

NorthWest Five Consortium
2012-2013 Fund for Collaborative Inquiry
Pre-Proposals

	<u>Project Title/Type</u>	<u>Project Lead</u>
1	Classics Faculty Workshop	Nigel Nicholson, Reed
2	Digital Humanities (demo model res/teaching repository)	Sammy Basu, WU
3	Quantitative Reasoning & Literacy: learning modules	Kelley Strawn, WU
4	Visual Culture Colloquium	Matt Reynolds, WC
5	NW5C Database	Lynette Claire, PS
6	Neuroscience Workshop	Tamily Weissman-Unni, LC
7	Environmental Science: planning grant	Jessica Kleiss, LC
8	Humanities Faculty-Student Research	Seth Cotlar, WU
9	Race and Pedagogy: Native People	Dexter Gordon, PS
10	Spanish Matters Colloquium	Harry Velez Quinones, PS
11	Short-term Faculty-led Study Abroad	Harry Velez Quinones, PS
12	Short-term campus exchanges (faculty-student research)	Eric Orlin, PS
13	Performing Arts Alliance	Morgan Luker, Reed
14	E-portfolios	Gretchen Flesher Moon, WU
15	Gender Studies Faculty Consortium	Kjersten Whittington, Reed
16	Pedagogy and Digital Literacy	Pepa Lago-Grana, PS
17	NW5C Summer in PDX	Brian Detweiler-Bedell, LC
18	Critical Frames: online study-abroad course	Bruce Suttmeier, LC
19	Peer Tutor Colloquium	Julie Nelson Christoph, PS

NW5C Pre-Proposal: Classics Faculty Workshop

Walter Englert (Reed)
Rob Kugler (L&C)
Nigel Nicholson (Reed)
Eric Orlin (Puget Sound)

Summary: a brief residential workshop in May 2013 for members of the consortium who teach Classics to work communally on syllabus preparation and teaching strategies. In addition, half a day will be set aside to brainstorm about possible future interactions, including but not limited to: a unit offered electronically by each institution on a rotating basis, that will supplement offerings at NW5C colleges by making available the specific niche specialties of individual professors; enhancing an undergraduate conference already held at Willamette; joint study abroad operations in j-term or short semester in May, perhaps connected to Freshmen humanities rather than the Classics major as such.

Participants: the workshop would be open to any professor teaching Latin, Greek or Classical Civilization classes within the NW5. There is a small but dedicated community (at least 16), and we anticipate strong interest.

Goal: to pool our shared expertise in different areas, and our various experiences with different teaching strategies. Some members will come away with new syllabuses, others with ideas on how to reform the ones they teach already, or new exercises.

Problem: overcoming the constraints that we all face in terms of our curricula due to the smallness of our depts and our limited FTE allocations. In addition, L&C is attempting to build a major, and this is one way of providing concrete support to that effort. The Classicists are relatively coherent as a group already—Willamette already runs an undergraduate symposium, and many of the professors regularly convene at the regional association, the Classical Association of the Pacific Northwest—but this vehicle will allow us to transform this fundamental sociality into a more concrete collaboration.

Description: the workshop would last four days, at a site other than one of the five campuses. Each participant would share a successful syllabus from their own repertoire (this could be a syllabus in translation, or a Latin or Greek syllabus, but not a Core syllabus), organizing a discussion of its pros and cons, including (a) the choice of the subject itself and its parameters, (2) the particular pedagogical goals, including how it fits into the larger major curriculum at the home institution, (3) the choice of particular readings, pacing etc, and (4) particular exercises and pedagogical strategies.

Budget: we anticipate 6-10 participants. The main cost is the cost of a central hotel and food. The most economical model would be to use e.g. the downtown Marriott in Portland, and have participants from L&C and Reed return home in the later evening. If that were to happen, we anticipate costs of perhaps 6-7 people staying 3 nights (\$3,000), food (??\$2000), transport (?\$1,200) and honoraria at \$250 each (\$2,500). Total, approx. \$8,700.

PNW5C Pre-Proposal in Digital Humanities

Problem/issue: expand high quality student research and its stable dissemination

Approach: digital humanities

Who: Sammy Basu (Willamette), Kent Hooper (UPuget Sound)

Outcomes: this project is intended to serve as a demonstration model for a Collaborative Cross-disciplinary Multi-Modal Focal Research & Teaching Repository

Collaborative – draw upon expertise of faculty and library and instructional technology staff at PNW5C schools and students in relevant courses

Cross-disciplinary – art and architecture, German, history, politics, rhetoric and media, visual culture

Multi-Modal – text with images

Focal – an important text – a Nazi propaganda book of 2,500,000 circulation for ‘ordinary Germans’

Research – develop a scholarly apparatus for the text – from words to interpretive essays

Teaching – for use in college courses but also k-12 instruction

Repository – maintained website with generated content and hyperlinks to other sources

Basu, Hooper and other interested faculty will develop a shared digital platform for use in their respective courses, that accomplishes the following:

<p>Digitization of original text, And specification of its overt themes</p>	<p>Generated Scholarly Apparatus</p>
<div style="text-align: center;">  </div> <p>Adolf Hitler. Bilder aus dem Leben des Führers (1936)</p>	<div style="text-align: center;">  </div> <p><i>Adolf Hitler: Pictures from the Life of the Führer</i></p>
<p>Chapters:</p> <p>Introduction, by Dr. Joseph Goebbels The Führer and his Travels, by SS Brigadeführer Julius Schreck The Führer and the German People, by Dr. Otto Dietrich The Führer as a Speaker, by Dr. Joseph Goebbels The Führer's Private Life, by Obergruppenführer Wilhelm Brückner The Führer as a Statesman, by Dr. Joseph Goebbels The Führer and the German Worker, by Dr. Robert Ley The Führer and the Arts, by Dr. Joseph Goebbels, which includes five Hitler paintings. The Führer's Buildings, by Architect Albert Speer Adolf Hitler's Roads, by Generalinspektor Dr.-Ing. Fritz Todt Our Hitler: A Radio Address to the German People on the Führer's Birthday, by Dr. Joseph Goebbels The Führer and the Wehrmacht, by Oberstleutnant Foertsch The Führer and the German Youth, by Baldur von Schirach The Führer and the National Socialist Movement, by Philipp Bouhler Special Contribution: The Führer in Landsberg Prison, by SS Brigadeführer Julius Schraub</p>	<p>Text encoded imaging (TEI) access to vocabulary and translation</p> <p>Contextual background information</p> <p>Student And Faculty Research papers</p> <p>Student-designed k-12 teaching modules</p>

