lessons to new environments. In advanced coursework, students explore the breath and depth of their defined outcomes and build stronger connections across ideas.

For example, from the ANR 210 course, several students explored opportunities for service learning in non-credit environments. Students in this class had positive experiences with service learning but saw an opportunity for the Bailey Service Organization, a co-curricular experience. As a result, *Spartans Without Borders (SWB)* was incubated in Bailey. SWB has since grown and is an MSU study abroad program in Belize that is built on MSU Global's ideas of civic engagement and includes opportunities for young alumni to pursue service-learning opportunities. The work of SWB advances service-learning as serious leisure, a means to engage adults in civic-minded travel⁴⁷.

⁴⁶ MSU Associate Provost for Undergraduate Education, 2013

⁴⁷ Wearing, 2004

In the process of developing connected learners, faculty and mentors guide students in the spirit of the Bailey Declaration and Bailey Principles and Values. In planning for curriculum, Bailey faculty scaffold four aspects of connected learning (in 210, 310, 410, and co-curricular activities):

Active Learning

- Connectivity of knowledge/skills (across courses)
- An engaging experience that facilitates connectivity
- Room for reflective processes at each point along the journey (Praxis)
- Encouragement to integrate formative feedback from peers, community members, faculty, and co-curricular leaders

Community Focus (Incidental Skills)

- Creating building the ability to work within and across communities
- Application of skills and principles to novel environments leads learners to greater community connections
- Focus on dialogue skills for connected learning in a changed environment
- Community focus in Bailey is not a planned civics lesson or service learning opportunity, but could be if a student chose those paths

Whole Person Development

- Individual gain in emotion (intrapersonal), social (interpersonal), intellectual, professional, and moral domains

Leadership

- Incorporates a capacity for further learning among community action leaders⁴⁸
- Theory to practice opportunities within the Bailey courses
- Integrated curricular and co-curricular sense making in the portfolio experience
- Applied leadership opportunities in Bailey student organizations
- Evidence of application in major disciplines (via portfolios) and after graduation⁴⁹

The appeal of connected learning outcomes reaches beyond CANR's students. Faculty convener, student, and graduate fellow participation in BSP demonstrate that connected learning is important in the MSU learning community. BSP has helped an increasingly diverse population of students connect disciplinary training and career readiness skills. Multicultural learners from various disciplines contribute to each students' ability to integrate multiple points of view and ways of knowing leading to boundary crossing skill development⁵⁰, a shared priority of BSP and MSU.

⁴⁸ Vandenberg & Sandman, 1996

⁴⁹ Liberty Hyde Bailey Scholars Program, 2014

⁵⁰ <http://tsummit2014.org/t>

CURRICULUM IN CONNECTED LEARNING

Overview

Student outcomes are often made possible as a result of a curriculum in connected learning. Inputs take the form of formalized curriculum in *Connected Learning*. To earn the specialization, scholars must successfully complete a Learning Vision Statement, the Bailey core classes (9 credits), the Middle 12 (M12) credits (12 credits), and present their Final Learning Journey to the Bailey community via the required e-portfolio.

Through these diverse curricular experiences, Bailey scholars investigate the core themes and values that comprise the BSP. Some themes often associated with the Bailey specialization are embodied by the following five questions:

- (1) Who am I?
- (2) How do I learn?
- (3) What do I value?
- (4) What is my worldview? and
- (5) How do these things connect?

Learning Vision Statement

The Learning Vision Statement is the basis of an undergraduate's experience in the Bailey Scholars Program and the focus of their Minor in Connected Learning. It is a statement that reflects their learning interests and goals, be they academic, personal, or professional. The Learning Vision Statement also includes student plans to contribute their learning and gifts to the entire community. From time to time, an experience will be so significant that it will change the direction of their learning journey. When this happens, they are expected to update their Learning Vision Statement to reflect their new ideas, directions and priorities. The statement is re-visited each semester with the Academic Learning Coordinator.

Common Core Course Goals/Portfolio

Nine credits of Bailey core courses are a required part of the Bailey Specialization. The main purpose of these courses is to help scholars learn about, practice, and apply the core values inherent to Bailey (see Appendix A). These themes are threaded throughout all Bailey experiences, and the community relies upon the required core courses to help highlight these values. The core is made up of three courses (ANR 210, 310, 410) that are facilitated to embody the Bailey approaches to learning in community (see Table 12). The three approaches to inculturating Bailey values are:

- *Interdisciplinary*- combining ideas, students, and faculty from distinct disciplines into a community of shared inquiry and discovery
- *Collaborative*- providing an opportunity for student and faculty scholars to learn with, through, and by one another as co-learners
- *Emergent*- organizing around the collective experience and interests of student and faculty scholars

Table 12.
Philosophy of Learning and Teaching in Bailey

Traditional	Bailey Scholars Program
Developed course outline, requirements, text, resources, lectures	Co-constructed syllabus where learners decide what they want to learn, how they want to learn it, what resources they will need, and how to assess their learning—in relationship to the core course goals.
Competitive environment	Co-operative, collaborative environment in which the object is to accomplish together what the group has identified as their learning goals
Faculty professing (lectures) to a passive receptive student body	Action & Engagement- Collaborative construction of knowledge through dialogue. Dialogue as a learning medium, allowing thought to be influenced by others instead of following one way of knowing
Problems assigned in traditional classroom course have predetermined correct answers	Learners choose which problems to focus on and together seek approaches for exploring and/or solving the problems.
Little need for student to develop interpersonal skills	Life skills of a learning community— learning with, through, and from others—is of crucial importance.
Pay-off is in grades and credits earned by each individual for a predetermined work done well and on time	Pay-off is joint accomplishment and self and peer assessments, and the sense of achievement in a commonly developed and carried-out syllabus.
Students learn what the professors say is important and worth knowing	Learning is from the inside out, starting with self, and grounding learning decisions in what the community wants to learn

Note: Adapted from Duley, J. (2004). *The Bailey Scholars Program: Its Ethos and Ethics*. Retrieved February 16, 2004 from <http://www.bsp.msu.edu/Background/ethos.cfm>

Core courses are convened by Bailey faculty scholars, graduate fellows, and for a time BSP undergraduate co-conveners who and demonstrate a collaborative approach to learning. Student scholars decide what content to learn and how to learn it. Students document their learning trajectory and assessment for each course. Faculty and student scholars organize the learning experiences and grade and evaluate their own and others' learning experiences.

The official catalog descriptions for the core courses are: (see Appendix E for syllabi examples)

- *ANR 210: Pathways to Connected Learning:* Active, self-directed, and reflective learning associated with agriculture and natural resource issues, self and social development, and ethical choice making. Development of a learning plan and design of a learning portfolio. Individual and group presentations.
- *ANR 310: Connected Learning Seminar I:* Learner-directed critical analysis of contemporary issues in agriculture and natural resources. Communication of outcomes to professional communities. Collaborative learning integrated with individual experiences.
- *ANR 410: Connected Learning Transitions:* Synthesis and analysis of structured experiences in agriculture and natural resources. Personal and interpersonal development, personal and professional integrity, communication competence, and critical and reflective thinking.

Across these three courses, faculty scholars focus on several consistent layers of communication skills/training to best reflect Bailey values and principles. Values clarification, understanding diversity, and responsible action are important to connected learning across differences.⁵¹

Middle-12 (12 credits)

The Middle Twelve courses (M12) represent the second component of the Bailey learning plan. The “middle” in the Middle Twelve signifies that these courses come after ANR 210 and before ANR 410, the two bookend courses. The “twelve” refers to the twelve required credits needed to complete this portion of the academic specialization.

Bailey is unlike traditional specialization programs. M12 courses expect students to be self-directed learners, and so course choices and options vary and no list of approved M12s exists. Students are expected to consult with the BSP Academic Learning Coordinator in advance of choosing their M12 courses. This ensures that student M12 experiences align to the individual’s learning goals and vision statements. M12 must:

- Be related to a student’s overall learning journey or learning vision statement
- Appear as a “for-credit” class on the scholar’s academic records and transcripts
- Begin after the student has officially joined the BSP
- Be documented on a Middle Twelve Learning Experience section of portfolio
- Be shared with the entire Bailey community

The M12 credits allow student scholars to explore a topic, passion, or interest. Students make their M12 choices based on their learning goals and vision statements developed in the first year of participation in Bailey. M12 course choices may include regular MSU courses, virtual university courses, study/learning abroad, independent study, ANR 311, and internship credits.

⁵¹ Komives & Wagner, 2009; Palmer, 1998

Bailey students are required to make a community presentation of M12 courses that provide summary and meaning to co-learners and faculty. Multiple opportunities and formats are available for student presentations. The major goals of the presentations are to share learning activity through M12 courses and their relationship to the individuals' articulated learning journey.

Co-Curricular Activity

Valuable real world learning happens outside of the classroom, so the Bailey learning journeys include co-curricular activities as an integral part of the Bailey specialization. Co-curricular activities—such as community service, research, conference participation and presentation, committee work, or clubs—serve to round-out students' academic experience. Students are encouraged to integrate co-curricular activities into their final Bailey portfolio as a representation of diverse and connected learning.

Final Learning Journey Portfolio: E-Portfolio

Inherent to a less traditional curriculum is the inability of traditional assessments to capture student learning at the depth and breadth germane to the learning experiences. Portfolios have been used in Bailey for learning assessment from the beginning of the program. Early Bailey portfolios captured a collection of what students had learned in terms of foundational knowledge, application, and some integration of content, but lacked personal meaning— a key factor in the personal investment of learners on a learning journey. In 2006, Bailey introduced portfolio assessments that are designed to capture knowledge, application thereof, and integration, but also ask a student to intentionally represent the value of their learning journey. Students must present more than a collection of artifacts like papers or projects. Students must add an interpretation. Interpretation must offer a sense of the value and meaning to the student, but also to the community in which the student is learning.⁵²

The final learning journey is a presentation given by a student in the last semester of Bailey study, and typically in the last months of an undergraduate's academic program at Michigan State University. The scholar provides evidence of their learning over the course of their time in the BSP and at MSU. A successful presentation includes a student's Learning Vision Statement, any changes, and reasons for the change; the contribution to learning goals and significance of their ANR 210, ANR 310 and ANR 410 courses, their Middle Twelve experiences, and Co-Curricular experiences; contributions to and lessons learned from the BSP community; overall gains from their experience in the Bailey Scholars Program; plans to utilize or build upon these experiences in the future. Recently, with the program-wide adoption of e-portfolios, students are able to use the digital repository to ease preparation of their presentation.

Learning Assessment

Summative, intermediate, and formative assessments are equally important to the progress of a Bailey scholar. The BSP uses several layered assessments to ensure that students are engaging in a meaningful experience. In ANR 210, the prototypical

⁵² Fink, 2003

gateway to Bailey, students are introduced to self-assessment and goal setting across learning cycles. Practicing integration is reinforced in upper level Bailey courses and experiences. For example, a student learning vision statement and goals are required prior to entering the Middle 12 series of courses because they help students identify and achieve their own goals. The Bailey Director and/or Academic Learning Coordinator are responsible for assessing student curricular plans and often recommend adjustments in support of integrated learning.

Self-directed learning is often an isolating social experience without classmates with whom to learn and share experiences. Many undergraduates at MSU are developing their ability to self-direct their own learning. Thus, Bailey community engagement and community building experiences are strongly encouraged and sometimes required as a means to ground learner experiences in a broader context. Community experiences are designed to help a student make meaning of their learning. Community experiences benefit the individual learner as well as other community members in connecting ideas.⁵³ A consistent use of reflective activities and meta-learning self-assessments are used to guide students meaning making⁵⁴ throughout the BSP framework.

Detailed alignment of the Bailey curriculum with MSU Undergraduate Learning Goals (ULG's) (see Appendix D) is an important next step for the BSP and MSU Undergraduate Education. The MSU ULG's are intended to influence learning across the undergraduate experience. Bailey outcomes approach certain MSU ULG's and dimensions thereof at different levels. The MSU Undergraduate Learning Goals are:

- **Analytical Thinking** – The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.
- **Cultural Understanding** – the MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts.
- **Effective Citizenship** – The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.
- **Effective Communication**– The MSU graduate uses a variety of media to communicate effectively with diverse audiences.
- **Integrated Reasoning** – The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane, social, ethical, and aesthetic values.

Anecdotally, Bailey core course themes and experiences connect with MSU ULGs: Cultural Understanding and Effective Citizenship through the use of values clarification, understanding diversity, and responsible action. The Bailey e-portfolio requirement likely connects to MSU ULG Integrated Reasoning, adding value to the overall MSU experience⁵⁵. An important next step for Bailey will include mapping a range of actual

⁵³ Barr & Tagg, 1995

⁵⁴ Fink, 2003

⁵⁵ Lucas, 2012, personal communication

student projects and e-portfolios to MSU ULG's to create reasonable expectations for Bailey and MSU faculty about appropriate learning outcomes students can expect to achieve in the BSP.

