

**St. Lawrence University**  
**Proposal to the Teagle Foundation:**  
**Developing a Process Model for**  
**Systematically Assessing and Improving Liberal Education:**  
**The St. Lawrence University Diversity Requirement as Case Study**  
**March 31, 2008**

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## Overview and Rationale

St. Lawrence University (SLU) seeks a Teagle Foundation grant to develop a systematic process to assess and improve how we realize one particularly important institutional aim: deepening students' ability to critically engage notions of sameness and difference. In 2007, the National Leadership Council for Liberal Education and America's Promise identified "intercultural knowledge and competence" as one of twelve "essential learning outcomes." Our longstanding commitment to fostering student learning and development in this area is evident in our Global Studies and Area Studies majors/minors, our Center for International and Intercultural Studies, our Center for Civic Engagement and Leadership, and our new Center for Diversity and Social Justice. While these programs and initiatives do much to promote intercultural knowledge and competence in our students, they do not reach the entire student body. For that, we rely on our two-course, general education diversity requirement. Courses fulfilling the diversity requirement represent a significant portion of our curriculum: more than 90 courses meet the diversity course criteria, and approximately 11% of courses offered each semester count toward this requirement.

We have been motivated to focus our assessment model on our general education diversity requirement by a number of factors:

- Developing the ability to think about diverse cultures as both valuable and subject to critique requires sophisticated cognitive skills. As such, our diversity courses typically address multiple institutional aims and objectives (e.g., improving students' critical thinking, research, and communication skills and deepening their ability to reflect meaningfully on their own values and ethics). While we know our diversity courses frequently pursue multiple aims and objectives simultaneously, we have not yet systematically explored how to advance this multidimensional learning optimally in diversity courses. A Teagle Foundation grant will enable us to launch this important and largely unexplored work.
- The faculty legislation that our University's Academic Affairs Committee uses to determine which courses fulfill the diversity requirement is explicit regarding the content focus of these courses; however, this legislation does not explicitly set forth the specific learning outcomes which these courses should achieve. A Teagle Foundation grant will afford the faculty who teach these courses the opportunity to collaboratively articulate and refine their shared and course-specific learning goals and to determine which assessment instruments are best suited to measure corresponding learning outcomes.
- Many of the courses that fulfill the diversity requirement are taught under the auspices of our area studies programs. Because the vast majority of faculty who staff these programs have full-time appointments in other departments, our area studies programs have found it particularly challenging to engage fully in the assessment processes the University has instituted. A Teagle Foundation grant will create opportunities for faculty who teach area studies courses to systematically assess learning outcomes in their courses and programs.
- Diversity is one of only two distribution areas where we require students to take more than one course (the other being science), and yet we have not explored systematically how the level of the courses that students take or when in their four undergraduate years they take the courses affects student learning. The scholarly literature regarding racial identity development and cognitive and ethical development, however, emphasizes that college students' attitudes toward diversity develop unevenly and over extended periods of time. A Teagle Foundation grant will enable us to assess and refine our diversity requirement in light of our findings regarding cognitive and behavioral developmental processes among college-

aged students.

- Some of our diversity courses focus on diversity solely within a U.S. context; others focus on diversity in a global context; and still others focus on diversity in both U.S. and global contexts. Under our current system, students are free to choose any two diversity courses regardless of their focus. A Teagle Foundation grant will allow us to assess the effect of diversity courses' geographical focus on learning outcomes and to use this information to determine whether we ought to refine our diversity requirement accordingly.
- Finally, while coursework plays a major role in shaping students' intercultural knowledge and competence, experiential sites of learning beyond the confines of traditional classrooms also play a major role. A Teagle Foundation grant will enable us to supplement course-embedded assessment with surveys, focus groups, and student interviews, thus helping us understand more accurately how the learning that occurs in courses can be made to intersect optimally with experiential sites of learning such as studying abroad, participation in community-based learning programs, and residing in diversity-themed living environments.

Although the most immediate goals of our proposal are linked specifically to assessing and refining our diversity requirement, our newly appointed Academic Dean has made revisiting our decades-old curricular aims and objectives—including the graduation and distribution requirements designed to realize them—a high priority. In the past, when we as an institution have revisited our curricular aims and objectives and our general education requirements, we have done so infrequently and all at once. The model we propose here (i.e., systematically assessing and reflecting on a single curricular aim for an extended period and using the resulting findings to inform revision of the general education requirements linked to that specific aim) is one that we will be able to repeat for each of our university aims and objectives, thus rendering assessment and reflection on general education a more ongoing and iterative process.

### **Activities to Be Undertaken with the Grant**

We propose four major types of activities for our project: faculty development, assessment, course-specific and curricular revision, and dissemination. A project timeline is included at the end of the narrative to indicate how these various components intersect and unfold over time. Following is a brief overview of each of the four primary project components.

*Faculty Development Work.* Over the four years of the proposed grant project, three iterations of faculty development work will occur. Each iteration will have a distinct thematic focus and feature an outside consultant who specializes in that particular area. Each iteration will engage faculty in reading and discussing literature relevant to the thematic focus. Finally, each iteration will challenge faculty to engage in sustained reflection on their current practices, as well as how they might revise their syllabi, assignments, and pedagogies to maximize learning outcomes. The first series of faculty development sessions will focus on the challenges associated with advancing diversity outcomes on a predominantly white campus and how communication, critical thinking, and ethical self-reflection intersect with diversity learning outcomes. The opening session will be a full-day seminar just prior to the beginning of the fall semester to which all faculty will be invited. It will serve as the official “launch” of the project, provide faculty with an overview of the project and its objectives, and outline the activities in which they can participate over the next four years. Follow-up sessions during the semester will help faculty who teach diversity courses embed learning goals in their course syllabi. The two remaining iterations of faculty development will establish Learning Communities which together will

pursue the questions specific to their group's development theme. Each will begin with an intensive multi-day January workshop (before classes begin), followed by several shorter sessions during the spring of Project Years One and Two. The second faculty development series will focus on developmental issues such as: how course levels affect learning outcomes; how the timing of when students take their diversity courses affects learning outcomes; and how learning outcomes are affected by whether the diversity courses that students take occur inside or outside their majors and minors. The third series of faculty development sessions will focus on how the geographical focus within which diversity issues are raised affects learning outcomes.