Quantitative Reasoning & Literacy Project – PRE-PROPOSAL

Prepared by Kelley Strawn – Willamette University

What is the problem or issue that you are addressing? This project is motivated by the challenges inherent to teaching quantitative reasoning (QR) and/or quantitative literacy (QL) throughout the liberal arts curriculum (“Numeracy” is another term I will use here synonymously with the QR/QL acronym.) General education programs often have something akin to QR/QL requirements. However, those of us charged with teaching these courses often find that depth of learning, retention of skills and tools, and other important dimensions of QR/QL training are not adequately acquired by students. Best-practices nationally have begun to point toward a need for – and an efficacy in – integrating quantitative learning opportunities throughout the curriculum, so as to better embed these skills in the learning process and to help normalize and demystify QR/QL, in general (particularly for those who view math as anxiety-inducing or something they will never be good at).

What approach will you use and why? Virtually any discipline – humanities, social sciences, or natural sciences – require QR/QL skills proficiency for its academic practitioners, but only a fraction of all departments teach these intentionally in their curriculum. We propose to work with individual instructors to identify small projects – or learning modules – that incorporate basic QR/QL skills that are appropriate to the discipline and taught within a context familiar to both the professor and the student. At Willamette University, we have had 20 different members of the faculty embed one of these project modules into their classes over the past two years. For purposes of assessing the results, we have employed before-and-after questionnaires on two dimensions of the student experience with these – loosely labeled, these would be “math anxiety” dimensions and “quantitative efficacy” dimensions. We believe this kind of program could be efficiently and effectively transferred to one or more NW5C collaborating schools, and the data we could collect on outcomes could be the basis for some very robust writing about pedagogy in the QR/QL realm.

Who will be engaged in this work, and which institutions are they from? This project would be organized and coordinated by Kelley Strawn, Associate Professor of Sociology (and possibly Jim Friedrich, Professor of Psychology) at Willamette University. Colleagues from Whitman College have expressed a strong interest in participating (Chris Wallace in Biology, Suzanne Morrissey in Anthropology, and Chris Leise in English). It is our expectation that we could find a total of 5 people at Whitman willing and able to put a module into the curriculum in the Spring semester of 2013. Jessica Kleiss, from Environmental Science at Lewis and Clark, has also expressed strong interest in participating. If possible, we would try to get both institutions participating in this initial effort to pilot the program at NW5C schools.

What outcomes do you expect to achieve as a result of your work? This project seeks to accomplish 3 fundamental things: To demonstrate the efficacy of teaching QR/QL across the curriculum through the strategy of embedding small modules into existing courses where they are not normally part of the course plan; to assess the efficacy of this embedded-module strategy for improving students’ perceptions of their ability to engage with and use numeracy skills; and to assess the efficacy of the embedded-module strategy for improving students’ perceptions of the utility and importance of numeracy skills in their chosen major discipline and in their daily lives.

Further, we are struck by the degree to which this project already aligns with the “Shared Outcomes” identified in 2011 Mellon Foundation Proposal:

Enhance existing and develop new learning opportunities for students – This proposed project clearly is aimed at both: enhancing existing courses, while also expanding the specific skills taught in those courses and the ways in which those courses tie understanding together across courses.

Determine best practices for faculty growth and development – This proposed project is directed at employing an emerging “best practice” and “high-impact” pedagogical technique, and assessing its effectiveness and utility. We already have plans to analyze the Willamette data that we have collected and publish one or more articles on pedagogical outcomes. With broader data to work with, we could be confident that we were engaging directly in the determination of what constitutes best practices in this area of liberal arts education, and thereby providing a direct pathway for faculty growth and development for those working in this area of education.

Improve teaching on each of the five campuses – Related to the previous point, these project modules ask teachers to try something new in their classes, and the assessment methods help us understand in what ways these new strategies are working or not. The exercise of building the new modules into course will be a collaborative one, so an additional by-product for teaching will be the degree to which ideas and strategies will be shared *cross-disciplinarily*. Hence, the project promises to improve teaching in a number of ways.

Expand curricular offerings through efficiencies – We believe that institutional commitment to QR/QL training needs to expand in the liberal arts setting – that traditional 1-2 course requirements in general education programs are insufficient given the importance of these skills in 21st century society. If this pedagogical strategy proves effective, it gives us a tool we can use to expand significantly the QR/QL emphasis in the curriculum, as well as the extent to which it is being taught within the curriculum. Furthermore, if effective, it gives a tool for *expanding course content and substance without expanding course offerings* – a highly efficient prospect, indeed!

NW5C-Sponsored Visual Culture Colloquium

We are applying for an initial planning grant to establish a Visual Culture Colloquium between the NW5C campuses. Participating faculty from the University of Puget Sound, Whitman College and Lewis & Clark are committed to the project. We understand visual culture broadly to encompass work by any discipline that addresses issues of visual representation (art history, studio art, archeology, anthropology, communication studies, film and media studies, material culture or the historical analysis of primary sources in visual form). No such colloquium currently exists on our campuses. Establishing the colloquium would provide opportunities for greater collaboration between the respective institutions at both the student and faculty level, support cross-disciplinary enquiry, create a broader, more diverse sense of community among participants, introduce faculty and students to resources unique to each campus and provide a professional forum for presenting student and faculty scholarship.