BUDGET AND RESOURCES

The finances that support Bailey Scholars Program represent MSU’s valuation of and investment in a learning lab for MSU as a whole, faculty scholars, graduate fellows, and undergraduate students. Managing the Bailey Scholars Program requires budget and resources to achieve goals at multiple levels. We outline salaries, program, and operating costs that make up the Bailey program.

Financial Accounts

At one time, four accounts were used in Bailey—(1) operating cost, (2) salaries, (3) labor and (4) a discretionary line for special events, fundraising, etc. Accounts are currently merged into a single account code with subaccounts. No discretionary account currently exists. BSP also has four endowments with specific spending guidelines discussed below. As Bailey funding strategies change (grants vs. general funds), additional account lines may become necessary.

Overall salaries (11-4881). Conveners’ salaries include an annual faculty appointment. This appointment is negotiated annually and results in salary line variation among conveners. The cost for convening a class averaged 10% buyout of the faculty salary per class and has increased to 15% since 2005, consistent with single course allocation ratios in ANR departments. It is recommended that a consistent policy for buyout value be established for convener salary.

The Director and ALC salary coverage ranges and typically draws funding from different areas on campus, the BSP and from the convener’s home department. Table 13 outlines the differentiation of Director and ALC salary coverage to the present.

Table 13.
Key Administrative Staff Salary Sources

Year	Breakdown (% ANR)	Notes
1997-1998	Dir. 1.0 (80% from BSP acct in ANR)	
1998-99	Dir. 1.0 (70% from BSP acct in ANR)	
1999-00	Dir. 1.0 (60% from BSP acct in ANR)	
2001-03	Dir. 0.6 FTE (70% from BSP acct in ANR)	0.4 FTE assistant to the Dean of ANR for special projects
2003-04	ALC 1.0 FTE (100% from BSP), Admin Asst. 1.0 FTE (100% from BSP)	Reduction in faculty buyout in Bailey/ Senior Director was in transition

Table 13 (continued)

2004-05	ALC 0.5 FTE (100% from BSP), Admin Asst. 0.5 FTE (100% from BSP)	Senior Director was in transition; graduate fellow shadowed Director Fear for stipend
2005-06	ALC 1.0 FTE (100% from BSP); Admin Asst. 1.0 FTE (100% from BSP); Dir. Variable (30% salary from BSP)	
2006-2009	Admin Asst. 1.0 FTE (50% from BSP); Dir. 1.0 FTE (100% from GF)	Director and ALC position were combined for this year
2009-present	ALC 0.5-0.75 FTE (100% from BSP); Admin Asst. 0.5 FTE (100% from BSP); Director 1.0 (75% from GF)	

Labor (11-4882). Student labor includes Bailey Course Assistant(s) at the rate of 1 undergraduate per instructor. Funding has periodically included ½ time graduate assistantship from Fall '98-Spring '03. Graduate assistant funding was cut in 2004. Currently, graduate students are funded by MSU Graduate Office Fellowship fund to aid with and conduct research projects on an hourly basis. Current additional student labor has been undergraduate student labor provided by a student not affiliated with the BSP. Hours and responsibilities vary by semester.

Operating costs (11-4883). A learning allowance has remained a consistent, valuable resource across the years and includes financial support for each undergraduate student and faculty Bailey Scholar to undertake an individual learning project. Funding includes \$100/student, \$250/faculty, and \$200/course accountability process for tracking and monitoring. Typical uses of learning allowance include funds to: participate in their professional association, present or participate in a conference related to their learning vision statements, and supplies needed to incubate ideas. Course allowances are typically used for class supplies and travel associated with the class learning goals. Recent graduates report that these funds provided assistance to pursue their learning journeys, which directly relate to their current occupation. For example, a recent student used these funds to enroll in a community college course on viticulture (not otherwise offered at MSU) and integrated her learning into her graduate thesis and current employment.

Endowments. BSP has four endowments and one discretionary fund—invested gift funds that produce expendable annual interest—that support various student and program efforts.

The George and Agnes Greenleaf International Student Experiences Scholarship (NX-081513) (principal \$45,650) designated to support students embarking on international experiences directly connected to the Bailey Scholars Program.

The Frank A. and Kathleen L. Fear Bailey Student Experiences Fund (NX-081577) (principal \$59,876) designated to support capable and motivated students with professional development (conferences, meetings) or study abroad connected with the Bailey Scholars Program.

The Bailey Scholars General Endowment Fund (NX-084276) (principal \$19,190) designated for any student who is a full time student in Bailey Scholars Program

The Honorable Charles H. Schwartzkopf Charitable Bequest (A-100510) (end 2012 principal \$500,000) designated for “qualified research or specific programmatic needs” in the Bailey Scholars Program.

Discretionary fund (RN-031346) (principal \$6,726) designated for expenditures not allowable with other MSU funds.

Budget Stability

The early era of Bailey were focused on faculty and staff funding and a goal of growing the program. The middle years saw a drop in students in 05-06, perhaps due to a budget drop and more likely due to inconsistent and disconnected leadership dynamics, as evidenced by several short term leader tenures due to poor fit and/or poor leadership.⁵⁶ Faculty interest and student enrollment were affected by inconsistent leadership patterns.

In the middle era, the program moved from CANR to an academic department (CARRS). This move was a both a philosophical fit aimed to improve learning outcomes as well as a way to secure a consistent funding source. In 2013, Bailey moved out of the CARRS administrative unit (now Department of Community Sustainability, CSUS) due to a change in CSUS departmental mission.

In the current era, there has been stabilization in student enrollment, leadership and budget expenditures. The BSP is currently housed in the CANR Office of Academic Affairs, and oriented toward a broader admissions policy with appeal to individual learners across MSU. Budget stability and the recent change in policy position BSP to become a leader of connected learning.

Space

Space (and/or lack of access to it) has been a major issue at times in the BSP. The amount and quality of space for Connected Learning is important because BSP is a social laboratory where community based learning can take place. A common space, a virtual and literal creation, helps to create a community of scholars. Space promotes dialogue as a central feature of community life and is where community building takes

⁵⁶ Past BSP Faculty, 2014, personal communication

place. Ongoing conversations in BSP space consistently reimagine the space on behalf of collaboration, creativity, and empathy in learning experiences.

The first home for the BSP was the Wills House, a space designated by the Provost (not allocated by CANR). When the plans for Will's house changed, BSP had to move and was promised space in the new Ag hall annex and space on campus in what was called the Honey Hut. These two spaces were intended to replace the use of space in Wills House. However, the Honey House was knocked down and in 2001 Bailey moved from Wills House to the current space, 65 Agriculture Hall. In 2008, BSP was allocated room 50 Agriculture Hall for additional classroom and program space, alleviating significant scheduling conflicts in room 65.

RECOMMENDATIONS

Some recommendations for future action have been listed throughout each section to give context to future planning. In this section, we discuss recommendations and we offer implementation ideas, where appropriate with attention to the current context of the BSP and alignment with the values and core ideas of connected learning.

A Unique Profile

By scanning the current MSU learning environment, BSP observes multiple examples of connected learning opportunities at MSU. For example, various programs such as RISE (Residential Initiative for Study of the Environment) or The Neighborhoods at MSU each provide undergraduates with opportunities for place-based, integrated experiences or ways to connect learning across experiences. These examples show that connected learning has a strong foothold at MSU. Minors and special programs, such as SAFSS (Sustainable Agriculture and Food Systems Specialization), generally bring together students with like content interests. A focus on a single content area is neither the norm in BSP nor a realistic expectation for a T-shaped workplace⁵⁷. The academic and social diversity within the BSP fosters a dynamic, integrated, and transdisciplinary learning environment.

BSP hosts numerous adaptive⁵⁸ leadership opportunities (co-learning, co-curricular) through which students actively plan for and make meaning of learning experiences. Because BSP students' leadership experiences are applied to learning experiences in a portfolio. BSP learners learn to integrate meaning from multiple courses (M12) with the meta-learning that takes place in ANR 210, 310, and 410. One important outcome includes individuals who are able to communicate across topics, critically look at sources of information, and choose appropriate tools and processes to address problems.

BSP aspires to change the name of the program to a minor in **Leadership in Integrated Learning** to create leaders preparing to engage in broad application of deep disciplinary learning.⁵⁹

Integrated Learning Across Disciplines: Enrollment

An inclusive learning environment at Bailey is a strong foundation for encouraging academic and social interaction within CANR, other majors, social groups, and career plans. Faculty scholarship has helped to create an inclusive learning environment through foci on social justice, inclusion, and diversity in learning environments (See Appendix B.)

- Establish and monitor minimal student progress requirements

⁵⁷ <http://tsummit2014.org/t>

⁵⁸ Heifetz, 1994

⁵⁹ Sporher, Gregory, & Ren, 2010

- Create and Implement a recruiting plan to attract students who are motivated, passionate, curious, and otherwise unconnected learners.

Curriculum Development and Dissemination

Define, assess, and communicate the nature and value of a minor in Leadership in Integrated Learning for internal and external partners (i.e. departments, departmental advisers, University Undergraduate Division).

Define: The Democratic classroom in BSP values a flattened hierarchy in the classroom—faculty and student work together to help a student become a better learner. Faculty must trust emergence and students have to be open to learn, explore, and make meaning in a non-traditional classroom environment. Students have to engage, receive feedback, and re-engage throughout the process of connected learning.

Through Bailey core courses (CANR 210, 310, and 410), students learn, practice, and reflect upon the following skills:

- Communication
- Meta-learning
- Leadership
- Systems Thinking

Additionally, students work with an Academic Learning Coordinator (ALC) to identify courses and connections among the M12 credits outside Bailey that serve to create opportunities for learners to practice and apply their communication, meta-learning, leadership and systems thinking skills in a personally relevant disciplinary area.

Accountability for M12 alignment to learning vision statements and reports to the Bailey community are critical to the learning goals of the minor. Such alignment and reporting represent the value-added contribution of M12 courses to the minor in Leadership in Integrated Learning. Without students taking time to plan, reflect, and share their learning experiences, the M12 courses lack meaning for the purposes of the minor. M12 course/report accountability remains the responsibility of the ALC under the supervision of the Director. Recruitment and advising efforts have recently changed to reflect the importance of M12 planning and reflection processes and should remain subject to internal and external review.

The BSP provides a structured space where these skills can be explored in terms of disciplinary integration and personal value. Outside of the BSP there is a risk that these types of values and skills may not develop in light of traditional academic relationships and classroom authority structures. Dissent in Bailey courses is welcome (while maintaining respect) and often is a source of learning for both students and faculty. This experience has to be better developed and assessed by the student and faculty fellows with support from the ALC and Director. For example,

- Promote Rigorous and Relevant Learning Criteria (four dimensions):
 - Foundational Learning - Achievement in the core academic subjects
 - Stretch Learning - Demonstration of rigorous and relevant learning beyond minimum requirements, such as participation and achievement in higher level courses, specialized courses
 - Learner Engagement - The extent to which students are motivated and committed to learning, have a sense of belonging and accomplishment, and have relationships with adults, peers, and parents that support learning
 - Personal Skill Development - Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes
- Include more active reflection⁶⁰ of the learning process (formative)
 - Aids in synthesis of experiences for student Final Learning Journey
 - Can be led by faculty and student leaders
 - Self-assessment skills for expected outputs and
 - Systems thinking for understanding the role of curricular inputs
- Assess portfolios against ULG-Integrated Learning rubric (summative)
- Communicate the value of a minor in Leadership in Integrated Learning to internal and external constituents.
 - Communicate about inputs, outputs, and outcomes for students to partner departments, faculty, advisers, career services, and administrators
 - Develop networks with external stakeholders such as employers, alumni, and potential donors

Learner Outcomes

Character development (BSP values and principle) to promote stronger leaders and stewards of connected-learning

- Group processing, organizational learning (to be required in all core courses)
 - Dialog & debate
 - Shared understanding and consensus
 - Boundary-crossing (meaning making, norms, assumptions, values)
 - Reflection and reflexive practice
- Promote problem solving, critical thinking, and community engagement (align with MSU ULG's)
 - Integrate leadership and learning into more/all BSP courses.
 - Alignment (and stronger accountability) of the BSP core courses

⁶⁰ Kolb, 1984

- Systematic alignment (Understanding and Action): Align co-curricular activities—such as community service, research, conference participation and presentation, committee work, or clubs to enhance students’ academic experience.
 - Direct assessment of student work in relation to MSU Undergraduate Learning Goals.
 - Assessment of student work related to individual goals for Leadership in Integrated Learning
- Leadership
 - Make connections between identities (self, professional, career), disciplinary learning, and community issues
 - Take initiative and responsibility to lead others to do the same by integrating one’s knowledge, skills, and experiences in the service of integrated learning

Student, Staff, and Faculty Leadership

Overall, we recommend a dedicated inquiry using Appreciative Inquiry to find out how Bailey impacts faculty (and graduate students) in the current era. The last faculty self-study was conducted in 2000.