*Assessment.* Prior to launching the first series of faculty development sessions, the project steering committee will conduct analyses of student transcripts and review syllabi of current courses that meet the diversity requirement. The former will provide baseline data regarding where, how, and when students are meeting their diversity requirements, and the latter will provide baseline data regarding the extent to which learning goals are explicitly articulated in the syllabi of diversity courses, what explicit and/or implicit learning goals are most common in diversity courses, and the types of assignments faculty members utilize in diversity courses. Based on preliminary conversations with Dr. Darnell Cole of University of Southern California (USC) about their Teagle Foundation grant project ("Assessing the Impact of Diversity Courses on Student Learning and Skill Development"), our project team anticipates adapting for this project their rubric for classifying types of diversity courses. In addition to these indirect forms of assessment, direct assessment will feature prominently in each of the three iterations of faculty development work described above. Faculty participants will be introduced to a variety of instruments for assessing diversity course outcomes related to student learning, critical thinking and cognitive skill development, and intercultural communication. Potential instruments we have identified at this juncture to explore include: Miville-Guzman Universality-Diversity Scale; the University of South Florida Cognitive Level and Quality Writing Assessment System (CLAQWA<sup>®</sup>, created by T.L. Flateby and E.A. Metzger); the University of Massachusetts-Amherst protocols for syllabus analysis; and a tool to assess critical thinking (e.g., California Critical Thinking Skills Tests, the Collegiate Assessment of Academic Proficiency, or the Collegiate Learning Assessment). As faculty teach their courses during the semesters following their participation in the Learning Communities, they will use the instrument(s) appropriate to the particular learning outcomes most central to their specific diversity course(s). Beginning in spring semester of Project Year Three, we will supplement the above course-embedded forms of assessment with surveys, focus groups, and student interviews, thus allowing us to understand more accurately how the learning that occurs in courses can be made to intersect optimally with more experiential sites of learning such as studying abroad, participation in community-based learning programs, and residing in diversity-themed living environments.

*Course-specific and Curricular Revision.* The direct assessment data generated as a result of the above process will fuel two distinct feedback loops. Individual faculty members will, on an ongoing basis, use the assessment data generated in their individual courses to inform further course refinements. And, at an institutional level, we will use the data generated collectively via this process to inform revision of our general education diversity requirement. As the project proceeds, the steering committee and members of the Learning Communities will collect and analyze data as it emerges. Additionally, during Project Year Three, the steering committee will work with the University's Assessment Committee and Academic Affairs Committee to generate specific recommendations for revising our general education diversity requirement, which will

subsequently be considered by Faculty Council and voted on by the faculty as a whole.

*Dissemination.* At the national level, project steering committee members will present information about our project and its progress at a series of relevant conferences (e.g., AAC&U, National Conference on Race and Ethnicity in American Higher Education, etc.) in Project Years Three and Four. Through our work with project consultants, we expect to learn of other colleges and universities that can learn from our model and adapt it for their use. In addition, in Year Four, our project team will seek publishing venues for our project findings, including potentially the new *APA Journal of Diversity in Higher Education*. We also plan to use the University website as a vehicle for sharing project information with a broader audience. For our campus-based audience, we will use our annual May College faculty/staff development event and faculty meetings as venues for project information and updates in Years One–Three. In Year Four, dissemination of project findings to the broader campus community will take place through the faculty governance system and general information meetings/sessions.

### **Project Participants**

- *Project Steering Committee.* The project team who developed this proposal will serve as the core membership of a broader project steering committee and is illustrative of the strengths we bring to this project and of the institutional culture around assessment that we are developing and that this project will enhance. Dr. Kim Mooney, recent chair of our Middle-States self-study, Special Assistant to the President for Assessment, and Director of our Center for Teaching and Learning, will be Project Director. She has worked with previous SLU Academic Dean (Grant Cornwell) and current Dean Valerie Lehr to lead departments in the process of defining and beginning to assess their learning goals. Dr. Eve Stoddard, Chair and Professor of Global Studies, Chair of the Academic Affairs Committee, and member of the University Assessment Committee, has a long history of working on curriculum reforms that foster the development and growth of students and that bring diversity more solidly into the curriculum. Dr. Kirk Fuoss, Director of our Rhetoric and Communication Program, member of the Academic Affairs Committee, and member of the University Assessment Committee, brings to this project much experience in assignment design across modes of communication as a means of fostering critical thinking. Christine Zimmerman, Director of Institutional Research and member of the University Assessment Committee, has extensive experience in assessment design and implementation, and has presented grant-funded assessment findings at national conferences on numerous occasions.
- *Faculty and Staff Participants.* All faculty who teach diversity courses will be invited to join the project faculty development sessions. Over the past three years, about 50 faculty members from more than 20 departments and programs taught courses that meet the diversity requirement. Additionally, in Project Year Four, as we examine sites of experiential learning that transcend the boundaries of traditional classrooms, administrative leaders from Student Life, Athletics, the Center for International and Intercultural Studies, the Center for Civic Engagement and Leadership, and the Center for Diversity and Social Justice will be asked to participate as well.
- *Consultants.* St. Lawrence plans to bring consultants with assessment expertise in diversity, critical thinking, and general education to work with our project steering committee and project participants. As indicated previously, conversations are already underway with diversity specialist Darnell Cole of USC; other potential consultants who we plan to approach are: Peter A. Facione (founder, Measured Reasons LLC and former Provost at Loyola University-Chicago); Elizabeth Jones (Educational Leadership Studies, West Virginia University); Mary Allen (assessment consultant and author), and Barbara Wright (Associate Director of WASC).