We anticipate completing a full grant proposal by the July 2013 deadline and hope to hold the first colloquium in Spring of 2014. The planning grant would support meetings and discussions between the participating colleges (possibly including interested members from Reed and Willamette) to establish the goals of the project and draft the final grant proposal. These goals will include:

- work with resources on our campus to identify long-term funding mechanisms
- establish a theme for the colloquium
- determine the first venue (we envision the colloquium rotating between campuses on an annual basis)
- identifying and inviting major national keynote speakers
- identifying faculty-student research projects to be presented
- drafting a call for undergraduate research papers
- creating a forum for individual faculty research projects

The Colloquium will identify local art institutions (museums, galleries, foundry) as possible partners and resources to highlight the unique qualities of each campus and region. These institutions would be linked to the Colloquium in a variety of ways, for example, field trips, opening receptions, educational tours, and provide exposure to diverse resources devoted to visual culture in the Northwest.

Matt Reynolds WC, Kriszta Kotsis PS, Matt Johnston LC

Pre-Proposal NW5 Database

Problem we're addressing:

The potential for collaboration in the NW5 is high, yet many faculty do not know one another--or know the breadth of our peers' knowledge.

Approach:

Faculty from multiple schools will collaborate on defining the needed data, how it will be collected (which may vary by campus), and how we will disseminate potential collaborative partner information to faculty at all schools.

We will utilize student staff time to gather information from existing documents. The draft will then be sent to faculty for corrections and additions. These changes will be incorporated into the database. This proactive approach will ensure a higher participation rate by faculty and more accurate database.

Potential connections or clusters of faculty will be identified in order to encourage collaborative projects within the NW5.

Once clusters are identified, faculty in each cluster will be introduced to one another via email, with a message that opens the door to NW5 collaborations.

A searchable database will be on the NW5 website for faculty to explore potential collaborations on their own.

Faculty will plan and secure commitment to keep the database updated annually, with new collaborative potential matches being identified every year or two. Without updating, the database will quickly lose its value.

Faculty Collaborators:

Lynnette Claire, University of Puget Sound

Kurt Hoffman, Whitman College

Inga Johnson, Willamette University

Kathryn Oleson, Reed College

Stacey Weiss, University of Puget Sound

Potential Outcomes:

The immediate outcome is the creation of a database. The long-term meaningful impact is to facilitate and encourage collaboration between NW5 faculty. The collaboration may benefit faculty, research communities and students.

Northwest Five College Consortium – Neuroscience & Behavior Group (“Northwest Five Ganglia”)

What is the problem or issue that you are addressing?

Neuroscience is a vibrant and growing field that attracts many students from various majors. Small liberal arts colleges typically have only a limited number of neuroscientists on their campus (usually housed in different departments) whose fields complement each other but do not overlap. Due to the increasing popularity of Neuroscience, and enthusiasm among faculty, many programs (including all of ours) have ongoing efforts to formalize Neuroscience programs for students.

We are excited about these opportunities, but they present new pressures on our faculty to teach a broad range of Neuroscience courses, many of which include laboratories. By drawing on cross-campus expertise in Neuroscience we can better serve our students, provide access to a larger diversity of Neuroscience resources, and produce reliable, cutting-edge laboratory syllabi in our Neuroscience courses.

What approach will you use and why?

We have identified four specific areas of need that would be extremely useful to us as faculty as well as students:

- 1) Two-day workshop focused on laboratory, lecture, & equipment exchange
- 2) Travel budget to cover the following:
 - Faculty to visit other campuses for observing lectures and laboratories, and attending seminars/symposia
 - Students to attend seminars and symposia at other campuses
- 3) Create a Neuroscience-focused NW5CC web page

Who will be engaged in this work, and which institutions are they from?

Lewis & Clark Biology: Tamily Weissman*; Psychology: Todd Watson, Yueping Zhang; Chemistry: Janis Lochner

Reed College Biology: Kara Cerveny, Suzy Renn*, Erik Zornik; Psychology: Paul Currie, Tim Hackenberg

University of Puget Sound Biology: Stacey Weiss*, Sue Hannaford, Sidarth Ramakrishnan

Whitman College Biology: Chris Wallace*, Ginger Withers, Tom Knight, Leena Knight; Psychology: Matthew Prull, Wally Horbensen

Willamette University Biology: David Craig*, Emma Coddington, Jason Duncan; Psychology: Courtney Steven, Jeremy Miller, Mark Stewart; Exercise Science: Stasinus Stra**

**Present at NW5CC meeting September 28-30, 2012*

What outcomes do you hope to achieve as a result of your work?

- Set of 10-15 effective teaching labs (and faculty training on each) to be used in Neuroscience courses throughout the NW5CC
- Centralized web site for NW5CC Neuroscience resources, including seminar schedules, access to teaching materials (for faculty - course times, schedules, etc.)
- Centralized Neuroscience equipment list
- Infrastructure in place for both students and faculty to visit other campuses
- Identification of other external funds to sustain these programs (e.g. travel fund)
- T-shirts for NW5 Ganglia

Proposed Budget

\$6,000 Room and board for 15 faculty members (15 x 2 days x \$200/day)

\$1,000 Intercampus travel budget for faculty and students

\$2,500 Faculty stipends for time involved organizing this group (\$500 per organizer)

\$ 500 T-shirt budget

\$10,000 TOTAL

Earth System Science and Environmental Studies across the NW5C

Background: Each college in the Northwest 5 Consortium has a program in environmental studies or environmental science, as depicted in the table below:

Lewis & Clark	major	Enviro Studies
Reed	major	Enviro Studies
Puget Sound	minor	Enviro Policy & Decision Making
	major	Geology
Whitman	major	Enviro Studies
	major	Geology
Willamette	major	Enviro Science

The problem: The field of Environmental Studies and Science is widely interdisciplinary. Due to our small campus sizes, each college has some areas of great strength, and lack expertise in other areas. Therefore, faculty in Environmental Studies and Sciences are frequently tasked with teaching material widely outside of their fields of expertise. This actually exacerbates one of the challenges of Environmental Studies: that our students are educated *broadly* but without *depth*.