Faculty recommendations

- Recruit more faculty by engaging them through highlighting BSP faculty attributes. Invite faculty from all departments annually
- It is important to offer a standard reward package with flexibility for faculty and chairs to negotiate release details⁶¹
- We see need to explore a diverse, systems based funding model that contributes some portion of student tuition back to departments. We believe an incentive to departments is important to building partnerships.
- Present options for Faculty and staff to convene communities: Communities to convene include other faculty, graduate student and interest groups such as e-portfolios, service learning, and assessment
- Currently one faculty convener is leading the graduate fellows learning community. This arrangement has been a successful model for a year round collaborative research project with the faculty member and the learning community members
- Adjust cost for faculty convening to match CANR matrices for teaching % (1 class=15%)

Graduate fellows recommendations

- Continue Graduate Office Fellowship funding for BSP Graduate Fellows.
- Conduct an Appreciative Inquiry to find out how Bailey impacts graduate students in the current era. There has not been a graduate self-study to date.

⁶¹ e.g. FOD’s Lilly Fellow’s reward structure. fod.msu.edu/opportunities/lilly-teaching-fellows-program

Staffing recommendations

- ALC- continue position and appoint as academic/program advisor
 - Helps prevent student attrition and successful BSP experience
 - Limits the number of contact points between student to CANR administration
 - Point person for all undergraduate initiatives in the program
 - Include more advising percentage in ALC position description. These duties were previously shared with the Community, Agriculture, Recreation & Resource Studies (CARRS) academic advisor and CARRS Undergraduate Affairs Curriculum Committee
- Administrative Assistant- assign more responsibility for program operations and managing student leaders/staff
- Director- One full time (1.0 FTE) faculty responsible for sustaining program over time and developing a scholarly agenda in integrated learning (students, staff, scholarship, engagement)
 - This position is currently funded at .75 FTE yet requires a high level of coordination and administration (75%) and scholarship (25%).
 - Ideally the director is appointed as a **fixed term faculty** member or is recruited from a tenured position.
 - A pre-tenure stream faculty member has competing priorities limiting attention to either Bailey or Scholarly activities required for promotion.
 - A 1.0 FTE, fixed term faculty appointed in CANR for BSP has the best chance of developing a successful program.
- Student conveners/leaders- Continue to offer these opportunities as students want leadership experiences.
 - Build toward a student leadership team to lead the Bailey Community Council (BCC)
 - Continue to select student leaders to participate in Leadershape® or another leadership development opportunity
 - The program needs to maintain one to two work-study students that are familiar with the program (**Note. Not BSP students because they manage Bailey student files**).

Communicating with Stakeholders

BSP has relationships with MSU Partners across the institution, alumni, and employers as well as a community of scholars related to connected learning. The BSP has much room for growth in connecting and maintaining appropriate exchange of ideas and information in the areas of educating partners, collecting information from alumni, and building employer networks to support BSP graduates. BSP relies on many stakeholders to accurately represent the depth and breadth of experiences that are possible in BSP. With a limited view on how the BSP is perceived by stakeholders within and outside MSU, knowing more about Bailey's context is a key area for future development.

MSU partners. Educating partners about a unique student experience who have not had the experience is inherently difficult. Miscommunications in

the past have led some stakeholders to believe--and tell students--that BSP is an easy 4.0. In truth, BSP requires significant efforts on the part of students to learn the content they propose, to learn multiple ways of interacting with material, and learn about ways to communicate with co-learners across disciplines.

Alumni and employers. What value and impact do experiences in BSP have for a student after graduation? We would like to know from alumni and recent graduates how their experiences at Bailey inform their decisions in jobs, across careers, and continued connected learning.

Outreach. Social media and other traditional forms of networks will become increasingly important to connecting our graduates to greater career networks. An internal MSU partnership with the Career Services Office is in progress.

A useful strategy for reaching out to MSU partners and new students has been to host a casual lunch and an open house. The ethos of Bailey does not translate well in a brochure because the lived experience of learners is often missing. The lived experience is an important part of recruiting new students to join BSP.

Budget Recommendations

Bailey is funded at the good will of people who value this program. It has never been a revenue generator. We think it should continue because of the unique value that Connected Learning adds to the MSU undergraduate experience.

Assuming budget stability, two major goals are important. First, build toward a target enrollment of 95 students (see Table 14). Ninety-five is the capacity of students BSP can support without adding course sections or faculty. A projected budget includes current faculty, staff, and director salary with student enrollment average at 95. A detailed plan to recruit additional students to reach full capacity is outlined in the recommendations section.

Table 14.
Budget Averages

	Student Enrollment	Total Budget*	Salaries	UG Students	Operating
5 year average	79	159,982	88,930	12,730	47,391
10 year average	68	150,451	96,185	12,110	38,293
2014-15 Estimate	74	155,217	92,557	12,420	42,842
Goal Enrollment	95	182,000	120,000	12,000	50,000

*GOF funding is not included in this projection

Second, Bailey must secure a consistent, predictable funding and administrative support structure that values the minor Connected Learning, can contribute to academic and scholarly development of members, and benefit from the unique disciplinary and scholarly outcomes of the BSP.

Using the CANR recommended calculation for strategic alignment across units, our goal of 95 students annually with an $\frac{2}{3}$ average of students enrolled in BSP core courses (63), the 2012 lower division estimates for tuition cost (\$428.75), and the BSP base budget for 2012-2013 (\$144,910), we were able to calculate the following amount needed in contracts and grant expenditures and revenue from auxiliary expenses to reach recommended productivity index (3) (see Table 15).⁶²

Table 15.
Productivity Index Projections- BSP Student Numbers = 95

Productivity Index	CGA & Auxiliary Expenses
0	\$81,033.75
1	\$225,943.75
2	\$370,853.75
3	\$515,763.75

A scenario for budget solvency requires an altered course of action than the current state. Some options for action are presented with appropriate costs and benefits.

1. Bolder Action: Reformulate the MSU ethos about Integrated Learning led by the BSP minor: Leadership in Integrated Learning. To expect integrated learning and thinking from our students necessarily requires faculty and program structures to model integrated reasoning. Grounded in a tradition of innovative teaching and learning, the minor offers undergraduates and the university an opportunity to achieve integrated reasoning. CANR has an opportunity to break new ground in offering a cohesive integrated reasoning curriculum across colleges relating to the historical and current Land Grant mission of MSU. Within a novel administrative structure, a change in the student credit hour (SCH) distribution model is recommended. Assigning SCH values to instructional faculty will incentivize multiple programs in the university to participate as faculty conveners in the BSP.

⁶² Accounting based on Positioning CANR for the Future Task Force Report to the Provost

2. Pursue opportunities to improve on the CANR Productivity Index as an individual unit within CANR. By actively seeking contracts, grants, and awards, Bailey Scholars moves from a teaching-centered program to a research-oriented program. Bailey may become less able to contribute toward the student learning goals in CANR with innovative programming. Contract and grant funding may support additional scholarly activity, partnerships, and awards by recruiting new faculty. Additional relationships are being cultivated with Residential College for Arts and Humanities, Communication Arts and Sciences and School of Social Work. Per the annual report, further study is needed to identify appropriate measures of productivity and administrative efficiency.
3. Do nothing. Continue to value the minor in Connected Learning/Leadership in Integrated Learning as a service to innovative teaching, scholarship, and community building not otherwise offered at MSU. This community values a network of undergraduate and graduate students, faculty, and staff that convene and contribute to each others' learning. Bailey currently measures well against three of four CANR teaching goals. While not achieving net tuition values, Bailey succeeds in providing high quality educational experiences, academic quality of students, and placement of graduates.

SUMMARY

The Liberty Hyde Bailey Scholars Program continued efforts to create and hold a space for connected learning experiences remains an important part of MSU, working toward goals of innovative teaching and learning, community building, and engaging lifelong learners. Important next steps for the program include taking a strategic approach to faculty involvement, a more systematic approach to student learning assessments, and a more active approach to alumni engagement. Guided by summary recommendations, this self study aims to position The Liberty Hyde Bailey Scholars Program for the next generation of MSU learning.

- Conduct *Appreciative Inquiry* with stakeholders at MSU to increase strategic understanding of faculty, staff, and student involvement; perceptions of faculty involvement, and the willingness for individuals to participate.
- Curriculum renewal- changing the name means also changing the praxis to reflect that Bailey prepares leaders of integrated learning at MSU and as lifelong learners.
- Develop funding sustainability to ensure the longevity of the program.
- Collect info from stakeholders to learn and improve- alumni tell us the most about the persistence of integrated learning in their professions, careers, and discoveries.

Built on a strong tradition of innovation, the BSP continues to be a community for enhancing integrated learning experiences for faculty, students, and alumni.

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Value	Emerging	Developing	Modeling
<p>Community Scholars strive to maintain a holistic community, learning collaboratively through deliberate dialogue and discourse to pose solutions for societal and global issues.</p>	<p>Understanding of the concept “community” and one’s role within it.</p>	<p>Developing a sense of personal responsibility and accountability through scholarly engagement with a community of learners.</p> <p>Defining diverse interpretations of the term “community” and providing examples of each interpretation.</p> <p>Acknowledging self as a valuable part of the collaborative environment.</p>	<p>Identifying examples of community-based initiatives and explaining how they contribute to quality of life.</p> <p>Explaining and applying core concepts of community and place and how they contribute to community sustainability.</p>
<p>Creativity Scholars are a group of people who value discovering through the emergence of new questions, new insights, and new understandings.</p> <p>We encourage creative ways of learning, collaboration, and creation through multiple outlets.</p>	<p>Identifying multiple approaches to problem-solving.</p>	<p>Demonstrating the ability to reframe a “problem.”</p> <p>Utilizing different problem solving techniques and processes.</p> <p>Valuing the ability to question presumptions and is open to collaboration and compromise.</p>	<p>Thinking outside the box.</p> <p>Collaborating with others.</p> <p>Valuing diverse ways of knowing and being.</p>
<p>Dialogue Scholars value a safe environment, where respectful, honest, and open exchanges of different ideas, beliefs, and perspectives aid our quest for further learning and growth.</p> <p>Our dialogue allows us to exchange information and learn from each other without judgments.</p>	<p>Developing the ability to speak thoughts, even when not sure of others reactions.</p> <p>Listening to others with the goal of seeking similar thoughts and ideas.</p>	<p>Understanding the different forms of conversation (e.g. dialogue, debate, deliberation).</p> <p>Developing deliberate dialogue and discourse skills to navigate interpersonal dimensions.</p> <p>Listening to understand differing perspectives and asks questions for clarification.</p>	<p>Utilizing an appropriate method of communication which creates space empathetic to all people and ideas.</p> <p>Demonstrating when to proceed, stop, collaborate, listen, and lead; with the ability to move back and forth between appropriate activities.</p>

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		Suspending judgment.	
<p>Diversity Scholars see that each part of our community has worth, and together we create a stronger whole. Our space and community are amenable to all styles and purposes of learning.</p> <p>We welcome uncommon or unpopular ideas into our environment, allowing us to grow and learn in a safe community.</p>	<p>Understanding that the community is made of people from all different backgrounds, identities, values, and experiences.</p> <p>Making connections based on similar political, cultural, and social values.</p>	<p>Recognizing other's ideas, beliefs and worldview.</p> <p>Forming connections with people whose political, cultural, and social values are different.</p>	<p>Creating an environment for differing viewpoints and beliefs to be shared, developed, and assessed.</p> <p>Understanding differing backgrounds, identities, values and experiences as a community asset.</p>
<p>Engagement Scholars feel that active participation in the program results in growth that is proportional to our involvement.</p> <p>We are dedicated to lifelong learning and are always seeking ways to be involved with each other's' educational experiences; we are a part of each other's learning journey.</p> <p>Furthermore, we seek to be involved in and contribute to the greater community, locally and globally.</p>	<p>Developing and understanding of core civic engagement terms and principles (e.g. civic life, civic engagement, democratic participation, citizenship; engagement; reflection, governance).</p>	<p>Explaining and applying theories associated with citizenship and engagement at local to global scales (e.g. dialogue, deliberation, common good, leadership).</p> <p>Developing joy in spending time with the community.</p> <p>Pursuing opportunities to lead and/or join community activities.</p>	<p>Identifying ways to work in community contexts to achieve a civic objective.</p> <p>Explaining how actions may benefit individuals or communities.</p> <p>Reflecting on the personal and social aims and accomplishments of one's actions.</p>
<p>Inclusion Scholars desire an environment</p>	<p>Developing an understanding of "self" and identity.</p>	<p>Understanding that while not all members of the community have the</p>	<p>Collaborating well with all members of the community.</p>