**St. Lawrence University**  
**Proposed Teagle Foundation Systematic Improvement Project**  
**Project Overview/Timeline**

Project Year	Timeframe	Project Activity	
<b>YEAR ONE:</b>  <b>2008-2009</b>	Summer	Project Steering Committee conducts transcript/syllabus analysis, plans upcoming faculty development sessions.	
	August – Fall	<b>Faculty Development Session I:</b> Open to all faculty Focus: advancing diversity outcomes on a predominantly white campus; how communication, critical thinking, and ethical self-reflection intersect with diversity learning outcomes.	
	January – Spring	<b>Faculty Development Session II:</b> For Learning Community Cohort A Focus: developmental issues such as how the course level affects learning outcomes, how when students take their diversity courses affects learning outcomes, and how whether students take their diversity courses inside or outside their majors and minors affects learning outcomes.	
<b>YEAR TWO:</b>  <b>2009-2010</b>	Summer	Project Steering Committee conducts analysis/review of work conducted during Year One; assessment team documents Year One outcomes.	Learning Community Cohort A continues curriculum development
	August - Fall	Learning Community Cohort A reconvenes to share progress and get feedback.	Learning Community Cohort A begins offering and assessing revised courses.
	January – Spring	<b>Faculty Development Session III:</b> For Learning Community Cohort B Focus: how the geographical focus within which diversity issues are raised affects learning outcomes.	
<b>YEAR THREE:</b>  <b>2010-2011</b>	Summer	Project Steering Committee conducts analysis/review of work conducted during Year Two; assessment team documents Year Two outcomes.	Learning Community Cohort B continues curriculum development
	August - Fall	Learning Community Cohort B reconvenes to share progress and get feedback. Project steering committee analyzes course-embedded assessment data. Project leaders present project data/progress at AAC&U.	Learning Community Cohort B begins offering and assessing revised courses.
	Spring	Project steering committee begins working with Assessment Committee, Academic Affairs Committee, and Faculty Council on recommendations for revising the general education diversity requirement.	
<b>YEAR FOUR:</b>  <b>2011-2012</b>	Summer	Project Steering Committee conducts analysis/review of work conducted during Year Three; assessment team documents Year Three outcomes.	Co-curricular leaders join project.
	Fall – Spring	Recommendation taken before full faculty. Supplement course-embedded forms of assessment with surveys, focus groups, and student interviews, thus allowing us to more accurately understand how the learning that occurs in courses can be made to intersect optimally with more experiential sites of learning such as living and studying abroad, participation in community-based learning programs, and residing in diversity-themed living environments.	Project Steering Committee documents outcomes of project for dissemination; presents project at AAC&U and other conferences; prepares final report/white paper.

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**Criteria for Judging Success of Project**

The proposed St. Lawrence University grant project will be a success if after four years:

- 1) We have a better sense of how diversity and cognitive development are interconnected so that the University's Academic Affairs Committee may consider whether the diversity requirement is structured as effectively as possible [measurement: Academic Affairs Committee reviews diversity requirement based on project findings and brings recommendation to Faculty Council];
- 2) Those who have participated in learning communities see their experience as helping them to teach their diversity courses more effectively [measurement: attitudinal survey];
- 3) Faculty who have participated in the learning communities do not feel that the on-going assessment that they are doing is a burden, but rather a standard component of their courses [measurement: attitudinal survey];
- 4) We have a plan for enhancing our understanding of the relationship between curricular and co-curricular learning in relation to diversity [measurement: plan documented];
- 5) We are able to advance wider conversations about defining learning and assessing diversity in a way that both draws from work being done on different kinds of campuses and helps others to reflect on how to bring this work into local campus culture effectively [measurements: project collaborators include consultants from other types of institutions; St. Lawrence faculty – beyond project steering committee – are in contact with colleagues at other colleges and universities to discuss diversity course objectives, learning goals, and assessment; and other colleges and universities contact project team for information about our project];
- 6) We have developed a model to assess the learning outcomes of our general education curricular requirements [measurement: diversity requirement reviewed and voted on by full faculty; Academic Affairs and Assessment Committees identify second general education requirement to assess].

**Expected Project Completion Date:            December 31, 2012**

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**Project Abstract for Web Posting**

St. Lawrence University (SLU) seeks to develop a systematic process to assess and improve learning outcomes for one key institutional aim: deepening students' ability to critically engage notions of sameness and difference. Courses fulfilling the two-course, general education diversity requirement represent a significant portion of our curriculum and often pursue disciplinary and program goals as well as diversity aims. Yet we have not explored systematically how to most optimally advance and assess this multidimensional learning. The primary purposes of our Teagle Foundation project include to: afford faculty who teach diversity courses the opportunity to collaboratively articulate and refine shared and course-specific learning goals and to determine which assessment instruments are best suited to measure learning outcomes in their courses; explore systematically how the level of the courses that students take and/or when they take the courses affect student learning and cognitive development; investigate the effect of diversity courses' geographical focus on learning outcomes and to use this information to determine whether we should adjust our diversity requirement accordingly; and understand more accurately how the learning that occurs in diversity courses can be made to intersect optimally with experiential sites of learning, such as studying abroad and community-based courses. We propose the following major types of activities for our project: collaborative faculty development, assessment linked to course-specific and curricular revision, and dissemination. Faculty participants will administer a variety of instruments for assessing diversity course outcomes related to student learning, critical thinking and cognitive skill development, and intercultural communication. Our project team will seek conference and publishing venues for our project findings and plan to use the university website as a vehicle for sharing project information with a broader audience.