The solution: For the 2012-2013 proposal year, we propose to convene faculty currently engaged in the interdisciplinary study of Environmental studies, Environmental science, and Geology. Without further discussion and cooperation, it is not clear how best to share the deep expertise present in each campus. The faculty will benefit most from a face-to-face meeting of colleagues from all five colleges, followed up by electronic correspondence.

The outcome: This is a *planning* proposal. A desired outcome is a *plan of action* that suits the needs and strengths of each college in NW5C. This may possibly include:

A list of shared course offerings.

Arrangement for cross-campus enrollment in shared course offerings, and transfer credit.

Development of a multi-campus course:

Multiple professors “team teach” a course, with a face-to-face meeting on their own campus, supplemented with video conferencing to capitalize on our existing areas of expertise!

Shared colloquia, invited speakers, poster sessions, and special events

A shared resource of course materials, syllabi, laboratory exercises, and suggested readings.

In addition, the colleges will benefit immediately from dialogue and exchange about each college’s current program. We will discuss the philosophical underpinnings of our programs, the relative merit of a variety of pedagogical approaches, and methods to address common problems that arise in delivering an interdisciplinary major. Given the relative newness of the environmental programs on every campus, this discussion has the potential to have a high impact in development of our programs!

Who will participate:

Here is a list of prospective participants at each NW5C college. Primary participants are listed in bold.

Lewis & Clark	Jessica Kleiss	Physical Oceanography	Reed	Julie Fry	Atmospheric Chemistry
	Jim Proctor	Environmental Theory		Chris Koski	Political Science
	Liz Safran	Geomorphology		Noelwah Netusil	Environmental Economics
	Andy Bernstein	Environmental History	Willamette	Joe Bowersox	Forest Policy
	Moriah Bostian	Environmental Economics		Karen Arabes	Dendrochronology
Puget Sound	Dan Sherman	Environmental Politics & Policy		Scott Pike	Geology / Archeology
	Kena Fox-Dobbs	Paleoecology			
	Peter Hodum	Conservation Biology			
	Barry Goldstein	Geology			
	Amy Ryken	Education			
Whitman	Phil Brick	Environmental politics			
	Bob Carson	Quaternary Geology			
	Tim Parker	Biology			
	Kathleen Shea	Environmental Classics			

Using the NW5C to foster student-faculty collaborative research in the arts, humanities, and social sciences.

Lead proposer: Seth Cotlar, Willamette University

The problem:

How does student-faculty collaborative research work in the arts, humanities, and social sciences? While the STEM disciplines have a well-developed and fully institutionalized model of what collaborative research looks like, there are many obstacles that faculty members outside of those disciplines face. It is not a feature of our graduate training, nor are there many examples of successful student-faculty collaboration we can emulate.

The approach:

There are two facets of this project.

1) Willamette's LARC program brings student-faculty research teams together into inter-disciplinary research communities that meet at least six times during the summer. This project hopes to bring faculty-student pairings at other universities in the NW5C into these research communities in order to capitalize upon the broad range of specializations and expertise that exist on our five campuses. While funding for each student-faculty group will be provided by the home institution, the NW5C could help facilitate the formation of these *cross-campus research communities* and fund their collective work by defraying transportation costs and compensating the person who would help identify opportunities for and facilitate the operation of these communities.

2) Student-faculty collaboration in arts, humanities, and social science scholarship is happening on each of our 5 campuses, but it is still a very young and emergent set of practices. Faculty in the arts, humanities, and social sciences are uncertain about how exactly a student collaborator can enrich (rather than detract from) their progress on their scholarly agendas. I propose holding a regional meeting of faculty members who have engaged in collaborative research in order to begin constructing a *toolbox of best practices* in student-faculty research in the arts, humanities, and social sciences. (This toolbox would eventually be lodged somewhere online and thus serve as a resource for faculty beyond the NW5C.) Bringing people from each of the 5 campuses together will also enable us to identify the differences and similarities in how faculty-student research is supported and funded on each campus. We undoubtedly have much to learn from each other in terms of how we structure collaborative student-faculty research.

Who will be engaged in this work?

Seth Cotlar, the director of Willamette's Mellon-funded LARC program, will take the lead in this. He has received expressions of interest from faculty on each of the 5 campuses: Suzanne Morrissey, Michelle Acuff, and Helen Kim from Whitman; Eric Orlin of Puget Sound; Matt Johnson of Lewis & Clark; and Kjersten Whittington of Reed College.

What outcomes do you hope to achieve?

1. At its most ambitious, this project seeks to make the NW5C a national leader in faculty-student collaborative research in the arts, humanities, and social sciences. We could build a model that could be emulated by other liberal arts colleges and consortia across the country.

2. This project will build fruitful, long-term connections between faculty on different campuses. Willamette's LARC program has already helped foster post-LARC collaborations between faculty participants in the program—plans for team-teaching, ongoing pedagogical discussions, ideas for collaborative research, etc. These cross-campus communities will also enrich the student researchers' experiences in that they will have the opportunity to connect with faculty and students at other institutions, and have a bigger stage on which to conduct their work. Getting students out of their institutional homes helps them begin to think of themselves as part of a broader scholarly community.

**NW5C Pre-proposal Around Race and Pedagogy
September 30, 2012**

THE PROBLEM: The problem is an old one. We live on Native Peoples lands with tribes and nations all around and none of our institutions have more than small-scale or incipient and often inchoate programs engaging Native People. Faculty members of NW5C have limited knowledge of Native People. In our engagement with Native People's we (Puget Sound, Willamette, Whitman) independently report concerns expressed by Native People that they are absent from every level of our institutions especially as purveyors of knowledge about themselves. These Native People also express concerns about the lack of economic benefits accruing to Native People.