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<p>where everyone craves and retains the contributions from everyone in our global community. In order to generate this outcome, we practice open communication and equality through collaboration.</p>	<p>Acknowledging that there are similarities and differences among all members of the community.</p>	<p>same learning experiences, all members' experiences are valued. Contributing from own experience and listens to other's experiences to contribute to the meaning-making process from diverse perspectives and experiences.</p>	<p>Promoting equality among the members of the community. Demonstrating progress in maintaining an inclusive worldview. Creating a system of shared understanding.</p>
<p>Integrity Scholars are a community of learners who share a mutual respect for the values that we each hold and honor to make moral decisions. We embody well-defined worldviews and values and put those into action.</p>	<p>Identifying personal beliefs and actions. Identifying and clarifying a core set of values that guides ethical personal behavior and practice.</p>	<p>Identifying gaps in beliefs and actions- in self and others. Adopting techniques to explore and clarify beliefs and values. Minimizing the gap between beliefs and actions.</p>	<p>Engaging in activities based on beliefs and values. Demonstrating ability to work with others with different values. Demonstrating the ability to address conflicts with mutual respect.</p>
<p>Joy Scholars experience embodies a community that brings support, relationships, opportunities, and self-fulfillment to learning and scholarship.</p>	<p>Understanding learning and knowledge as a requirement to achieve personal goals. Developing relationships with peers primarily as a means for enjoyment outside of learning.</p>	<p>Developing personal interests that promote happiness and fulfillment. Developing a learning appreciation based on personal interests. Enjoying learning and collaborating with peers.</p>	<p>Supporting the learning processes and opportunities of peers. Exploring opportunities for learning advancement. Valuing and promoting lifelong learning.</p>
<p>Reflection Scholars value learning and make the most of all of our experiences. We engage in continual introspection. Our experience is a</p>	<p>Developing awareness that learning can occur anywhere, anytime, with anyone. Communicating personal experiences.</p>	<p>Increasing clarity within the learning journey process. Seeking to understand others experiences within the community.</p>	<p>Evaluating and adapting personal learning journey experiences. Communicating effectively on process of learning and personal growth.</p>

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<p>journey of intellectual, aesthetic, moral and ethical self-reflection and growth.</p>	<p>Utilizing multiple methods to make reflection public.</p>	<p>Developing the ability to effectively communicate about own reflections by connecting meaning to experiences across disciplines.</p>	
<p>Relationships Scholars believe in collaboration to strengthen learning and understanding between faculty, staff, students and other community members.</p>	<p>Understanding relationships as social growth.</p>	<p>Applying skills and techniques to foster collaboration with other students and the broader campus community.</p>	<p>Developing a portfolio of interpersonal skills to draw upon for leading and following in a diverse, complex, and changing world.</p> <p>Analyzing complex situations and work with others to explore ethical, workable, and sustainable solutions with scholarly underpinnings.</p>
<p>Respect Scholars honor fellow scholars, their ideas, and their space-- forging an environment where scholarship and learning prosper.</p>	<p>Developing an understanding of positive interaction.</p> <p>Seeking to understand other's opinions and ideas.</p> <p>Understanding what is/can be disrespectful.</p>	<p>Understanding how social norms are constructed.</p> <p>Acknowledging other's learning and knowledge as valuable.</p> <p>Sharing resources among the community.</p>	<p>Making decisions in community contexts to achieve a civic objective.</p> <p>Explaining how actions may benefit the common good and contribute to shared knowledge.</p> <p>Sharing ideas, beliefs, and viewpoints in an open forum for discussion.</p>
<p>Responsibility Scholars seek a community where there is both personal and collective responsibility.</p> <p>We are responsible for not just our actions, but also the effects that they have on the world around us. We seek to be engaged citizens within our local and global</p>	<p>Understanding that actions have consequences.</p> <p>Distinguishing the difference between an interest and an issue.</p>	<p>Developing an understanding of personal responsibility in class and community.</p> <p>Increasing participatory actions within the larger community.</p>	<p>Facilitating leadership within course and community.</p> <p>Creating a service project that benefits and engages the BSP community.</p>

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communities.			
<p>Scholarship and Learning Scholars seek an understanding of the scholarship and scholarly approaches that connect across boundaries to learn. We approach learning through experience.</p>	<p>Understanding of how to learn and how to enhance the learning of others.</p>	<p>Exploring new and different ways of thinking, integrating cognitive and affective behaviors.</p> <p>Understanding and evaluating multiple ways of knowing.</p>	<p>Demonstrating the capacity and desire for lifelong learning through critical thinking, intellectual curiosity, and reflection.</p> <p>Understanding the responsibility to make public our learning so that we may enhance scholarship.</p>
<p>Space Scholars acknowledge that community space provides the environment necessary for positive growth and development.</p> <p>Our flexibility of space reflects the potential for change in our own lives.</p> <p>We encourage scholars to become engaged with the community by modifying the space so that it may facilitate the needs of the community.</p>	<p>Understanding space to be either personal or community and its uses as static.</p>	<p>Understanding that space is an important collective resource.</p> <p>Gaining awareness of resources available.</p> <p>Utilizing space to enhance learning objectives and experiences.</p>	<p>Demonstrating responsibility for creating, modifying, and maintaining space.</p>
<p>Voice Scholars see voice as the fundamental willingness to reflect</p>	<p>Developing the ability to share individual thoughts and ideas.</p>	<p>Sharing thoughts and ideas within a community atmosphere with civic and respectful maturity.</p>	<p>Leads and fosters sharing within the community.</p>

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<p>upon and share our identities.</p> <p>Our space provides a medium through which we can share our progress on our learning journeys with the community.</p> <p>We maintain an environment in which students learn the process of discourse.</p>	<p>Developing the ability to listen to others without discourse.</p>	<p>Identifying forums that are open to shared ideas.</p> <p>Understanding the appropriate times to engage in discourse, when to share, and when to listen.</p>	<p>Engaging in active listening with appropriate reflection of empathy.</p>
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APPENDIX B

Scholarly Contributions

Scholarly contributions are publications, presentations, funded projects, conferences attended, and workshops by Bailey Scholars through the years. Included are those that were made possible through the BSP- either through intellectual or financial means.

BSP is commitment to nurturing undergraduate and graduate co-learners as co-authors in scholarly contributions. To reflect this commitment, undergraduate co-authors are noted by a single asterisk () and graduate student co-authors are noted by a double asterisk (**).*

1997 (1)

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1999 (3)

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2000 (12)

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- *Wesolowski, J. (November 2001). Conference Attendee at the *Comdex Conference*. Las Vegas, NV
- 2002 (12)**
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- **Doberneck, D. M., *Lupp, B., *DeRuiter, H., & *Smalley, C. (2003, March). Who is the Leader in a Flock of Geese? A presentation at the Igniting the Passion for Learning: Innovative Responses to Complex Issues, sponsored by the Association for Supervision and Curriculum Development, March 8-10, 2003, San Francisco, CA.
- Fear, F., **McCarthy, C., **Diebel, A., **Berkowitz, S., **Harvey, L., & **Carra, C. (2003). Turning the all around upside down: The graduate classroom as an alternative, self-organizing setting. *ENCOUNTER: Education for Meaning and Social Justice* 16(2). (34-39)
- Fear, F., **Doberneck, D. M., **Robinson, C. F., Fear, K., & Barr, R. (2003). Making meaning and “the learning paradigm”: A provocative idea in practice. *Innovative Higher Education* 27(3). (151-168)

¹ **Note.** From 2003-2006 the BSP ALC attended numerous conferences and made many presentations. There is no institutional record of these conferences and presentations.

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*Lupp, B. (March 2003). Igniting the passion for learning. Presentation at the *Association for Supervision and Curriculum Development Conference*. San Francisco, CA

*Rodriguez, M. (February 2003). Conference attendee at the *Midwest Organic Farming Conference*. La Crosse, WI

Whitmore, R. J. (2003). *In search of development. An autoethnographic exploration of the Liberty Hyde Bailey Scholars Program*. Ph.D. Dissertation. East Lansing, MI: Michigan State University.

2004 (7)

*Bodner, L., Dann, S., Harper, P., *Daniels, M., *Kieren, D., & *Kucher, K. (March 2004). Learning through the perspective of a student convener in the BSP Program at MSU. Presentation at the *Fifth Biennial University Education in Natural Resources Conference*. Flagstaff, AZ.

Doberneck, D. M. (2004, March). More than Just a Tourist. A presentation at the Third Schreyer National Conference: Innovations in International Education, March 12-14, 2004, Pennsylvania State University, State College, PA.

Fear, F., & Doberneck, D. (2004). Collegial talk: A powerful tool for change: *About Campus* 9(1): 11-19.

*Peissig, C.A., **Robinson, C.F., & Fear, F. (August 2004). Describing the moment: Revelations of Engaged Students. Presentation at *The League for Innovation: The Learning Summit*. Baltimore, MD

*Sterner, G., & Kenney, P. (Spring 2004) Conference attendees at the *National Academic Advisors Association Conference: Helping Students Ground Academic Pursuits in Self-Knowledge*. Chicago, IL

*Yang, B. & Kenney, P. (April 2004). Igniting the spark: Emergent learning through diversity in the Bailey scholars program. Presentation at the *American Association for Higher Education Conference*. San Diego, CA

*Yang, B., Doberneck, D., & *VanOverbeke, J. (October 2004). Conference attendees at the *Great Lakes Bioneer Conference*. Traverse City, MI

2005 (11)

Barr, R. B., & Fear, F. (2005). The learning paradigm as bold change: Improving understanding and practice. In C.J. McPhail (ed) *Establishing and Sustaining Learning-Centered Community Colleges*. Washington, DC: Community College Press.

**De'Armond, L.J., Doberneck, D.M. **Saxvik, M., & **Sterner, G.E. (September 2005). Supporting the learning journey: Assessment of students and faculty needs in an emergent learning community. *A poster presentation and conference proceedings at the 2005 Midwest Research to Practice Conference*. St. Louis, MO

Doberneck, D. M. (2005, September). Forging Meaningful Connections Beyond Campus: A Partnership for Sustainable Engagement in Rural Ireland. A

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- presentation and conference proceedings at the Greening of the Campus VI, September 15-17, 2005, Ball State University, Muncie, IN.
- Doberneck, D. M. (2005, October). Engaging Communities. Pride of Place Celebration. October 24, 2006. Mayo Abbey, Co. Mayo, Ireland.
- *Edwards, R., *Smith, C., & Kenney, P. (January 2005). Convened roundtable session titled The Meaning of Whole Person Development at the *Practitioner's Conference on Civic Engagement*. New Orleans, Louisiana
- Fear, F., Doberneck, D.M., **Sterner, G., & *Daniels, M. (January 2005) Ethos and inspiration: Learning reconsidered in action. Presentation at the *Michigan College Personnel Association's Drive-In Workshop, Learning Reconsidered*. Grand Rapids, MI
- Fear, F., Kenney, P., *Loucks, R., *McPherson, K., & *Overbeke, J. (2005). Mindfulness and moral purposes: Exploring Connections. Proceedings of the *2005 Institute on College Student Values* at Florida State University. Tallahassee, FL
- *Kucher, K. (September 2005). Conference Attendee at the *12th Annual Conference of the Wildlife Society*. Madison, WI
- Link, T. (Winter 2005). One planet, one family, one future. *Electronic Green Journal* 22(1).
- Habron, G. (April 2005). Infusing constructivist learning in fisheries education. *Fisheries* 30(4). 21-26.
- Robinson, C.F., Doberneck, D.M., Fear, F., **Sterner, G., Kenney, P.A. (October 2005). Through the looking glass: Our transformative experiences in wonderland. *Proceedings of the 6th International Transformative Learning Conference at Michigan State University*. East Lansing, MI
- 2006** (10)
- Doberneck, D. M. (2006). Community and Economic Development in Rural Ireland and Northern Michigan. Presque Isle County Economic Development Commission. Rogers City, MI.
- Doberneck, D. M., & *Loucks, R., (2006). Contested Community Landscapes: Mitigating Natural Resources Conflict Between Culture and User Groups in Michigan. \$2,000. PIs: Land Policy Institute, Michigan State University. Funded.
- Doberneck, D. M., Dann, S. L., *Pratt, K., & *Clark, K. (2006, March). "Greening" Study Abroad for Sustainable Natural Resource Education: a Community Engagement Partnership Between Rural Ireland and Michigan State University. A poster presentation and conference proceedings at the 6th Biennial Conference on University Education in Natural Resources, March 4-7, 2006, Michigan State University, East Lansing, MI.
- Doberneck, D. M. & Lally, M. (2006). Rural Community and Economic Development Study Tour of County Mayo, Ireland (for Michigan faculty, Extension staff, & community members). October 22—November 1, 2006.