**Contact Information for Project Director**

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## **PROFESSIONAL EXPERIENCE and APPOINTMENTS**

Special Assistant to the President for Assessment, 2006-continuing.  
Chair, Middle States Accreditation Steering Committee, 2006-continuing.  
Founding Director, Center for Teaching and Learning, 2001-continuing.  
Associate Dean for Faculty Affairs, St. Lawrence University, 1998-2003.  
Associate Professor, Department of Psychology, St. Lawrence University, 1995-continuing.  
Assistant Professor, Department of Psychology, St. Lawrence University, 1989-1995.

## **EDUCATION**

The University of New Hampshire, Social Psychology, Ph.D., 1989  
The University of New Hampshire, M.A., 1986  
Franklin Pierce College, Psychology and English, B.A., *magna cum laude*, 1983

## **GRANT and INSTITUTIONAL AUTHORSHIP and PARTICIPATION**

**The Institutional Self-Study for the Middle States Commission on Higher Education.** Chaired the self-study process for St. Lawrence University's decennial review by Middle States and authored (with Mary Hussmann and others) the final report (2007).

**The Institutional Assessment Plan: 2004-2009.** Chaired the Assessment Committee as it organized the assessment work in academic affairs and authored the working draft of the institutional assessment plan (2007).

**The Rhetoric, Communication, and 21<sup>st</sup> Century Literacies Initiative for Faculty and Student Development.** Co-author of strategic white paper to introduce a rhetoric

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and communication initiative into the St. Lawrence curriculum. With Traci Fordham and others (2005).

**The Local Newspaper as a Forum for Civic Engagement: Local, National, and Global.** Co-author of this proposal to establish reading and discussion groups around locally-topical issues as a forum for promoting dialogue and understanding between St. Lawrence students and community members. Only seven out of over 200 applicant institutions received funding. Funding granted through the Association of American Colleges & Universities (AAC&U) National Dialogue Project (\$5,000). With Traci Fordham, Valerie Lehr, Ron Flores (2003).

**A St. Lawrence University Center for Teaching and Learning.** Director of a grant to create ongoing, campus-wide faculty development programs focused on innovations in pedagogy and opportunities for reciprocal faculty support for the enrichment of teaching. Programs included a year-long new faculty orientation series, multiple weekly teaching with technology workshops, informal “shop talk” sessions on best practices in the classroom, and the oral communication institute to promote engaged student dialogues. Funding programs for faculty included instructional and technology grants and travel monies to attend pedagogy conferences. Five years of start-up support granted by the Andrew W. Mellon Foundation (\$170,000). With Thomas Coburn (2001).

**Teaching Oral Communication Skills in the Classroom and Beyond.** Director of a grant to establish a teaching institute to assist faculty in developing the necessary pedagogies to teach formal and extemporaneous speaking and dialogue skills. The faculty institute emphasized the role of critical listening skills and interpersonal communication skills as means to improve student learning. The institute was enrolled to capacity in each of its iterations and continues to influence pedagogical conversations and practices. Two years of funding from the William and Flora Hewlett Foundation Liberal Arts Program (\$150,000). With Valerie Lehr (2001).

**Intercultural Studies at St. Lawrence: Healing Across Cultures.** Two-year participant (1998-2000) in this component of a four-year faculty and curriculum development grant from the Christian A. Johnson Endeavor Foundation (\$560,000). The faculty seminar culminated in a three-week trip to India to explore Tibetan and Ayurvedic medicinal and healing practices.

**Pluralism and Unity at St. Lawrence University.** Member of steering committee for three-year grant (1998-2001) from the William and Flora Hewlett Foundation to achieve a more inclusive campus climate (\$150,000). Primary responsibility for faculty development initiatives and for organizing and leading summer 2000 conference with six other grantee institutions.

## PEER REVIEWED PUBLICATIONS

Reder, M., Mooney, K. M., Holmgren, R. & Keurbis, P. (forthcoming). Starting and Sustaining Successful Faculty Development Programs at Small Colleges. In L. Nilson & J. Miller (Eds.), *To Improve the Academy: Vol 27. Resources for faculty, instructional, and organizational development*. Jossey-Bass.

Mooney, K. M. & Reder, M. (2008) Faculty development at small and liberal arts colleges. In D. R. Robertson & L. Nilson (Eds.), *To Improve the Academy: Vol 26. Resources for faculty, instructional, and organizational development* (pp. 158-172). Bolton, MA: Anker.

Mooney, K. M., Chrisler, J. C., Williams, E. N., Robledo-Johnston, I. & O'Dell, C. D. (2007). The professional lives of women psychologists at small colleges. *Sex Roles*, 56, 173-182.

Mooney, K. M., Fordham, T. & Lehr, V. (2005). A faculty development program to promote engaged classroom dialogue: The oral communication institute. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To Improve the Academy: Vol 23. Resources for faculty, instructional, and organizational development* (pp. 219-235). Bolton, MA: Anker.

Mooney, K. M. & Walbourn, L. (2001). When college students reject food: Not just a matter of taste. *Appetite*, 36, 41-50.

Mooney, K. M. & Lorenz, E. (1997). The effects of food and gender on interpersonal perceptions. *Sex Roles*, 36, 639-653.