WHAT APPROACH WILL YOU USE AND WHY?: We will organize a planning meeting that will convene members from the NW5C with Native educators from the Pacific Northwest. Our hope is to develop a larger workshop that brings educators from Pacific Northwest institutions of higher learning to learn from Native educators about problems regarding access to higher educational opportunities.

WHO WILL BE ENGAGED? WHICH INSTITUTIONS ARE THEY FROM?: Interested educators from the Pacific Northwest; Native educators from within the Pacific Northwest.

OUTCOMES: Consciousness-raising; greater connection between NW5C members and tribes; better education of faculty regarding of Native history and current issues facing Native populations regarding access to higher educational opportunities; open lines of access between Native educators, administrators and students and NW5C.

Eventually, we would like to identify issues of importance to Native groups that faculty, staff, and students from NW5C could collaborate on to present at the Race and Pedagogy National Conference in October 2014 at Puget Sound.

PRE-PROPOSAL COLLABORATORS: Dexter Gordon (Puget Sound); Helen Kim (Whitman); Christopher Leise (Whitman); Sammy Basu (Willamette); Ivan Welty (Willamette); Nicole Simek (Whitman) Suzanne Morrissey (Whitman), Julie Christoph (Puget Sound), Charlene Makley (Reed).

Spanish Matters Colloquium: A NW5C – Regional Research Conference

Harry Velez Quinones, Puget Sound

Bruce Suttmeier, Lewis & Clark

Problem: Isolation is the bane of Hispanic Studies colleagues in the Northwest. While a young Hispanic population continues to grow cultural institutions that support or disseminate Hispanic literacy and cultural production are few. In Washington, for instance, there is no Ph.D. granting institution in the field. In Oregon there is only one, the U. of O. in Eugene. Bringing together regional students, undergraduate and graduate, as well as colleagues to share research, connect, collaborate in teaching and research is a highly desirable end.

Objectives: To create a regional conference on Hispanic Literatures and Cultural Studies: Spanish, Latin American, Latino/a, and Latin American Studies.

Participants would include: NW5C undergraduate students, regional graduate students at Ph.D. granting institutions, regional colleagues NW5C and non-NW5C.

NW5C students would present their research in sessions along with graduate students and professors. A keynote speaker and an invited local, regional, or national artist participate in the gathering too. This conference exists already at the University of Puget Sound: The Spanish Matters Colloquium: Cultural and Literary Studies in the Spanish Speaking World (SMC). Now in its 8th year, SMC is a healthy, exciting, and successful yearly event, unique in its kind in the Pacific Northwest, though common in other regions of the country. A NW5C grant would allow collaborators across the Consortium to work with a view to making SMC a truly regional event that rotates yearly from campus to campus.

STAGE 1: Planning and Initial Collaboration

After contacting Hispanic Studies, Latin American Studies, and Latino/a Studies colleagues across the NW5C at least one professor and a student from each school will be invited to attend and/or participate as a presenter in SMC VIII at the University of Puget Sound on April 10-12, 2012.

During SMC VIII, NW5C collaborators will meet to assess the Colloquium as and plan next steps.

The goal of number #2 above would be to identify the school that would host SMC X on 2015.

STAGE 2: Planning and Collaboration: SMC IX

Collaboration with a regional public institution Western Washington University is on-going. WWU will host SMC IX in 2014.

NW5C colleagues from Puget Sound and the school selected to host SMC XI will work collaborative with WWU colleagues who will be putting together the first rotating issue of SMC in Bellingham, WA.

A detailed timeline will be created to facilitate the work of the NW5C colleagues who will themselves organize and host the first NW5C Spanish Matters Colloquium

STAGE 3: Spanish Matters Colloquium X: A regional celebration.

The institution selected in stage I of this multi-stage project will host SMC X.

Students and colleagues from NW5C will be invited to compete for travel grants to attend the event.

Collaborative Short-term Faculty-Led Study Abroad Programs

Harry Velez Quinones, Puget Sound

Nigel Nicholson, Reed

Wally Englert, Reed

Problem:

Students in different NW5C schools face increasing challenges meeting academic requirements in the home campus and achieving the goal of studying abroad for a semester. For some that aspiration is never realized. Professors for their part wish to provide quality study abroad options closely tailored to their own curricular needs. They would love the opportunity to share travel, teaching and learning abroad with students but find it impossible to accomplish during the regular semester. In addition, although summer months allow for short-term faculty lead study abroad experiences, professors are aware that taking students abroad on a yearly basis is not sustainable since it conflicts with research agendas and personal family life.

Objectives:

To collaborate with colleagues in germane departments across the NW5C to identify partners who will design and develop specific mutually agreeable short-term faculty-led study abroad programs either during J-term or summer. These programs will be collaborative in student enrollment and faculty participation.

STAGE 1: Planning and Initial Collaboration

Identify interested departments and programs across the NW5C

Appoint a campus representative from each interested NW5C

Approach the respective International Programs officers who will partner with faculty in designing collaborative short-term faculty-led study abroad programs.

Meet in the spring term of 2012 at Reed College to draft specific proposals for short-term faculty-led study abroad programs.

STAGE 2: Seeding

Compelling proposals from stage 1 will be presented to the NW5C granting organ for support

Funds will be requested to sponsor preliminary planning and travel to the selected country or region

The first NW5C short-term faculty-led study abroad programs will be advertised across the NW5C for the J-term and summer of 2014.

Pre-Proposal for Planning Grant for Faculty and Student Exchange Program

PROBLEM

Currently on all of our campuses faculty teaching and faculty mentoring of research is stretched because in small departments faculty have to cover areas that are not their specialty. These issues create problems for faculty, who have to do additional preparation in order to teach and mentor outside their areas of particular specialty. It can also create issues for faculty in pursuing their own research agenda as they take time to mentor student research that is peripheral to their own project. And students may have to study with faculty who may have limited expertise in their own particular interest, resulting in them either compromising their own interest or taxing the faculty mentor to stretch beyond their own research goals.