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- Loveridge, S., Dann, S. L., & Doberneck, D. M. (2006-2008). Enhancing Agricultural Based Economic Development in Rural Areas: A Partnership to Internationalize Teaching, Research, and Extension. \$100,000. U.S. Department of Agriculture, CSREES, Internationalizing Science and Education. Funded.
- *Pratt, K., *Sackett, A., Elshoff, D. & Dann, S. (October 2006). Conference attendees at the *Great Lakes Bioneers Conference*. Wayne State University.
- Robinson, C. F. & Kakela, PJ (2006). Creating a space to learn: a classroom of fun, interaction, and trust. *College Teaching* 202(5).
- Robinson, C., **Sterner, G., & *Johnson, T. (2006). Don't Build it and they will come: Creating space for wholeness, meaning, and purpose in higher education. Proceedings from the *2006 Institute on College Student Values*.
- Robinson, C., **Sterner, G., & *Johnson, T. (July 2006). Don't Build it and they will come: Creating space for wholeness, meaning, and purpose in higher education. *Journal of College and Character* 7(6)
- *Thelen, J. (November 2006). Biotechnology and innovations in world agriculture. Presentation at the *International Student Summit on Agriculture*. Tokyo, Japan
- 2007 (8)**
- *Dann, S. L., Lally, M., & Doberneck, D. M. (2007). Rural Community and Economic Development Study Tour of County Mayo, Ireland (for Michigan faculty, Extension staff, & community members). June 22—July 1, 2007.
- Dann, S.L., Doberneck, D. M., Loveridge, S., & Lally, M. (2007, October). From Community Development to Community Engagement and Engaged Learning: Enhancing Rural Community Economic Development Through MSU-Ireland Exchanges. poster presentation at MSUE Annual Conference. Michigan State University, East Lansing, MI.
- Doberneck, D. M. & Dann, S. L. (2007). Rural Community and Economic Development Study Tour of Michigan (for Irish community economic development practitioners). November 2—12, 2007.
- Doberneck, D. M. & Dann, S. L. (2007). Rural Community and Economic Development Study Tour of Michigan (for Irish community economic development practitioners). April 22—May 1, 2007.
- Doberneck, D. M. (2007, September). Pride of Place in Rural Communities in Ireland and Michigan. The 99 Senses of Place Celebration. Presque Isle County Development Commission. Alpena, MI.
- **Doberneck, D. M. (2007, June). Transnational Collaborations for Rural Community Development: Linkages between Ireland and Michigan. Shamrock & Thistle Rural Action Partnership Annual Meeting. June 8, 2007. Craigavon, Northern Ireland.
- *Miller, K., *Sanders, S., & *Dawes, S. (November 2007). Conference attendees at *Powershift*. Washington, DC

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*Rayner, J. (November 2007). Hazard Analysis and Critical Control Points. Presentation at the *International Student Summit on Agriculture*. Tokyo, Japan

2008 (8)

Doberneck, D. M., Dann, S. L., & Loveridge, S. (2008, October). Community Development Gleanings from Ireland: USDA Project on Internationalizing Science Education. Presentation at MSU Annual Extension Conference. October 2008. Detroit, MI.

Doberneck, D. M., Dann, S. L., Loveridge, S. & Lally, M. (2008, October). Ready, Set, Engage! An evolving understanding of what readiness means. Conference presentation at National Outreach Scholarship Conference. October 2008. University Park, PA.

Doberneck, D. M. (2008, April). Community Engagement in Rural Ireland: Lessons Learned. Panel presentation at International Experiential Opportunities: Using Pedagogy to Enhance Practice Conference. April 2008. East Lansing, MI.

Doberneck, D.M. (2008) MSU 1st Annual Curricular Service-learning and Civic Engagement Award. Michigan State University.

Doberneck, D.M. (2008) Faculty Award for Scholarship and Community. Liberty Hyde Bailey Scholars Program, Michigan State University.

*Kopf, B. (November 2008). Promoting sustainable agriculture to world youth. Presentation at the *International Student Summit on Agriculture*. Tokyo, Japan

*Miller, K. (September 2008). Conference attendee at the *Stakeholders for African NEPAD Conference*. Burkino Faso, Africa.

Rivera, J., *Petty, D., *Gaulier, P., *Law, K., *Eldred, K., *Derian-Toth, M., *Wiita, J. (September 2008) Conference attendees at the *Lily Conference on Teaching and Learning*. Traverse City, MI

2009 (6)

Doberneck, D. M. & Lally, M. (2009, June). Collaborating Across Communities and Continents: Community Engagement in Rural Ireland. Conference presentation at The Campus Engage International Conference. Higher Education and Civic Engagement Partnerships: Create, Challenge, Change. June 4-5, 2009. Croke Park, Dublin.

Doberneck, D. M. (2009). Community Engagement in Rural Ireland: A Lecturer's Perspective. Chpt. 7. *Mapping Civic Engagement Within Higher Education in Ireland*. AISHE and Campus Engage. Pp. 58-71.

*Cook, R. T., & *Pitera, S. M. (2009). Pride of place competition in Mayo Abbey: Students perspective on community engagement. Chpt. 6. *Mapping Civic Engagement Within Higher Education in Ireland*. AISHE and Campus Engage. Pp. 73-81.

Lally, M., Doberneck, D. M., Lillis, S., and Sammon, B. (2009). A Partnership Between the Tochar Valley Rural Community Network (Mayo) and Michigan

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State University: A Community Perspective. Chpt. 5. *Mapping Civic Engagement Within Higher Education in Ireland*. AISHE and Campus Engage. Pp. 82-91.

*Segal, J., *Law, K., & *Petty, D. (February 2009). Conference attendees at *Power Shift*. Washington, DC.

Walker, A. & Bommarito, A. (February 2009). Conference attendees at the *Conservative Political Action Conference*. Washington, DC.

2010 (15)

Crawford, P. & Lang, S. (June 2010). Evaluating Teaching Excellence Across Diverse Disciplinary Units within Higher Education. Presentation at the *American Public and Land Grant Universities*. State College, PA.

Crawford, P ed. (2010). IAP2 State of the Practice Report – Core Values Case Studies. Thornton, CO: International Association of Public Participation

Crawford, P. (2010). MSU Curricular Service-Learning and Civic Engagement Award. MSU Center for Service-Learning and Civic Engagement, Office of the Associate Provost for University Outreach and Engagement, and the Office of the Vice President for Student Affairs and Services.

Crawford, P. (2010) Excellence in Teaching Award. College of Agriculture & Natural Resources. Established Teacher.

Crawford, P, Lang, S. & Macheimer, T. (2010). Assessment of High Impact Learning on Student Learning Outcomes in Higher Education Science Programs: A Graphic Novel. Poster presented at the *MSU STEM Education Symposium: A Focus on Life Sciences Education*. East Lansing, MI.

Lang, S, Crawford, P., Habron, G., Holmes, V., Johnson, A. & Orth, M. (2010). Evaluating Teaching Excellence across Diverse Disciplinary Units within Agriculture Higher Education. *North American Colleges and Teachers of Agriculture*. 54(1).6-10.

Lang, S. & Crawford, P. (2010). Evaluating Excellence in Teaching in Agriculture Sciences. Poster presented at the *Scholarship of Teaching and Learning (SoTL) Symposium*. Michigan State University. East Lansing, MI.

Lang, S. & Crawford, P. (2010). Evaluating Teaching Excellence: Effective | Scholarly | Scholarship. *MSU's Inaugural SoTL Symposium*. EastLansing, MI

Lang, S., Crawford, P., Macheimer, P., and **Sternier., G. (2010). Assessment of Learning on Student Learning Outcomes in Higher Education Programs. *HortScience* 45(8):S245.

Hironaka, J., Elshoff, D., Crawford, P., Lang, S., *Buhl, M., & *Swalva, D. (2010). All Women Have Strengths. Session presenter at the *MSU Women's Leadership Conference*. East Lansing, MI.

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- *Martinez, J. (2010). Speaker at the *Democratic Party Convention*. Washington, DC
- *McGreal-Miller, S. (2010). Participant at the Leadership Academy at *LeaderShape Institute*. Battle Creek, MI.
- *Puuri, T. (April 2010). Conference Attendee at the *Spring Leadership Conference*. Denver, CO.
- *Sumroo, Hannah. (2010-2013). Conference Attendee at the *Big Ten Design Conference*.
- *Tayeb, Allaa. (May 2010). Participant at the Leadership Academy at *LeaderShape Institute*. Battle Creek, MI.

2011 (26)

- Crawford, P., Lang, S., Fink, W., **Dalton, R., & Fielitz, L. (2011). Comparative Analysis of Soft Skills: What is Important for New Graduates? Presentation at the *Association of Public and Land-grant Universities*. Washington, DC:.
- Crawford, P, **Dalton, R & Fielitz, L. eds. (2011). IAP2 State of the Practice Report – Core Values Case Studies. Thornton, CO: International Association of Public Participation
- Crawford, P. (2011). Public Participation: Finding Knowledge and Clarity in Chaos. *The Innovation Journal: The Innovation Journal*. 16(2)
<http://www.innovation.cc>
- Crawford, P., Lang, S., **Broder, J., Fink, W., **Dalton, R. & Fielitz, L. (August 2011). Comparative Analysis of Soft Skills: What is Important for New Graduates? Perceptions of Employers, Alum, Faculty, and Students. Presentation at the *Association of Public and Land Grant Universities*. Indianapolis, IN.
- Crawford, P. (March 2011). An Outcome and Impact Assessment of Community Engagement: A Nine Year Review. Presentation at the *Council of Educators in Landscape Architecture*. Los Angeles, CA.
- Crawford, P., Lang, S, **Broder, J., Fink, W. **Dalton, R, & Fielitz, L. (August 2011). Influencing the Development of Talent. *North American AG HR Roundtable, Ag-Careers*. W. Lafayette, IN.
- Crawford, P., Lang, S. & **Dalton, R. (October 2011). Soft Skills for New Employees. Presentation at the *Michigan Agriculture Teachers Association Fall PDI*. Lansing, MI.
- Crawford, P., Lang, S., & Fink, W. (October 2011). Soft Survival Skills: What Matters? Presentation at *University-Industry Consortium*. Lincoln, NE.
- Crawford, P., Lang, S., Fink, W. & **Dalton, R. (November 2011). Soft Skills Analysis: Differences of Stakeholder Perspectives. Academic Programs Sections . Presentation at *APLU*. San Francisco, CA.

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- Doberneck, D. (2011) H. Paul Roberts Award for Distinguished Service in Study Abroad Programs, County Mayo Study Abroad.
- **Graham, N. & Crawford, P. (October 2011). Transformative Experiences of Study Abroad: Engagement, Instructor-Led and Immersion Programs. Poster presentation at the *National Outreach Scholarship Conference*. East Lansing, MI. ** Outstanding Poster Award.
- Hironaka, J.L. (Fall 2011) How to Succeed in Science Courses. Presentation at the *College Assistance Migrant Program (CAMP)* Michigan State University, East Lansing, MI.
- Hironaka, J.L. (2011). Impact of Low Math Performance on the Future of STEM Education. Outcomes for further action. Presentation at the Office of Faculty and Organizational Development *MSU STEM Education Workshop*. Michigan State University, East Lansing, MI.
- Hironaka, J.L. (2011). How to Succeed Academically at MSU; Maximizing Academic Growth in College (MAGIC), Presentation at the *Office of Cultural and Academic Transitions (OCAT)*; Michigan State University, East Lansing, MI.
- Hironaka, J. (2011) Family Cluster Facilitator. *LeaderShape Institute*, National site; Allerton Park and Retreat Center, Champaign, IL.
- Lang, S., Crawford, P., **Dalton, R. & Fielitz, L. (October 2011). Comparative Analysis of Skills Employers Are Looking for In New Graduates: Perceptions of Alumni, Employers, Academics, and Students. Presentation at the *American Society for Horticultural Science*. Waikoloa, HI.
- Lee, Y & Crawford, P. (2011). A Cross-Disciplinary Exploration of Core Values: A Visual Preference Technique for Stakeholder Input. *Design Principles and Practices: An International Journal* 5:3, 49-64. <http://www.Design-Journal.com>
- *Parrott, M. & Crawford, P. (August 2011). Bailey Scholars: An Experiment in Community Learning. Presentation at the *American Public and Land Grant Universities*. Indianapolis, IN.
- Person, H., Hironaka, J, & Crawford, P. (October 2011) Liberty Hyde Bailey Scholars: Learning from the Inside-Out. Presentation at the *National Outreach Scholarship Conference*. East Lansing, MI.
- Rivera, J.E. (September 2011). Authentic Assessment. *Science Blast! In the Class-Curriculum Handbook*. http://4h.msue.msu.edu/4h/science_blast
- Rivera, J.E. (2011). Facilitating group reflections. Presented at the College of Social Work, Michigan State University, Lansing, MI (5, 1-hour workshops)
- Rivera, J. & **Schultz, M. (October 2011). Creating a Community of Learners Workshop. Poster Presentation at *Lily Conference North*. Traverse City, MI