Mooney, K. M., DeTore, J. & Malloy, K.A. (1994). Perceptions of women related to food choice. *Sex Roles*, 31. 433-442.

Mooney, K.M., Cohn, E. & Swift, M. (1992). Physical distance and AIDS: Too close for comfort? *Journal of Applied Social Psychology*. 22, 1442-1452.

Warner, R. M. & Mooney, K.M. (1988). Individual differences in vocal activity rhythm: Fourier analysis of cyclicity in amount of talk. *Journal of Psycholinguistic Research*, 17, 99-111.

## INVITED CHAPTERS and BOOK REVIEWS

Mooney, K.M. (forthcoming). Working with a Faculty Development Committee. In

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K. Gillespie & D. Reimondo Robertson (Eds.), *A Guide to Faculty Development: Practical Advice, Examples, and Resources*. Jossey-Bass.

Smith, S. & Mooney, K.M. (2006). The St. Lawrence University Center for Teaching and Learning. In D. Oblinger (Ed.), *Learning Spaces: An EDUCAUSE e-Book* (pp. 34.1-34.6). <http://www.educause.edu/learningspaces>.

Mooney, K.M. (2005, Summer). Review of John Zubizarreta's *The Learning Portfolio: Reflective Practice for Improving Student Learning*. *The Department Chair*, 16, 28-30. Bolton, MA: Anker.

## **MANUSCRIPTS and PROJECTS IN PROGRESS**

The intersection of faculty development and assessment at liberal arts colleges.

The interpersonal effects of violating food selection norms in a social context.

## **RESEARCH IN PROGRESS**

The role of faculty development programs at liberal arts institutions.

The application of the minimal eating norm and the matching norm to perceptions of others.

The influence of social context and food choice on interpersonal perceptions.

## **CONFERENCE PRESENTATIONS**

Timko, A., Mooney, K. & Juarascio, A. (November, 2007). Change in eating behaviors, attitudes, body image, and BMI during the first year of college. Presented at the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Reder, M., Mooney, K., Kuerbis, P. & Holmgren, R. (March, 2007). Proven strategies for engaging faculty in general education assessment. Presentation at the Association of American Colleges and University's (AAC&U) Network for Academic Renewal, Miami, FL.

Smith, S. & Mooney, K. (January, 2007). Building community among faculty: best online practices. Poster presented at the EDUCAUSE Learning Initiative (ELI) Annual Meeting, Atlanta, GA.

Mooney, K., Smith, S. & Fordham, T. (October, 2006). Enhancing faculty community through a "Best Practices" web site. Presentation at the Professional and Organizational Development Network in Higher Education Annual Conference, Portland, OR.

Reder, M., Mooney, K. & Kuerbis, P. (October, 2006). Starting and building faculty development at small colleges: Pursuing, achieving, and sustaining excellence. Presentation at the Professional and Organizational Development Network in Higher Education Annual Conference, Portland, OR.

Mooney, K., Reder, M. & Holmgren, R. (October, 2005). Starting and building faculty development programs at small colleges: Exploring the possibilities. Presentation at the Professional and Organizational Development Network in Higher Education Annual Conference, Milwaukee, WI.

Mooney, K. (Chair), O'Dell, C., Nutt Williams, E., Robledo-Johnston, I. & Chrisler, J. (August, 2005). The professional lives of feminist psychologists at small colleges. Roundtable at the American Psychological Association National Convention, Washington, D.C.

Mooney, K., Reder, M. & Holmgren, R. (January, 2005). Transforming teaching cultures: The need for teaching and learning programs at liberal arts colleges. Presentation at the Association of American Colleges & Universities Annual Meeting, San Francisco, CA.

Reder, M. & Mooney, K. (November, 2004). Starting faculty development programs at small colleges. Roundtable at the Professional and Organizational Development Network in Higher Education Annual Conference, Montreal, Quebec, Canada.

Fordham, T., Lehr, V. & Mooney, K. (March, 2003). Speaking to learn: An exploration of dialogue-centered pedagogy. Presentation at the American Association for Higher Education National Conference, Washington, D.C.

Mooney, K. & Shodt, D. (October, 2002). Projecting the dreamscape of small college teaching and learning. Roundtable at the Professional and Organizational Development Network in Higher Education Annual Conference, Atlanta, GA.

Mooney, K. & Amico, T. (June, 2000). Food Scrutiny: We are all watching what you eat. Poster presented at the American Psychological Society National Convention, Miami Beach, FL.

Mooney, K. & Walbourn, L. (June, 1999). Food rejection among college students: Not just a matter of taste. Poster presented at the American Psychological Society National Convention, Denver, CO.

Mooney, K. & Bradley, J. (August, 1996). The effects of speech task topic on cardiovascular reactivity. Poster presented at the American Psychological Association National Convention, Toronto, Ontario, Canada.

Mooney, K. (January, 1996). An annotated social psychology laboratory syllabus. Poster presented at the 18th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.

Mooney, K., DeTore, J. & Malloy, K. (April, 1994). Person perception based on the nutritional content of a target's diet. Poster presented at the Eastern Psychological Association Annual Meeting, Providence, RI.

Mooney, K. (January, 1994). Social psychology experimental design exercise. Poster presented at the 16th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.

Mooney, K. & Flegal, C. (August, 1993). Gender relevance of laboratory stressors on cardiovascular reactivity in women. Poster presented at the American Psychological Association National Convention, Toronto, Ontario, Canada.

Mooney, K. & Finley, S. (April, 1992). Blood glucose control in diabetic males. Poster presented at the Eastern Psychological Association Annual Meeting, Boston, MA.