APPROACH

Our proposal is for a planning grant to consider how to create short term exchanges both for faculty and students. Faculty exchanges might occur over the summer (e.g. one colleague visiting another's lab) or for several days to a week during the term. A visit during the term might include giving a guest lecture in class and/or demonstrating a lab, giving a public lecture, and meeting outside class with students selected by the host professor. A visit during the summer would involve doing collaborative research with faculty and students from the host institution. We envision that these relationship will involve reciprocal visits so that students on both campus get the benefit of more expertise offered by a NW5C colleague. These new student-faculty relationships may then develop into a research collaboration.

The short-term exchanges for students would support such collaboration. Such exchanges might most easily occur over the summer, with the opportunity to work collaboratively on research, either in a science lab or with a Humanities professor in a way similar to Willamette's LARC program. Perhaps eventually the program might develop to allow students to spend a semester at another NW5C institution. There seem to be other pre-proposals focused at a programmatic level (e.g. neuroscience), but it is hoped that this proposal will create broader opportunities for all faculty.

PARTICIPANTS

Stacey Weiss (Puget Sound)

Eric Orlin (Puget Sound)

Kathryn Oleson (Reed)

Inga Johnson (Willamette)

Kurt Hoffman (Whitman)

Suzanne Morrissey (Whitman) also indicated support via post-it.

OUTCOMES

The most obvious outcome will be to improve faculty teaching and mentoring of student research. Faculty will reap the benefit of a NW5C colleague's expertise that they can take back to their own classes, without the time commitment currently required to get up to speed in a new specialty. Faculty may also benefit by conducting research collaboratively with students whose interests are aligned better with their own agenda. Students will benefit by having a research mentor in their primary area of interest.

The Northwest Five Consortium Global Performing Arts Alliance

NW5C Pre-Proposal

Exposure to performing arts from a diversity of cultural backgrounds enriches the Liberal Arts education. The Pacific Northwest generates a wealth of creative work, but does not represent complete global perspectives in the performing arts.

NW5C schools already bring artists from around the world to their campuses, but the exposure of these artists are limited to their own student bodies. When imagining the benefits of a consortium, the five schools could reduce redundancy and inefficiency while increasing the exposure of these artists by structuring performing events that tour all five campuses.

Mellon grant funds will be used to subsidize the costs of transportation between schools, artist fees, housing, visa expenses, etc. with NW5C schools equally contributing to the balance.

This program will serve students, faculty, and the broader community at each of our colleges. The first step is to engage colleagues in the performing arts at the NW5C schools. Upon returning from the retreat we will contact faculty involved in music, theatre, and dance to solicit feedback and propose potential artists for a spring 2013 tour.

Morgan Luker from Reed College and Greg Mitchell from Whitman College will introduce this program to faculty at the NW5C institutions. Ultimately this program will be administrated collaboratively by faculty representing each area of the performing arts at all of the NW5C institutions.

The expected outcome of this program is to expose students in the NW5C schools to performing artists from diverse global backgrounds that they do not have the opportunity to experience, or might only have exposure to at a single campus. The first instance of a spring 2013 tour will allow us to assess the feasibility of such events and the challenges of implementing the program more broadly. We expect that a multi campus tour this spring will evolve into a regular program of one or two performing companies each year.

Long term visions of this program will aim to connect students from consortium colleges to discuss performances seen on their campuses through electronic conferencing, blogs, forums, and social media.

It is exciting that this proposal will bear immediate fruit in the form of performances seen by students at all of our institutions. It is also a fantastic public venue to introduce a broad cross-section our student bodies' to the benefits of the this new consortium.

Morgan Luker, Reed

Greg Mitchell, Whitman

NW5C Pre-Proposal on E-Portfolios

- This project emerged from the break-out session on Improved Pedagogy through Technology, facilitated by Marty Ringle, CIO at Reed College
- It responds most directly to outcome 1) enhance existing and develop new learning opportunities for students, and potentially to outcome 2) faculty development (in that faculty may gain increasing competence in teaching/advising with digital technology).
- Initial proposers include
 - o Sammy Basu, Willamette University
 - o Wally Englert, Reed College
 - o Deborah Heath, Lewis and Clark College
 - o Kent Hooper, University of Puget Sound
 - o Gretchen Flesher Moon, Willamette University
 - o Sammy and Gretchen have launched an e-portfolio initiative at Willamette to enhance both advising and integration as a result of their work on an AAC&U institute on High Impact Practices in June 2012 and are eager to broaden the scope of their work to include other members of NW5C.
 - o The AAC&U institute introduced us to Gary Brown, Associate Vice-President for Academic Excellence at Portland State University, a national expert and leader in e-portfolios.

In addition, this project is an opportunity for NW5C to craft an assessment strategy that builds on and promotes the values of liberal arts education.

We propose to collaborate on an exploration and, we hope, implementation, of e-portfolios on at least three of our campuses. We welcome participation from others of the five colleges should this proposal prove attractive! We envision project participation from one or two members of each participating college to shape the work and would expect wider participation of faculty, Dean's office, Campus Life, and IT team members. Through portfolios, we seek to help students articulate the ways that their college education—curricular, co-curricular, and activities—cohere beyond the acquisition of a diploma and encourage students to consider themselves creators of knowledge and art, communicated in multimodal digital artifacts.

We propose a fall 2012 period of reading and studying in the literature on e-portfolios, their design and uses. Issues for design include platform, the degree of uniformity that brands the portfolio for the college, the ability to include multimodal digital work samples such as video clips or multimodal compositions, and portability. Issues about uses or applications include the degree to which the portfolios might be accessible for assessment purposes of both individual students' work and to address the exigencies of the accreditation process.

In addition, this offers opportunities to use the portfolio as a site for reflection on each student's own college experience, opportunities to integrate curricular, co-curricular, athletic, artistic, community and civic engagement, and career preparation aspects of the complete college education. Third, any e-portfolio project needs to think about where the responsibility for prompting students to compose them resides.