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- Robinson, C., & Hironaka, J. (October 2011). Liberty Hyde Bailey Scholars Program: Making Connections and Creating Community Through Technology. Presentation at the *MCPA Michigan College Personnel Association Conference*. Lansing, MI
- *Tayeb, A. (February 2011). Participant at the *31st Meeting of the Presidents of Saudi Students Organization*. Florida.
- *Yelder, E., *Hunter, K., & *Caseldine, J. (2011). Opening Your Worldview: Pedagogy of the Unoppressed. Presentation at the *Martin Luther King Jr, Student Leadership Conference*. East Lansing, MI.
- *Zhou, J. & *Royal, D. (2011). Bailey Scholars: Personal Development & Leadership. Presentation at the *Spartan Leadership Conference*. E. Lansing, MI
- 2012** (12)
- *Alessa, M. (May 2012). Participant at the Leadership Academy at *LeaderShape Institute*. Battle Creek, MI.
- *Berry, L. (September 2012). Participant at the Leadership Academy at *LeaderShape Institute*. Battle Creek, MI.
- Crawford, P., Lang, S. & Fink, W. (February 2012). Comparative Analysis of Soft Skills Report: Summary. Invited Speaker Webinar at the *University of Arizona, College of Agriculture and Life Sciences Deans Meeting*. Lansing, MI.
- Crawford, P., Lang, S. & Fink, W. (February 2012). Beyond the Discipline: Skills Employers are looking for in New Graduates. Webinar presenter at the *National Agricultural Alumni and Development Association (NAADA) Virtual Coffee Break*. Lansing, MI.
- Crawford, P., **Johnson, A., **Dalton, R., **Brazelton, B. & **Hu, S. (May 2012). Montessori Goes to College: A Qualitative Case Study on Incidental Learning. Presentation the *Great Lakes Conference on Teaching and Learning*. Mt. Pleasant, MI.
- Crawford, P. ed. (2012). *IAP2 State of the Practice Report – Core Values Case Studies*. Thornton, CO: International Association of Public Participation.
- Crawford, P., Lang, S., **Broder, J., Fink, W., **Dalton, R. & Fielitz, L. (2012). *AgCareers Roundtable /APLU Summit Responses: Soft Skills Survey*. White Paper. Washington, DC: Association of Public and Land-grant Universities.
- **Dalton, R. & Crawford, P. (August 2012). Changing Landscapes in Academia: Helping Landscape Architecture Students Transition from University to Employment. Presentation at the *International Federation of Landscape Architects*. Cape Town, South Africa.
- Lang, S., Crawford, P. Millenbah, K., Kassens-Noor, E., Orth, M., & Drake, E. (July 2012). Academic Cultures: Differences In Evaluating Teaching

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Excellence. Presentation at the *American Society for Horticultural Science*. Miami, Florida

**Graham, N. & Crawford, P. (2012). Instructor-Led Engagement and Immersion Programs: Transformative Experiences of Study Abroad. *Journal of Higher Education Outreach and Engagement*, 16 (3):107-110.

*Killebrew, B. (Spring 2012). Presenter at the *MI-CAPP Student Leadership Summit and Trio Day*.

*Zazo, E. (May 2012). Participant at the Leadership Academy at *LeaderShape Institute*. Battle Creek, MI.

2013 (6)

Crawford, P., Rivera, J., **Dalton, R., **Malkin, M.**Mamayek, C., **Nofera, W., (May 2013). Exploring the values and principles of an inclusive learning environment. Presentation at the *Great Lakes Conference of Teaching and Learning*. Mt. Pleasant, Michigan

Crawford, P. & **Dalton, R. (March 2013). Making our graduates competitive in the workforce: What soft skills do students, faculty, alum and employers value? Presentation at the *Council of Educators in Landscape Architecture*. Austin, Texas.

*Dorsey-Walker, S. (May 2013). Participant at the Leadership Academy at *LeaderShape Institute*. Battle Creek, MI.

*Gutierrez, M. (May 2013). Participant at the Leadership Academy at *LeaderShape Institute*. Battle Creek, MI.

Rivera, J.E., Crawford, P., **Dalton, R., **Malkin, M., **Mamayek, C., & **Nofera, W. (2013). Liberty Hyde Bailey Scholars: Exploring Aspects of Inclusive Learning. Poster Proceedings of the *Association for Career and Technical Education Research*. Las Vegas, NV.

*Zazo, E. (February 2013). Attendee at the *MBLGTACC Conference*

APPENDIX C
Enrollment Trends

Table C-1.
BSP Gender Breakdown

May, YEAR	Total #	Male	Male %	Female	Female %
2013	67	22	32.84%	45	67.16%
2012	78	23	29.49%	53	67.95%
2011	84	26	30.95%	58	69.05%
2010	77	21	27.27%	56	72.73%
2009	87	26	29.89%	61	70.11%
2008	84	20	23.81%	64	76.19%
2007	73	17	23.29%	52	71.23%
2006	19	N/A	N/A	N/A	N/A
2005	47	12	25.53%	35	74.47%
2004	N/A	N/A	N/A	N/A	N/A
2003	61	24	39.34%	37	60.66%
2002	58	21	36.21%	37	63.79%
2001	56	17	30.36%	39	69.64%
2000	52	15	28.85%	37	71.15%
1999	33	9	27.27%	24	72.73%

Table C-2.
BSP Level Breakdown

May, 2013	Total #	Freshman	Sophomore	Junior	Senior
2013	61	7	15	16	23
2012	78	16	21	16	20
2011	84	5	11	29	39
2010	77	N/A	N/A	N/A	N/A
2009	87	1	12	42	25
2008	84	4	25	36	19
2007	73	10	25	18	11
2006	N/A	N/A	N/A	N/A	N/A
2005	47	8	12	10	17

APPENDIX C
Enrollment Trends

2004	N/A	N/A	N/A	N/A	N/A
2003	61	1	6	15	39
2002	58	10	11	15	22
2001	56	1	13	16	26
2000	52	4	9	14	25
1999	33	3	9	14	7

Table C-3.
Student Enrollment by College

May, Year	Total	CANR	CAL	CAS	COF	ENG	CNS	NUR	CSS	CVM	BUS	JMC	LBC
2013	65	12		4	1	3	8	3	18	1	7	2	6
2012	78	7	3	6	3	10	12	2	17	1	4	3	8
2011	84	22	2	2	5	5	12	0	1	1	8	8	0
2010	77	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2009	87	32	4	7	3	5	3	0	12	0	7	5	11
2008	84	31	4	4	2	4	4	0	16		5	3	11
2007	73	26	6	4	0	2	5	3	8	1	3	2	8

APPENDIX D
MSU Undergraduate Learning Goals and Rubrics, 2013

ANALYTICAL THINKING

MSU graduates use ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.

Dimensions	Emerging	Developing	Proficient	Exemplary
Acquires, analyzes, and evaluates information from multiple sources.	Seeks information from basic types of sources with minimal regard for relevance or quality.	Retrieves information from a limited range of sources and identifies biases, strengths, and weaknesses within those sources.	Designs and implements effective strategies to find relevant sources based on purpose. Critiques biases, strengths, and weaknesses of information sources.	Uses analysis to defend information choices and reach original conclusions.
Synthesizes and applies information within and across disciplines.	Recognizes multiple perspectives among sources of information.	Identifies how information can be conceptualized differently within various disciplines.	Examines and integrates relevant information sources from multiple disciplinary perspectives.	Creates a defensible, compelling work using multiple disciplinary perspectives.
Identifies and applies, as appropriate, quantitative methods for defining and responding to problems.	Recognizes the need for and performs basic quantitative methods.	Identifies a range of quantitative methods and employs them to make judgments.	Selects quantitative methods for making sound judgments and drawing plausible conclusions based on the situation.	Critiques biases, strengths, and weaknesses of quantitative approaches to reflect on conclusions and propose responses to a situation.
Identifies the credibility, use and misuse of scientific, humanistic and artistic methods.	Recognizes a range of inquiry methods and acknowledges that they can be misused.	Describes the effective use of methods and identifies their misuse in a given contexts.	Judges if methods are credible and ethical in given contexts.	Selects inquiry methods ethically and with an understanding of the consequences of their misuse.

APPENDIX D
MSU Undergraduate Learning Goals and Rubrics, 2013

CULTURAL UNDERSTANDING

MSU graduates comprehend global and cultural diversity within historical, artistic, and societal contexts

Levels	Emerging	Developing	Proficient	Exemplary
Dimension				
Reflects on experiences with diversity to demonstrate knowledge and sensitivity.	Shows openness to different experiences and recognition of one's cultural background.	Demonstrates respect for different experiences, attitudes, and values and exhibits an awareness of one's cultural norms and assumptions.	Engages in purposeful interactions with others, understands commonalities and differences, and evaluates how both aspects contribute to a deeper understanding of self and others.	Creates environments that facilitate productive and respectful relationships in intercultural contexts with the knowledge and ability to span boundaries.
Demonstrates awareness of how diversity emerges within and across cultures.	Recognizes multiple definitions and expressions of culture and diversity.	Understands culture and diversity as dynamic and contextual.	Investigates and analyzes how culture and diversity evolve and are expressed in multiple contexts.	Effectively negotiates intercultural contexts by applying knowledge of diversity as an evolving, nuanced, and complex concept.

APPENDIX D
MSU Undergraduate Learning Goals and Rubrics, 2013

EFFECTIVE CITIZENSHIP

MSU graduates participate as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.

Levels	Emerging	Developing	Proficient	Exemplary
Dimension				
Understands the structures of local, national, and global governance systems and acts effectively within those structures in both individual and collaborative ways.	Demonstrate an awareness of institutional structures and the need for individual and collaborative approaches to address societal issues.	Identifies strengths and challenges within institutional structures to address societal issues in individual and collaborative ways.	Engage in and reflect on individual and collaborative participation within institutional structures to address societal issues.	Exercises leadership within institutional structures to address societal issues.
Applies knowledge and abilities to solve societal problems in ethical ways.	Demonstrate awareness of societal issues and their ethical dimensions.	Identifies knowledge and ethical reasoning to address societal issues.	Evaluate and synthesize knowledge and apply ethical reasoning to address societal issues.	Exercises leadership and ethical reasoning to address societal issues.

Glossary:

- Leadership-applies the qualities of collaboration, motivation, vision, accountability, reflections, service, stewardship, and integrity to strategically accomplish a common goal
- Institution-dynamic social structural unit (within or outside of the university; spanning local, national, and global scales).

APPENDIX D
MSU Undergraduate Learning Goals and Rubrics, 2013

EFFECTIVE COMMUNICATION

MSU graduates use a variety of media to communicate effectively with diverse audiences.

Levels	Emergin	Developing	Proficient	Exemplary
Dimension				
Identifies how contexts affect communication strategies and practices.	Recognizes that communication depends on context and understands relationships between communication and contexts.	Describes key components of communication contexts. Identifies communication as an interactive, purposeful, and consequential process.	Analyzes communication context, message, purpose, and motivation to select effective strategies and media.	Assesses how communication emerges in diverse contexts and can anticipate alternative scenarios or outcomes.
Engages in effective communication practices in a variety of situations and with a variety of media.	Demonstrates an awareness of how communication practices and media relate to context.	Connects strategies and media to engage in purposeful interaction with some consideration of role and context.	Employs effective communication strategies and media in various roles and contexts.	Understands the implications of intended outcomes and designs and implements strategies and media that adapt to context to invoke outcomes

APPENDIX D
MSU Undergraduate Learning Goals and Rubrics, 2013

INTEGRATED REASONING

MSU graduates integrate discipline-based knowledge to make informed decisions that reflect humane, social, ethical, and aesthetic values.

Levels	Emerging	Developing	Proficient	Exemplary
Dimension				
Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts.	Recognizes that a university education includes both breadth (liberal arts) and depth (disciplinary) of study.	Identifies and connects liberal arts education and disciplinary knowledge(s) that builds upon the understanding of each.	Effectively selects, integrates, and applies knowledge from discipline(s) with liberal arts learning and vice versa.	Integrates knowledge to formulate innovative strategies for identifying, reframing, or solving problems.
Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understanding.	Recognizes a variety of ways of knowing and acquiring new knowledge.	Identifies distinct and valid inquiry strategies associated with specific fields of study and experiments with strategies within and/or across disciplines.	Applies inquiry strategies to make judgments, to solve problems, and to answer questions, understanding that they are inherently value laden.	Generates new understanding and evaluates outcomes using inquiry strategies that reflect an integrated perspective.

APPENDIX E SAMPLE SYLLABI

The Liberty Hyde Bailey Scholars Program
College of Agriculture and Natural Resources
Michigan State University
65 Agriculture Hall
East Lansing, MI 48824

ANR 210—Pathways in Connected Learning (Sample Introductory Syllabus)

Co-conveners' names and contact information
Course meeting times and location
Office hours

Catalog Description

Active, self-directed, and reflective learning associated with agriculture and natural resource issues, self and social development, and ethical choice making. Development of a learning plan and design of a learning portfolio. Individual and group presentations.