Williams, K., Mooney, K. & Wallace, J. (April, 1991). Predicting problem drinking in a college population. Poster presented at the Eastern Psychological Association Annual Meeting, New York, NY.

Mooney, K., Cohn, E. & Swift, M. (March, 1990). Physical distance: A behavioral measure of AIDS attitudes. Poster presented at the Eastern Psychological Association Annual Meeting, Philadelphia, PA.

Mooney, K., Golden, N., & Cohn, E. (April, 1988). The attitudes of low-risk individuals toward AIDS: Some predictors. Presentation at the Eastern Psychological Association Annual Meeting, Buffalo, NY.

Mooney, K. (August, 1987). William James's social awareness in relation to the fighting instinct. Presentation at the American Psychological Association National Convention, New York, NY.

## **CONFERENCES and INVITED WORKSHOPS**

With Cohen, M., Frederick, P., Warren, L. & Wulff, D. (October, 2006). How's it going in faculty development? Pre-conference workshop presented at the Professional and Organizational Development Network in Higher Education Annual Conference, Portland, OR.

With Cohen, M., Frederick, P., Ouellet, M. & Warren, L. (October, 2005). How's it going in faculty development? Pre-conference workshop presented at the Professional and Organizational Development Network in Higher Education Annual Conference, Milwaukee, WI.

With Fordham, T. & Lehr, V. (May 23-35, 2005). The Oral Communication Faculty Development Institute. Connecticut College Faculty Development Institute, New London, CT.

With Fordham, T., Lehr, V. & Regosin, E. (October, 2003). Speaking to learn: A vision for dialogue-centered faculty development. Workshop presented at the Professional and Organizational Development Network in Higher Education Annual Conference, Denver, CO.

## **AD HOC REVIEWER**

*Appetite*  
*Journal of Applied Social Psychology*  
*Psychological Bulletin*  
*Sex Roles*

## **PROFESSIONAL MEETINGS ORGANIZED**

*May Faculty College at St Lawrence University:* Served as chair of the planning committee and primary administrator for these campus-wide faculty development and strategic planning events.

- *May Faculty College: Contributions from Faculty and Staff* (May 22-24, 2007)
- *Assessment for Innovation and Transformation* (May 22-24, 2006)
- *Cultivating Intentionality in Student Learning* (May 16-23, 2005)

*Integrating Teaching and Learning Support: Implications for Liberal Arts Colleges,* at Colorado College, (April 27-29, 2005). With colleagues from Allegheny College, Colorado College, and Connecticut College, organized and facilitated this two-day meeting that hosted teams from the following liberal arts colleges: Allegheny, Bates, Colorado, Connecticut, DePauw University, Middlebury, St. Lawrence University, and Vassar.

*Associated Colleges of the St. Lawrence Valley Annual Teaching Effectiveness Conference* (1998-present). Member of steering committee that plans and administers an annual conference held each fall at one of four participating consortium campuses. On average, 100 faculty members attend this annual event.

## **PROFESSIONAL AFFILIATIONS**

The Professional and Organizational Development Network in Higher Education

- Founding Member of the Small College Committee
- Conference Coordinator for Small College Sessions 2004-2006

Association of American Colleges and Universities

American Psychological Association

- Executive Committee, Division 35, Society for Women in Psychology
- Co-Chair, Division 35 Task Force on Feminist Psychologists

## **ST. LAWRENCE UNIVERSITY SERVICE**

### **Select History of Administrative Committee Membership (1998-present)**

Academic Petitions Committee

Assessment Committee (chair)

Corporations and Foundations Prospect Strategy Committee

Education Technology Committee

Faculty Development and Teaching Committee

Scholarships, Fellowships, and Grants (University Fellows subcommittee)

### **Select History of Faculty Committee Membership**

Professional Standards Committee (elected), 1997-1998

First Year Program Curriculum Review, 1994-1996

Faculty Council (elected), 1993-1995

Faculty Life, 1992-1995

Institutional Review Board, 1989-1993

## **TEACHING HISTORY AT ST. LAWRENCE UNIVERSITY**

### **Courses Taught**

Introductory Psychology

Social Psychology with laboratory

Health Psychology

Psychology of Sex Roles

Comprehensive Overview of Psychology

SLU First Year Program: Individual and Social Wellness

Supervision of Senior Honors Projects (10)

Supervision of Independent Study/Research Projects (14)

## **HONORS AND AWARDS**

Selected to participate in study on problem-solving strategies of distinguished professors which resulted in the book *Successful College Teaching* (Baiocco & DeWaters, 1998)  
Omicron Delta Kappa Leadership Honorary, SLU, Inducted 1997  
Owen D. Young Outstanding Faculty Member Award, SLU, 1993

## **VOLUNTEER ACTIVITIES**

Member of the Board of Trustees, Franklin Pierce University, Rindge, NH, 2002-present

- Chair, Academic Affairs Committee

# ST. LAWRENCE UNIVERSITY

*Canton, New York 13617*

March 31, 2008

Donna Heiland, Ph.D.  
Vice President  
The Teagle Foundation  
10 Rockefeller Plaza, Room 920  
New York, NY 10020-1903

Dear Dr. Heiland:

St. Lawrence University is pleased and honored to be invited to submit a full proposal to the Teagle Foundation for consideration for a Teagle Award for Systematic Improvements in Student Learning. As you and I discussed in our phone conversation several months ago, we are at a pivotal stage in our assessment process and a Teagle Foundation grant at this juncture could provide tremendous leverage to move us forward in a powerful and meaningful way. No doubt, one of the greatest challenges that liberal arts colleges face when embarking on institution-wide assessment is confronting and moving beyond faculty resistance. We began assessment at the institutional level in earnest several years ago and through the skilled leadership of Kim Mooney, Special Assistant to the President for Assessment, and Christine Zimmerman, Director of Institutional Research, we have made tremendous strides in moving a growing number of faculty to a strategic point of readiness to take on more in-depth assessment work. Specifically, Kim's work has led to the articulation and beginning stages of assessment of departmental learning goals. Christine's office conducts institutional assessment that faculty have begun to understand as important for the assessment of student learning outcomes as well as being useful on a practical level as they plan their courses. This progress leads me to believe that St. Lawrence can play an important leadership role for liberal arts colleges in this area.