We propose in January, 2013, before spring semester commences, to meet with Gary Brown. We further propose that each participating campus would send one or more persons to the AAC&U's pre-workshop on portfolios at the annual meeting January 23rd in Atlanta. Ideally, each participating NW5C team member on this project will have a proposal for e-portfolio adoption at their campus, to be reported on at the next NW5C Faculty Workshop next fall.

Launching an NW5C Gender Studies Faculty Consortium

PROBLEM:

This pre-proposal addresses the need to facilitate the sharing of resources among faculty who teach courses on the topics of **gender, sex, and sexuality at the NW5 colleges**. As liberal arts campuses, we serve similar student bodies, and enjoy similar pedagogical opportunities for interdisciplinary dialogue. Lewis and Clark's Gender Studies Program recently completed a campus review, generating extensive data about programs at other liberal arts colleges, as well as reflecting on its own, the first gender studies program in the US. Willamette's Women's and Gender Studies Program is currently benefiting from its own program review, supported in part by a Hewlett grant from the President's office. University of Puget Sound has one of the first Women's Studies programs in the US. Reed College faculty have recently initiated their own gender studies faculty interest group supported by the Office of Diversity, and plan to host an annual fall event whose timing takes into account the spring symposium at Lewis & Clark. The collective wisdom of our varied histories and experience present as yet untapped opportunities for cross-fertilization. To date, we have not had a formal mechanism for sharing ideas, strategies, and resources.

APPROACH:

At the Skamania retreat, we had the opportunity to initiate dialogue among faculty involved in gender studies at 4 of our 5 campuses, and have contact information for the fifth. Our campus programs represent a spectrum from well-established programs to those just being launched, each embedded in its distinctive campus milieu. We have much to offer and learn from one another. We will benefit from the emerging collaborative structures of NW5C, including its website, in order to establish conduits of communication.

Our plan is to organize an NW5C roundtable for the annual Gender Studies Symposium to be held at Lewis & Clark in March 2013. This venue provides a time and place already of interest to gender studies scholars, students, and community activists, giving us an ideal audience and sounding board for our shared concerns and future aspirations.

We would proceed by initially consulting faculty steering committees that are already in place at each campus. These would generate topics for consortium-wide consideration. This would be followed by consultation among the NW5C representatives to focus the list of suggested actions. A recent series of conversations by the Reed faculty group provides examples of the types of topics we envision common to faculty at the other NW5C locations. These include: pedagogical approaches, including curricular design and classroom dynamics, and strategies for broader inclusiveness; strategies for dissemination of best practices to our broader campus communities; and targeted support for faculty teaching these topics at all stages of their careers. We anticipate an additional benefit to our campus communities may come from conversations around the interface of curricular and campus life (i.e. issues of gender, sexuality and sexual assault).

ENGAGEMENT:

Faculty representatives from member institutions and proposers, including **Deborah Heath (Director, Gender Studies Program, Lewis & Clark)**, **Marva Duerksen (Co-Chair, Women's and Gender Studies Program, Willamette)**, **Kjersten Whittington and Charlene Makley (Reed College)**, and **Mark Harpring (Puget Sound)**.

OUTCOMES:

We see the establishment of this consortium as meeting the goals of the NW5C 2011 Mellon Foundation proposal in terms of offering opportunities for faculty growth and development and new learning opportunities for students.

NW5C Pre-proposal: Pedagogy and Digital Literacy

Proposed by Kent Hooper and Pepa Lago-Grana (U of Puget Sound)

Contacts and supporters:

Lewis and Clark: Deborah Heath (Soc & Anthro, Gender St)

Whitman: Chris Leise (English)

Willamette: Sammy Basu (Politics, Am Ethnic St)

Reed: Expected resource person: Marty Ringle (CIO)

Digital teaching tools produce positive results and improved student outcomes at Puget Sound. The challenge is to ensure that the many tools available are used in ways that work. Conversations about successful uses of technology have improved instruction at U of Puget Sound by means of hosting workshops on digital pedagogy. We would like to continue offering workshops on a yearly basis (likely during the summer) and to invite colleagues—including instructional technologists and librarians—from the other colleges in the consortium. Such workshops would:

- Allow faculty members to share their successes and to document their failures with specific tools and digital assignments
- Encourage faculty members who don't normally incorporate technology in their classes to be exposed to new pedagogies in a low stake environment
- Foster communication and information sharing among similar disciplines in all 5 colleges.
- Support the mentoring of new-to-technology faculty by means of partnering with a more experienced user from the same institution
- Boost interdisciplinarity by engaging different fields of study on the use of similar tools and creating connections between them.
- It would allow discussion for creation of a repository for digital assignments

Possible outcomes of the yearly workshops are:

- A web-based platform would be created for sharing tools, ideas and assignments among participants geared toward digital output.
- The development of a “digital humanities” program (cf. below)

Funding from the consortium would be needed for:

- Invite one instructor who would lead the workshop. Travel and lodging expenses in addition to a honorarium
- Travel and lodging expenses for participants from the institutions not hosting the workshop

NW5C Summer in PDX Center

Brian Detweiler-Bedell, LC

Issue addressed

Portland is underutilized and underserved by the NW5C. We seek to create shared opportunities for, and forge a common identity among, NW5C faculty, students and community members by coming together in the summer to engage in experiential learning in the spirit of a liberal arts education.

Proposal

This proposal is for funding to bring a total of 15 stakeholders from across the colleges to Portland to explore and plan for an annual, shared off-campus program during the summers. Both faculty and staff as well as administrators with an interest and expertise in the program elements of the Center (e.g., faculty with experience in community-based learning, off-campus program coordinators, etc.) will spend the weekend in Portland envisioning the specifics and logistics of the program that will make it a success. They will then build these considerations into a formal grant proposal to establish a sustainable program. Participants will be aided by an outside expert in program design.