Course Description

ANR 210 is the first of three core courses in the Bailey Scholars Program. It is the first opportunity for incoming student scholars to collaborate with one another and with the conveners to design and participate in a variety of connected learning experiences. Students and faculty working together will explore concepts of personal and interpersonal development, and social and ethical development within agriculture and natural resources contexts.

The Role of the Convener

Learning conveners are responsible for creating and safeguarding the safe, hospitable environment that makes collaborative learning possible. Conveners are responsible members of class and committed to being active participants. The conveners' role is to guide and participate, learn and share, while respecting individual learning styles and preferences, and creating a respectful, comfortable environment that fosters learning and growth.

Assumptions about Learning

- An environment that is inviting, hospitable, supportive, nonjudgmental, and open is vital for learning.
- Each person's learning journey is legitimate.
- Learning together accelerates learning and growing and challenges us to stretch beyond individual comfort zones, offering opportunities to understand and experience different learning styles and preferences.
- Emergent learning is valuable learning! These experiences might be unplanned, or with unexpected outcomes, or when learning was not anticipated.

APPENDIX E SAMPLE SYLLABI

- Reflection on our learning is essential as we strive to understand the meaning of our experiences, both individually and collectively.
- Documented learning is valuable and is anticipated through the development of learning plans, learning presentations and portfolios.

Course Objectives

As the entry course for Bailey student scholars, ANR 210 contains specific objectives and activities. Some may be expanded in later Bailey courses and many are intended to ground Bailey student scholars in the philosophy and approaches that are unique to the Bailey way of learning. As an ANR 210 scholar you will:

- Develop an understanding of the Bailey program
- Develop and submit a personal learning journey plan
- Develop and present an ANR 210 learning portfolio

The personal learning plan may be developed in collaboration with the Academic Learning Coordinator. Once developed as a first draft, it should be submitted to the ALC, and then revised and resubmitted as changes occur. The overall course learning experience will be compiled and presented as an ANR 210 portfolio. It should reflect and define learning and can include artifacts that represent learning during the semester. It can also connect to previous academic and personal life experiences as well as show connections to future learning expectations.

The principal objectives of this course are to help scholars:

- Develop as whole persons—Who am I? What do I value? What is my worldview? How do I learn? How do these connect with my personal and professional life? What is my life vision?
- Focus on learning
- Explore topics in agriculture and natural resources
- Build collaborative skills
- Engage in social and ethical development—develop personally and interpersonally, build personal and professional identities
- Communicate with others competently
- Build critical, creative and reflective thinking skills
- Develop skills and methods for sharing learning experiences with class members and with the broader Bailey community
- Participate and engage actively as co-learners
- Develop a systematic, sequential and organized plan for evaluating learning

It is anticipated that learning activities will include, but not be limited to:

- Readings
- Essays and journals
- Shared articles, books, etc.

APPENDIX E SAMPLE SYLLABI

- Bailey community activities
- Oral, written, art, or technology-based presentations
- Service to the Bailey community and beyond

Collaborative Learning

Bailey learning anticipates that personal learning, both self and group initiated and directed, will be experienced and shared within a community of learners.

Enhancing Community Life

Invitations from the class and individual scholars to the community to participate in learning experiences encourage community learning and enrich individual learning. Sharing personal learning with the community is expected. Shared reflection allows opportunity for scholars to more fully understand and enhance one another's growth.

Learning through Service

Service within the Bailey community and beyond, both on and off campus, increases learning opportunities and stretches understanding of the world.

First Reading

In many classes, co-conveners identify an article or book to invite the class to read together as a springboard for their work together.

Evaluation

Bailey scholars—students and conveners—will work collaboratively to co-design and implement an assessment and grading system reflective of the course. The system will include details about setting the criteria for judging the work; selecting the evidence of learning; and making judgments about the extent to which the evidence meets the criteria.

The Bailey Learning Assessment Model is a useful tool in this process:

- ENVISION—What do you hope to learn?
- PREPARE—What do you need to do to prepare yourself? (i.e. Background reading, gathering questions, seeking information)
- DO—What were your experiences?
- GATHER—What is your evidence or artifacts from this experience? What evidence of learning has emerged?
- REFLECT—What did you learn from this experience? What new questions does this learning spark?
- CONNECT—How has this experience affected you, changed your thinking, encouraged more learning? How has your learning vision changed?

The process for developing the grading and assessment system should include at the minimum:

APPENDIX E SAMPLE SYLLABI

- A preliminary discussion of accountability, assessment, and grading
- A written grading and assessment plan before mid-semester
- Implementation of the final grading and assessment process at semester's end
- A written copy of the grading and assessment plan distributed to all class members and kept part of the official course record.

As members of the broader university community, we acknowledge the need to uphold university regulations. University policy requires the course instructor assign the final course grade for each class participant. In addition, university policy requires that course and instructor evaluation forms (SIRS and SOCT) be completed. Bailey-designed course questionnaires will also be used.

ANR 210 CALENDAR (omitted)

ANR 310—Connected Learning Transitions (Sample Introductory Syllabus)

TIME:	Tuesdays & Thursdays, 11:15-12:30
LOCATION:	50 Agriculture Hall
CONVENERS:	XXX
CO-LEARNERS:	XXX
OFFICE HOURS:	XXX

The Bailey Scholars Program seeks to be a community of scholars dedicated to lifelong learning. All members of the community work toward providing a respectful, trusting environment where we acknowledge our interdependence and encourage personal growth.

LEARNING OBJECTIVES

1. Learning idea 1: Better Understanding Self

We will continue to explore our answers to "The Bailey Five Questions:" Who am I? What do I value? How do I learn? What is my worldview? How do these connect in my life? Our goal will be to better understand what makes each of us unique through deeper examination of self.

2. Learning idea 2: Better understanding of "WE"

We all come in different shapes and sizes. We all have strengths and weaknesses. What's right for one person may not be right for another. There are things that are important to some of us that others don't care about. We will explore what it means for us to understand each other and communicate well. We will work with diverse thoughts and ideas, which may or may not fit into your vision of who you should be. We will learn to work together as a community.

3. Learning idea 3: Integrating Self into a Learning Community

We will have the opportunity to creatively communicate to others how we plan to integrate who we are now with who we plan to be within the Bailey Scholar and MSU communities.

Together, we will be **strategic**—making meaningful choices in how to meet these objectives. We will be **self-motivated**—leading and organizing learning for the class and others. We will be **accountable**—finding creative and authentic ways to evaluate the quality of our learning.

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DEVELOPING A GRADING AND ASSESSMENT FRAMEWORK

Unlike traditional classes where grading and evaluation procedures are determined before the class begins by the faculty member, the Bailey grading and assessment framework develops in relation to class learning experiences. **We (student learners and conveners together) are responsible for the design and implementation of a grading and assessment system reflective of the course's learning activities.**

The development of the grading and assessment framework should be viewed as a **learning opportunity**, in which scholars draw from relevant scholarship on teaching and learning (i.e., self-assessment, peer-assessment, multi-modal expression, etc.), consider past experiences (both positive and negative), and combine the best ideas to create our own authentic assessments.

Adequate time—throughout the semester and at semester's end—will be set aside from class learning activities for dialogue, development, and implementation of an authentic grading and assessment framework.

At the minimum, this development process will include:

- A preliminary discussion about grading and assessment as the course begins
- A grading and evaluation framework, agreed upon by the class, with information about **who** will determine the grades and **how** the grades will be determined
- A grading and assessment framework documented in writing and distributed to all learners and the Bailey Academic Learning Coordinator
- The trial implementation of the grading and assessment framework will take place before mid-semester so there is time to modify the framework based on actual experience implementing it
- The final implementation of the framework—including individual, convener, and course evaluation—by semester's end

We (student learners and conveners together) are responsible for the key steps in grading and evaluation:

- (1) setting the **criteria** for judging the learning experience;
- (2) selecting the **evidence** (setting expectations for documentation); and
- (3) making a **judgment** about the extent to which the evidence meets the criteria.

Discussion of these key steps often leads to related significant questions: How does one discern quality and set criteria reflective of it? How can evidence be selected to accommodate different learning styles? How can multiple voices be counted in the judgment step?

PARTICIPATION AND ATTENDANCE

Together, we will discuss what it means to engage respectfully in this class and set ground rules about participation, attendance (and absences), arriving late, leaving early, cell phones, computers in class, etc. Absences (& other distractions) are not only losses for the individual missing class, but also for the rest of the class which loses out on the contributions the absent individual would have made to the entire group's learning. Because of this, participation and attendance will be part of our grading and assessment.

COURSE RESOURCES

APPENDIX E SAMPLE SYLLABI

We (student scholars and conveners together) are responsible for identifying resources to support learning (i.e., readings, field trips, guest speakers, etc.) throughout the semester. By semester's end, ANR 310 will have a complete list of course resources.

Bailey Community Background Information

THE BAILEY PRINCIPLES

Written by Bailey Scholars (student, staff, & faculty) during a summer retreat and refined fall 2005 to describe how we, as a community, go about embodying the ideals in the Bailey Declaration.

SPACE

We seek to create and nurture space-physical, emotional, mental, and time-for diverse people and ideas, creativity, and for joyful and stretch learning. We strive to leave and respect space for individual and collective emergence to promote possibilities, discovery, engagement, and whole-person development.

COMMUNITY

We expect, embrace, and create spaces for the change that is integral to our community. Bailey is an organic, evolving, and inclusive community. Bailey community members contribute their various strengths to support, nurture, and benefit each other and the community.

RESPECT AND APPRECIATION

We show the respect and appreciation we hold for others and ourselves that arise from our desire for understanding our interest in, and our compassion for all learners, learning journeys, and learning spaces we share.

LEARNING

We acknowledge that we can learn from others. Learning in Bailey is self-directed, co-created, scholarly, self-paced, peer-driven, and internally motivated through individual and collective experiences. We appreciate and practice multiple ways of learning, knowing, and expression and embrace others' gifts, worldviews, knowledge, experience, and wisdom.

SCHOLARSHIP

We advocate for the serious, open, and regular exercise of scholarship. Participating in Bailey is both a privilege and an opportunity that requires individual and collective responsibility to uphold scholarship in all the dimensions outlined in these principles.

CO-CREATIVITY AND COLLABORATION

We co-create our learning with, through, and from one another through dialogue and reflection. Simultaneously we respect each individual's freedom of voice, choice, and expression in our collaborative approach to learning.

TRANSPARENCY

We foster and practice openness in our dialogue, decision-making and shared spaces. We believe that learning, wise choices, and rich creativity emerge through dialogue, clear communication, openness, and inclusiveness. We accept and embrace the challenges, vulnerability, surprises, and joys that come with transparency.

PEER LEADERSHIP

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We believe each community member has the responsibility and opportunity to participate in peer leadership by engaging in the process of shared decision-making in class, in the community, and at the Bailey Community Council (BCC).

MINDFULNESS

We strive to be considerate and mindful of these principles. At the same time, we seek to remain present, respectful, open-minded, and forgiving as we learn and practice these principles.

ASSUMPTIONS ABOUT LEARNING IN BAILEY CLASSES

Each person's **learning journey** is **legitimate, valuable, and developmental**, changing over time.

Learning takes place in a **space** that is **respectful, supportive, nonjudgmental, and trusting**, one that allows stretch learning to take place. **Stretch learning** refers to learning outside of our comfort zones, an exploration of ideas that are completely new to us or that we might not ordinarily consider learning about. The Bailey space does not make stretch learning painless, but makes painful learning possible.

Co-constructed and **emergent learning experiences** unfold over time through our shared experience together. **Co-constructed** means that together we make decisions about our learning. **Emergent** means these decisions take place over the 15 weeks of the class (and not all during the first few class sessions). Co-constructed, emergent learning gives us the flexibility to build upon new insights and unexpected learning that take place during our class.

Collaborative learning is based on our mutual interdependence and respect for one another as co-learners and not on our academic status or positions (i.e., faculty, staff, graduate student, upper classman, freshman, etc.).

Reflection on our learning is essential as we strive **to become aware of and understand** the meaning of our experiences, individually and collectively. While some reflections are private and personal, sharing reflections with your co-learners is expected because it is a significant way to deepen our understanding as individuals and as a group.

Documented learning is valuable for personal and shared reflection and documentation of your learning is expected through the development of your learning vision statements, learning plans, ANR 310 presentations, and learning journey portfolios.

Assessment of ANR 310 student learners is a tangible record of their success. ANR 310 participants, student learners and co-conveners, jointly develop an assessment tool, at the beginning of the semester, that includes the criteria for judging the learning experience, the evidence for documentation, and making a judgment on how the evidence meets the criteria.