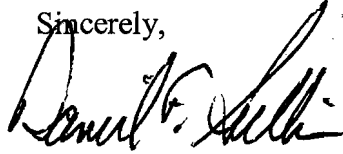
As we now turn our attention to assessing our general education outcomes, a Teagle Foundation grant will aid us in critical ways. First, it will bring the work of Kim and Christine together in relation to a well-defined project that will be most helpful to us as we institutionalize the assessment of student academic learning. Second, as an institution, we are deeply committed to fostering critical thinking and, with this project, we will seek to bring this focus to students as they learn to think about their identities and diversity.

At this time, on behalf of St. Lawrence University, I request a Teagle Foundation grant award of \$150,000 to be spent over the next four academic years. As cost-share, we will be investing significant faculty and staff time as in-kind support, including up to 6 weeks of staff time from our Institutional Research Office each year, as well as contributing a minimum of \$30,000 in direct cash support of the project, although the actual cash cost-share figure over the four years is likely to be considerably higher.

Donna Heiland, Ph.D.  
March 31, 2008  
Page 2

Please accept this letter as indication of my full endorsement of this proposal and the full institutional support for this project. Thank you again for this unique opportunity and for your consideration of our request.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel F. Sullivan". The signature is written in a cursive style with a large initial "D".

Daniel F. Sullivan  
President

DFS/kjt

# ST. LAWRENCE UNIVERSITY

23 Romoda Drive, Canton, New York 13617

March 31, 2008

Donna Heiland, Ph.D.  
Vice President  
The Teagle Foundation  
10 Rockefeller Plaza, Room 920  
New York, NY 10020-1903

Dear Dr. Heiland:

I write in support of the St. Lawrence University proposal for a Teagle Award for Systematic Improvements in Student Learning. I have been part of conversations about this application since before we submitted the pre-proposal. As we have discussed, the project, goals, and strategies that we will use have become clearer to all of us. The result is a proposal that builds on many of the strengths that St. Lawrence has developed over the past twenty years in order to move us forward with the assessment of general education. The latter is necessary for us, and I believe that this grant can provide us with the boost that we need to move in this direction.

We have a faculty culture that regularly has built upon reading groups/learning communities in order to move forward with initiatives that have enhanced general education. I can point to a number of examples: the work that led to creation of the First-Year Program and that now is providing a mechanism by which faculty can continue to discuss learning goals and pedagogy, to reading groups/ learning communities that enhanced international education by developing Cultural Encounters and, ultimately global studies, to a project that enhanced Asian Studies. By using a model that has successfully fostered collaboration across disciplines, we will be able to adapt a highly successful model to a new project. Not only will this help us to move forward with assessing diversity, it will enable the faculty to see the ways by which familiar practices can allow us to build a general education assessment and development model in which assessment data can lead to reflection and revision in an ongoing way. As the proposal indicates, this is very much in line with one of my primary goals during my term as Dean.

The grant also indicates, and I want to reiterate, that this proposal has been written by well-respected members of the faculty and staff who are in positions where they can, and do, have a major influence on how we move our general education program forward. Dr. Kim Mooney will provide primary leadership, a job for which her overall leadership with our Middle States Self-Assessment, with institutionalizing a University Assessment Plan, and with developing and directing our Center for Teaching and Learning will serve her well. In addition to Dr. Mooney, both Drs. Kirk Fuoss and Eve Stoddard have significant leadership experience on campus. Eve has been very involved in national initiatives related to diversity education, most notably with the Association of American Colleges & Universities (AAC&U), for a number of years. The various presentations

Vice President of the University and Dean of Academic Affairs

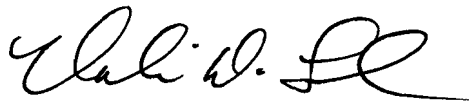
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that members of the steering committee have done at AAC&U and the Professional and Organizational Development Network in Higher Education (POD), as well as publications in *Liberal Education with AAC&U*, *Learning Spaces: An EDUCAUSE e-Book*, and *To Improve the Academy*, and Dr. Stoddard's AAC&U monograph *Globalizing Knowledge: Connecting International and Intercultural Studies* (1999) indicate that we have been highly successful with disseminating what we have learned from various projects in the past. I fully expect that this will continue with this grant.

Finally, I want to close by assuring you that I intend to stay involved with this project. I am very interested in the work that we propose, and I see it as integral to realizing my goals. On behalf of the Division of Academic Affairs at St. Lawrence University, I am happy to offer this letter of support and commitment for our proposal to develop and implement a systematic process to assess and demonstrate student engagement and learning gains, beginning with a close examination of our diversity requirement. Thank you and the Teagle Foundation for making this opportunity possible and for your consideration of our proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Valerie D. Lehr". The signature is fluid and cursive, with a long horizontal flourish at the end.