Beginning in Spring of 2014, the Center will solicit proposals from student-collaborative teams sponsored by faculty mentors. Students will proposal summer projects that will address needs in Portland. These projects may be oriented toward, yet not limited to, the following areas: social justice, entrepreneurship, environment issues, urban planning, and the arts. We envision students living in a common space, supported by a rigorous and reflective academic component, which includes regular meetings with faculty mentors. Students will work toward incubating projects that can be brought back to their home campuses and maintain the connection established during the summer Center program.

Budget

Total amount requested: \$10,000

Participant lodging, meals and conference facilities=\$500/person

Participant stipends=\$100/person

Expert honorarium and travel expenses=\$1,000

**Critical Frames for Cultural Experience:
an NW5C online course for study abroad students**

This course aims to encourage critical reflection on the study abroad experience and facilitate the integration of that experience into academic and campus life. Students not on faculty-led programs often lack adequate opportunities and support for meaningful reflection on off-campus learning.

This course will sustain a liberal arts focus on critical reflection and the ability to articulate experiences and ideas - especially for students encountering very different academic models and pedagogies at their off-campus institution. Recent research shows that students without such intentional reflection often return home more entrenched in ethnocentric preconceptions of other cultures and their own. If possible, we hope to include students in some of the research-planning stages of this grant.

Starting at Willamette and learning from the course they currently have in place, we can look at how consortial resources will bring substantive and practical benefits (faculty expertise, scale, more diverse student cohorts, assessment). A consortium-wide course would help students develop a horizontal, multi-point comparative perspective on the variety of modes of being, attitudes, practices, rather than the too-common reductive, binary comparisons of home-campus and off-campus institution (ex. Willamette - St. Andrews / Lewis & Clark - Kansai Gaidai).

We envision this grant providing initial seed money to fund three meetings on three different campuses, bringing together us, as well as stakeholders on the individual campuses, to begin the course design process.

Bruce Suttmeier (Lewis & Clark College)
Mark Conliffe (Willamette)
Nicole Simek (Whitman)
Jonathan Walters (Whitman)

Pre-Proposal: The NW5C Writing and Learning Peer Tutor Colloquium

The Problem

This pre-proposal addresses the mental and physical isolation of the peer tutors who work at our campus writing and learning centers. This isolation presents several problems:

Disciplinary tutors (in math, foreign languages, the sciences, economics, etc.) are usually lonely on their campuses and often have pedagogical questions that they have no one to ask. While peer tutor coordinators and fellow peer tutors in other disciplines can help, to some extent, disciplinary content varies; the strategies that may work for helping a student understand French verb forms may be different than the strategies for helping a student work with organic chemistry molecular models. Disciplinary faculty certainly can make suggestions, but the roles of a peer tutor are different than those of faculty—as they should be. The role of a peer who *is* a peer and who is not in a position to grade the students with whom they work is an important role, as well as a role that needs to be developed and learned in conversation with like peers.

Because of our regional isolation away from other similar colleges, our students miss out on the opportunities for collaboration, networking, and learning at peer tutor conferences (such as the National Conference on Peer Tutoring in Writing, which is usually held in the Midwest or on the East Coast, within driving range of large populations).

Even when students are able to attend national conferences, liberal arts colleges are underrepresented in national tutoring organizations. The National Tutoring Association, for instance, has a strong focus on K-12 tutors, along with colleges and universities, and has no special division for liberal arts colleges; the College Reading and Learning Association has an emphasis on remediation, which doesn't sync well with the NW5C campus philosophies.

Though writing and learning center directors in the NW5C have access to conference funding, we, too, would benefit from the opportunity to exchange ideas with counterparts on similar campuses.

Faculty often perceive peer tutors simply as bright students who can “help out” struggling students, rather than as peers who develop professional qualities of their own.

The Approach

This pre-proposal is to create an annual NW5C two-day conference in January, in which peer tutors and directors would gather on one of the campuses and would

- Tour the physical facilities of the writing and learning center

- Read and discuss new research on peer tutoring

- Have break-out sessions on topics of relevance to all tutors (like how to negotiate the peer/tutor role) as well as topics of relevance to tutors in specific disciplines led by students and faculty in those disciplines.

There would be additional sessions, either in the evenings or on an additional day for faculty directing the writing and learning centers, mainly to compare approaches, but also to brainstorm ahead to the possibility of a future conference of writing/learning center research presentations by faculty and students.

Another future project might be to create an online writing center for NW5C students (and perhaps tutors) studying abroad—the connection to this weekend's conference that inspired this pre-proposal). Right now, the writing and learning centers aren't connected enough to try something like that, so the groundwork and connections would need to be laid first. But creating an international component to our writing and learning centers could help 1) our students get more out of their writing assignments abroad and 2) help break down some of the stigma surrounding ESL writers and put World Englishes into perspective.

Participants

Though I have received strong support by faculty here at the conference and have heard that relevant faculty members on the five campuses would likely be interested in this idea, none of the faculty here at Skamania are currently involved in directing writing and learning centers. My next step will be to contact the directors at the five campuses and explore possibilities with them. Here at the conference, Gretchen Moon (Willamette) has expressed interest, as has Morgan Luker (Reed)—who is a former peer tutor who we just figured out worked with me as an undergrad when I was assistant director of the Writing Fellows Program at the University of Wisconsin-Madison.

Outcomes

This project would remedy the problems listed above but might also serve as a model for interaction at other liberal arts colleges throughout the country. There is robust research on the lifelong benefits of being a peer writing tutor (see the Peer Writing Tutor Alumni Research Project <http://www.writing.wisc.edu/pwtarp/>) but, right now, there is less research on the benefits of peer tutoring in the disciplines—largely because training of peer tutors outside of writing is often less robust because of the problems of discipline-specific tutoring methods. A NW5C collaboration could serve as a model for training and professional development.

The international component—in the longer run—would be important in the nascent worldwide move toward connecting and comparing writing and learning centers (as seen, for example, in the recent renaming of the Writing Centers Association as the International Writing Centers Association).