MULTIPLE WAYS OF LEARNING IN BAILEY

In **ANR 310**, we (student scholars and conveners together) will approach learning in **multiple ways**. By experiencing multiple ways of learning, we will come to understand our individual preferred learning style(s) and will recognize the importance of learning in ways that are not our own preferences in order to accommodate co-learners. Bailey's multiple ways of learning are:

- **Learning by reflecting**—taking time to discover or uncover the meaning of our experiences and exploring connections within ourselves and to one another

APPENDIX E SAMPLE SYLLABI

- **Learning with, through, and by others**—sharing stories and life experiences, participating in dialogue, making group decisions, inviting others to join in learning experiences, and/or reading others' ideas
- **Learning by doing**—experiencing hands-on activities such as class projects, field trips, and/or art, music, or theater performances
- **Learning by sharing**—expressing our learning in multiple ways, through essays or journals (written), presentations (verbal), portfolios or art (visually), and/or power point, video (with technology)—with our class, with the Bailey community, and beyond
- **Learning by serving**—serving the needs of others—on or off campus—including the Bailey community, campus community, and/or local communities

ROLE OF CONVENERS

Unlike faculty who **teach** traditional MSU courses, scholars in the Bailey Program **convene** classes. **Convening** refers to co-creating the **time and space in which the group can realize its potential**. Conveners are **co-learners**, engaging in the class, including stretch learning, reflection, and sharing. Conveners, along with student learners, ensure all learners in the class have a voice, help to set the rules for dialogue, contribute learning resources if/when appropriate, ensure fair decision-making practices, keep the class moving forward, and focus the class on grading and assessment practices.

In ANR 310, a more experienced Bailey student serves as a learning convener, playing the special role of introducing new student scholars to the teaching and learning philosophy of the Bailey community.

EXPECTATIONS ABOUT BEING IN THE BAILEY LEARNING SPACE

It is expected that each of us will advance our own individual learning, the learning of fellow scholars in ANR 310, and learning of the Bailey community overall by:

- Being curious, showing initiative, and asking questions
- Being flexible, patient, and open to new experiences
- Getting to know our fellow Bailey Scholars
- Being respectful of one another and encouraging of one another's growth and development
- Being a leader, a follower, a teacher, and a learner—at different times
- Doing good work, leaving the community something of value and substance
- Being “authentically present,” (i.e., attend class, be engaged, speak honestly about your thoughts and feelings, & trust emergence)

BAILEY LEARNING ASSESSMENT MODEL

The **Bailey Learning Assessment Model** may be a useful tool to focus the learning in ANR 310:

- **ENVISION**-What do you hope to learn?
- **PREPARE**-What do you need to do to prepare yourself (i.e. background reading, gathering questions, seeking information)
- **DO**-What were your experiences?
- **GATHER**-What is your evidence or artifacts from this experience? What evidence of learning has emerged?

APPENDIX E SAMPLE SYLLABI

- **REFLECT**-What did you learn from this experience? What new questions does this learning spark?
- **CONNECT**-How has this experience affected you, changed your thinking, encouraged more learning? How has your learning vision changed?

EVALUATION OF CLASS THROUGHOUT THE SEMESTER

Throughout the semester (as needed) and at mid-semester, we will pause to consider how the course is going, so that adjustments in the direction, format, or style of the course may be made before the end of the semester. Finding a way for all voices to be heard during this formative (i.e., as we go along, not just at the end) evaluation is an important way to surface any difficulties and to ensure the class experience is valuable to all learners.

FINAL COURSE & CONVENER EVALUATIONS

Regardless of the grading and assessment framework that the class develops, the MSU policy for grading and evaluation must be followed. **Final grades must be assigned by course instructors according to the grading and assessment framework.** Written evaluations of the course (SOCT forms) and written evaluations of the course instructors (SIRS forms) are also required. Bailey classes often develop their own end-of-class evaluations to provide more relevant and timely feedback about their class experience to the Bailey community. All evaluations will be completed prior to the semester's end but will not be read by the conveners until the course grades have been submitted to the registrar's office.

INCLUSION OF ALL PERSONS

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Accommodations for persons with disabilities, with documentation from the MSU Resource Center for Persons with Disabilities, may be requested by contacting the conveners at the *start of the term*. Because assignments in ANR 310 emerge over the course of the semester, students with disabilities and conveners will strategize together about meeting the "two weeks prior request for accommodations dates" deadlines.

UNIVERSITY POLICY ON RELIGIOUS OBSERVANCE

MSU has "a policy recognizing that many individuals observe religious holidays associated with their particular faiths. Instructors may expect a reasonable limit to the number of requests by any one student" (Provost Kim Wilcox, 2006). Please inform the conveners at the start of the term or two weeks in advance of the religious holiday you will be observing. Reasonable accommodations will allow students to observe their religious holiday and not be disadvantaged in this course. See page 96 of Academic Programs 2005-07.
<http://www.reg.msu.edu/Read/AcadPrograms/2007/05geninf.pdf>.

UNIVERSITY FINAL EXAM POLICY

Excerpts from Final Exam Policy: <http://www.reg.msu.edu/ROInfo/Calendar/FinalExam.asp>
*During the final week of each academic semester all **courses shall meet for one 2-hour period** at the date and time listed in the Schedule of Courses. This period should be used for examination, discussion, summarizing the course, obtaining student evaluation of the course instruction, or any other appropriate activity designed to advance the student's education.... **No student should be required to take more than two examinations during any one day of the final examination period.** Students who have more than two examinations scheduled during a particular day during the final examination period may take their class schedules to the Academic*

APPENDIX E SAMPLE SYLLABI

*Students Affairs Office of their colleges for assistance in arranging for an alternate time for one of the three examinations....**A student absent from a final examination without a satisfactory explanation will receive a grade of 0.0 on the numerical system, NC on the CR-NC system, or a N in the case of a course authorized for grading on the P-N system.** Students unable to take a final examination because of illness or other reason over which they have no control should notify the assistant deans of their colleges immediately...Incompletes (I) can be given if a student misses the final examination because of a qualified excuse.*

APPENDIX E SAMPLE SYLLABI

ANR 410—Connected Learning Transitions Mondays, Wednesdays, 10:20-11:40 am, 65 Agriculture Hall Bailey Scholars Program—

CONVENERS

STUDENT SCHOLARS

BAILEY SCHOLARS PROGRAM PEOPLE

Bailey Senior Director
Bailey Student Director
Bailey Administrative Assistant

OFFICE HOURS

Course conveners are eager to meet with students. Please contact us to make an appointment.



EXPECTATIONS OF BAILEY SCHOLARS

As members of the Bailey Scholars Program, we (student scholars and conveners together) are expected to live by the principles embodied in the **Declaration of Bailey**, an ethos statement written by Bailey student and faculty scholars in 1998, the spring semester the Bailey Scholars Program began:

The Bailey Scholars Program seeks to be a community of scholars dedicated to lifelong learning. All members of the community work toward providing a respectful, trusting environment where we acknowledge our interdependence and encourage personal growth.

In addition, it is expected that each of us will advance our own individual learning, the learning of fellow scholars in ANR 410, and learning of the Bailey community overall by:

- Being curious, showing initiative, and asking questions
- Being flexible, patient, and open to new experiences
- Getting to know our fellow Bailey Scholars
- Being respectful of one another and encouraging of one another's growth and development
- Being a leader, a follower, a teacher, and a learner—at different times
- Doing good work, leaving the community something of value and substance
- Being "authentically present," (i.e., attend class, be engaged, speak honestly about your thoughts and feelings, & trust emergence)

APPENDIX E SAMPLE SYLLABI

ASSUMPTIONS ABOUT LEARNING IN BAILEY CLASSES

- Each person's **learning journey** is **legitimate, valuable, and developmental**, changing over time.
- Learning takes place in a **space** that is **respectful, supportive, nonjudgmental, and trusting**, one that allows stretch learning to take place. **Stretch learning** refers to learning outside of our comfort zones, an exploration of ideas that are completely new to us or that we might not ordinarily consider learning about. The Bailey space does not make stretch learning painless, but makes painful learning possible.
- **Co-constructed** and **emergent learning experiences** unfold over time through our shared experience together. **Co-constructed** means that together we make decisions about our learning. **Emergent** means these decisions take place over the 15 weeks of the class (and not all during the first few class sessions). Co-constructed, emergent learning gives us the flexibility to build upon new insights and unexpected learning that take place during our class.
- **Collaborative learning** is based on our mutual interdependence and respect for one another as co-learners and not on our academic status or positions (i.e., faculty, staff, graduate student, upper classman, freshman, etc.).
- **Reflection** on our learning is essential as we strive to **become aware of and understand** the meaning of our experiences, individually and collectively. While some reflections are private and personal, sharing reflections with your co-learners is expected because it is a significant way to deepen our understanding as individuals and as a group.
- **Documented learning** is valuable for personal and shared reflection and documentation of your learning is expected through the development of your learning vision statements, learning plans, ANR 410 presentations, and learning journey portfolios.
- **Assessment** of ANR 410 student learners is a tangible record of their success. ANR 410 participants, student learners and co-conveners, jointly develop an assessment tool, at the beginning of the semester, that includes the criteria for judging the learning experience, the evidence for documentation, and making a judgment on how the evidence meets the criteria.

MULTIPLE WAYS OF LEARNING IN BAILEY

In **ANR 410**, we (student scholars and conveners together) will approach learning in **multiple ways**. By experiencing multiple ways of learning, we will come to understand our individual preferred learning style(s) and will recognize the importance of learning in ways that are not our own preferences in order to accommodate co-learners. Bailey's multiple ways of learning are:

- **Learning by reflecting**—taking time to discover or uncover the meaning of our experiences and exploring connections within ourselves and to one another
- **Learning with, through, and by others**—sharing stories and life experiences, participating in dialogue, making group decisions, inviting others to join in learning experiences, and/or reading others' ideas
- **Learning by doing**—experiencing hands-on activities such as class projects, field trips, and/or art, music, or theater performances
- **Learning by sharing**—expressing our learning in multiple ways, through essays or journals (written), presentations (verbal), portfolios or art (visually), and/or power point, video (with technology)—with our class, with the Bailey community, and beyond
- **Learning by serving**—serving the needs of others—on or off campus—including the Bailey community, campus community, and/or local communities

APPENDIX E SAMPLE SYLLABI

DEVELOPING A GRADING AND ASSESSMENT FRAMEWORK

Unlike traditional classes where grading and evaluation procedures are determined before the class begins by the faculty member, the Bailey grading and assessment framework develops in relation to class learning experiences. **We (student learners and conveners together) are responsible for the design and implementation of a grading and assessment system reflective of the course's learning activities.**

The development of the grading and assessment framework should be viewed as a **learning opportunity**, in which scholars draw from relevant scholarship on teaching and learning (i.e., self-assessment, peer-assessment, multi-modal expression, etc.), consider past experiences (both positive and negative), and combine the best ideas to create our own authentic assessments.

We (student learners and conveners together) are responsible for the key steps in grading and evaluation: (1) setting the **criteria** for judging the learning experience; (2) selecting the **evidence** (setting expectations for documentation); and (3) making a **judgment** about the extent to which the evidence meets the criteria. Discussion of these key steps often leads to related significant questions: How does one discern quality and set criteria reflective of it? How can evidence be selected to accommodate different learning styles? How can multiple voices be counted in the judgment step?

Adequate time—throughout the semester and at semester's end—will be set aside from class learning activities for dialogue, development, and implementation of an authentic grading and assessment framework.

At the minimum, this development process will include:

- A preliminary discussion about grading and assessment as the course begins
- A grading and evaluation framework, agreed upon by the class, with information about **who** will determine the grades and **how** the grades will be determined
- A grading and assessment framework documented in writing and distributed to all learners and the Bailey Academic Learning Coordinator
- The trial implementation of the grading and assessment framework will take place before mid-semester so there is time to modify the framework based on actual experience implementing it
- The final implementation of the framework—including individual, convener, and course evaluation—by semester's end

Evaluation of Class Throughout the Semester

Throughout the semester (as needed) and at mid-semester, we will pause to consider how the course is going, so that adjustments in the direction, format, or style of the course may be made before the end of the semester. Finding a way for all voices to be heard during this formative (i.e., as we go along, not just at the end) evaluation is an important way to surface any difficulties and to ensure the class experience is valuable to all learners.

Final Course and Convener Evaluations

Regardless of the grading and assessment framework that the class develops, the MSU policy for grading and evaluation must be followed. **Final grades must be assigned by course instructors according to the grading and assessment framework.** Written evaluations of the course (SOCT forms) and written evaluations of the course instructors (SIRS forms) are also required. Bailey classes often develop their own end-of-class evaluations to provide more relevant and timely feedback about their class experience to the Bailey community. All evaluations will be completed prior to the semester's end but will not be read by the conveners until the course grades have been submitted to the registrar's office.

Illustrations in this syllabus are by Kathryn Darnell, from The Creative Community Handbook, June 2004.