Valerie D. Lehr  
Vice President and Dean of Academic Affairs

**St. Lawrence University**  
**Proposal to the Teagle Foundation: Project Budget**

Annual Activity	Project Years	Project Item	Information/Detail/Notes	Cost Per Item	No.	Annual Subtotal	No. Years	Total
<b>Summer: July - August; June</b>	1,2,3	Summer stipends for nonadministrative steering committee members	For project steering committee (Year 1: transcript and syllabus analysis, project planning; Years 2 & 3: report preparation, review assessment findings, plan faculty development sessions)	\$1,000	4	\$4,000	3	\$12,000
	1	Faculty/Staff Travel	Steering committee member assessment conference or workshop attendance	\$2,000	1	\$2,000	1	\$2,000
	2,3	Faculty/Staff Travel	Steering committee member assessment conference or workshop attendance	\$2,000	1	\$2,000	2	\$4,000
	1	Research/Reference Materials	For project steering committee: Books, handouts, subscription: Journal of Diversity in Higher Ed.	\$600	1	\$600	1	\$600
<b>August conference</b>	1	Consultant	For Project Launch: 1 day for August faculty conference; 1 day to work with steering committee: honorarium @ \$2,000 + \$1,000 travel	\$3,000	1	\$3,000	1	\$3,000
	1	Faculty stipends	For participation in one-day August conference	\$250	30	\$7,500	1	\$7,500
	1	Meeting materials	Handouts, books, etc.	\$50	30	\$1,500	1	\$1,500
	1	Meeting meals and refreshments	For two-days (conference + steering committee work)	\$800	1	\$800	1	\$800
<b>Fall Semester</b>	1	Meeting materials	For follow-up faculty sessions and/or project team and steering committee meetings	\$75	20	\$1,500	1	\$1,500
	1,2,3	Meeting meals and refreshments	For follow-up faculty sessions and/or project team and steering committee meetings	\$500	1	\$500	3	\$1,500
	1	Faculty/Staff Travel	Project Steering Committee members attend conference(s) [e.g., AAC&U Diversity, Learning, and Inclusive Excellence]	\$2,000	4	\$8,000	1	\$8,000
	2	Faculty/Staff Travel	Project Steering Committee members attend conference(s) [e.g., AAC&U Diversity, Learning, and Inclusive Excellence]	\$2,000	3	\$6,000	1	\$6,000
	3, 4	Faculty/Staff Travel: Dissemination	Project Steering Committee members present at conference(s) [e.g., AAC&U Diversity, Learning, and Inclusive Excellence]	\$2,000	2	\$4,000	2	\$8,000
	1, 2	Faculty stipends	For steering committee members developing January Conference	\$500	3	\$1,500	2	\$3,000
	1	Faculty stipends	For faculty who teach diversity courses: follow-up faculty development sessions	\$250	20	\$5,000	1	\$5,000
	1, 2	Consultant	For multi-day faculty development workshop: honorarium @ \$2,000 + \$1,000 travel	\$3,000	1	\$3,000	2	\$6,000

Key = Shaded areas indicate Institutional Cost-share

**St. Lawrence University  
Proposal to the Teagle Foundation: Project Budget**

Annual Activity	Project Years	Project Item	Information/Detail/Notes	Cost Per Item	No.	Annual Subtotal	No. Years	Total
January Conference	1, 2	Faculty stipends	For participation in multi-day conference, follow-up meetings during semester, and curriculum development to revise course	\$2,000	15	\$30,000	2	\$60,000
	1, 2	Meeting materials	For two-day faculty development workshop	\$50	20	\$1,000	2	\$2,000
	1, 2	Meeting meals and refreshments	For two-day faculty development workshop	\$600	1	\$600	2	\$1,200
	1, 2	SLU facilitators		\$500	3	\$1,500	2	\$3,000
Spring Semester	1,2	Meeting materials	For follow-up faculty sessions and/or project team and steering committee meetings	\$500	1	\$500	2	\$1,000
	1,2,3	Meeting meals	For follow-up faculty sessions and/or project team and steering committee meetings	\$800	1	\$800	3	\$2,400
	1	Faculty/Staff Travel	Project steering committee members attend assessment conference(s)	\$2,000	4	\$8,000	1	\$8,000
	2	Faculty/Staff Travel	Project steering committee members attend assessment conference(s)	\$2,000	3	\$6,000	1	\$6,000
	3, 4	Faculty/Staff Travel: Dissemination	Project steering committee members present at assessment conference(s)	\$2,000	2	\$4,000	2	\$8,000
May College	2	Consultant	General Education Assessment Consultant will be featured speaker at May College in Year 2	\$3,000	1	\$3,000	1	\$3,000
	1,2,3,4	Project Sessions	Sessions on Teagle Grant Project will be offered during May College during all 4 years	NA				
Assessment	1,2,3,4	Proprietary Instrument for Direct Assessment	Potential survey instruments include: CAAP; DIT; Miville-Guzman; Cal. Critical Thinking Test; CLA	NA				\$15,800
	1,2,3,4	Institutional Assessment - student data via admin. of national surveys	CIRP @\$1,900 all years; HEDS/Yr 1 @\$1,200; CSS/Yr 2 @ \$2,000; NSSE/Yr 3@ \$3,700	NA				\$14,500
	4	In-depth Institutional Assessment Measures (Direct Quantitative)	Administration of HEDS senior survey - with customized questions, specific to project	\$1,200	1	\$1,200	1	\$1,200
	3, 4	Indirect Qualitative Assessment Measures	Student Interviews and focus groups	\$5,000	1	\$5,000	1	\$5,000
	1,2,3,4	Project Assessment - In-kind	6 weeks of Institutional Research staff/assessment support (e.g., development of pre-/post-test for diversity courses; data analysis; assistance with focus groups)	NA				\$29,600

**Project Total: \$231,100**  
**St. Lawrence University Cost-Share: \$81,100**  
**Teagle Foundation Request: \$150,000**

Key = Shaded areas indicate Institutional Cost-share