ChangeMaker Mindset Implementation Task Force
Yearend Report – May 2021

Membership:
 Chair(s): Keith Holland
 Members: Daniel Beers, Sarah Brooks, Terry Fernsler, Steven Harper, John Hathcoat, Patrice Ludwig, Aaron Noland, Ben Selznick, Wren Stevens, Jonathan Stewart, April Temple

Charge: In Spring 2019, the Innovation Mindset Task Force was convened to consider how to integrate elements of the innovation mindset throughout the JMU curricula. The resulting report, delivered in May 2020, notes that although faculty and students already engage in pedagogy and other activities that develop this mindset, these activities are not always acknowledged as such. The report recommendations intend to connect and strengthen work already occurring across the curriculum to foster a distinctive JMU ChangeMaker brand that sets our graduates apart in the 21st century.

Building upon these recommendations, the ChangeMaker Mindset Implementation Task Force is charged with pursuing the three tracks of Building Infrastructure, Supporting Existing ChangeMakers and Long-term Programmatic Integration to incorporate and sustain the innovation mindset learning objectives across the JMU student experience.

Summary of Current Semester Activity:
- The ChangeMaker Mindset Implementation Task Force membership recommendations were solicited from the Academic Council during the Fall 2020 semester. Invitations for and appointments to the task force were established on November 9, 2020.
- The task force convened the kick-off meeting on January 11, 2021. Regular monthly meetings have been convened through WebEx with asynchronous activities and communications occurring through Microsoft Teams.
- Throughout this semester, the ChangeMaker Mindset Implementation Task Force has:
  - Reviewed the recommendations of the Spring 2019 Innovation Mindset Task Force report.
  - Discussed task force outcomes and the relationship of the ChangeMaker Mindset initiative to Academic Affairs, Student Affairs, and the University's strategic plan with Provost Coltman, resulting in the inclusion of ChangeMaker Mindset principles within the Quality Enhancement Plan (QEP) development process.
  - Crafted and deployed a survey to Academic Affairs and Student Affairs leaders to identify exemplars of curricular and co-curricular programming that reflects the ChangeMaker Mindset learning objectives.
    - Survey participation and response rate was lower than expected, likely due to timing of the deployment and the additional information request burden among other pandemic induced responsibilities.
    - Although the small sample is not fully representative of the entire institutional community, the task force was encouraged to see a semblance of cohesion among the types of courses and programs that were identified as being associated with the ChangeMaker Mindset objectives.

Opportunities included emphasis on community engagement, active learning, and prosocial leadership.

- Qualitative feedback provided a clear indication that ChangeMaker affiliated experiences are well received by students, faculty, and the community.
- Feedback emphasized that such programming can be demanding of faculty time and departmental resources. Understanding the specific mechanisms and strategic resources that could be deployed to overcome such challenges in service of change will be incorporated into the task force work for the coming year.

    o Developed a draft Theory of Change approach to guide implementation of the ChangeMaker Mindset initiative.

    o Developed a proposal to participate in the AAC&U 2021 Summer Institute on Integrative Learning and Signature Work (IILSW). This proposal was accepted and a subset of the ChangeMaker Mindset Implementation Task-Force (Patrice Ludwig, Ben Selznick, Keith Holland, Jonathan Stewart, Aaron Noland, and Sarah Brooks) will attend the virtual institute on July 20-23, 2021. The goal of the institute participation will be to draft a strategy for scaling and communicating ChangeMaker Mindset initiative goals.

- The task force members understand and remain committed to the idea that ChangeMaker, if it is to take hold as a signature aspect of the JMU experience, must be a distinctive and cohesive concept. We have begun work in this regard to refine the existing definition offered by the predecessor taskforce as well as consider definitional issues (e.g., over-emphasis on entrepreneurship) when interpreting our survey results and their implications for action. Overall, we see ChangeMaker as both existing and emerging within existing JMU programming and we hope to build on refining this distinctiveness as we engage the AAC&U workshop, further consider survey findings, and more comprehensively identify and meaningfully bring stakeholders together.

Future Work Planned:
- Attend the AAC&U 2021 Institute on Integrative Learning and Signature Work (IILSW), July 20-23 and draft a strategy for communication implementation of the ChangeMaker Mindset.
- Consult with the Center for Faculty Innovation (CFI) to implement programming and focus groups in Fall 2021 related to the ChangeMaker Mindset implementation throughout campus. Consider 2-3 pilot projects to highlight and enhance exemplars.
- Consider and make recommendations for long-term programmatic integration of the four ChangeMaker Mindset learning objectives.
- Conduct a scan of higher education to identify practices associated with the ChangeMaker related initiative. Compile resources to assist with defining, explaining, and implementing ChangeMaker aligned programming.
- Plan for and implement stakeholder engagement strategies to refine faculty, administrator, student, parent, and community understanding of the ChangeMaker Mindset.

- Develop a marketing plan to explain the ChangeMaker objectives, highlight exemplars, and demonstrate outcomes in AY21-22.

Appendices
Attach any additional documents as necessary to illustrate accomplishments, plans, or work in progress. If appendices are used, begin with a List of Appendices to enumerate the attachments.

1. ChangeMaker Mindset Survey Results
2. AAC&U Institute on Integrative Learning and Signature Work Application

JMU The Center for Assessment and Research Studies
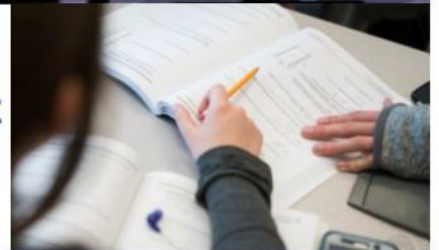
CHANGEMAKER PARTICIPATION SURVEY

Spring 2021

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Overview

In Spring 2019, the Innovation Mindset Task Force was convened to consider how to integrate elements of the innovation mindset throughout the JMU curricula. The resulting report, delivered in May 2020, notes that although faculty and students already engage in pedagogy and other activities that develop this mindset, these activities are not always acknowledged as such. The report recommendations include connecting and strengthening work already occurring across the curriculum to foster a distinctive JMU ChangeMaker brand that sets our graduates apart in the 21st century.

Building upon these recommendations, the ChangeMaker Mindset Implementation Task Force, convened in Spring 2021, sought to identify existing exemplars of curricular and co-curricular programming across campus that reflects ChangeMaker Mindset learning objectives. An online survey was deployed to Academic Affairs and Student Affairs leaders in March 2021 to identify ChangeMaker activities as well as perceived rewards and challenges. The following survey results will help inform next steps of the task force's work to build infrastructure, support existing ChangeMakers, and integrate programmatic change to incorporate and sustain the innovation mindset learning objectives across the JMU student experience.

Sample

A total of 39 individuals responded to the survey. Below is a frequency table depicting the distribution of survey participants across the university.

University Affiliation	Frequency	Percent
College of Arts and Letters	10	26.3
College of Business	2	5.3
College of Education	1	2.6
College of Health and Behavioral Studies	6	15.8
College of Integrated Science and Engineering	3	7.9
Honors College	2	5.3
Libraries	3	7.9
Student Affairs	7	18.4
University Programs	1	2.6
Other	3	7.9

As can be seen from the table above, representation was obtained from most areas of JMU. The majority of survey participants were affiliated with the College of Arts and Letters (26.3%), followed by Student Affairs (18.4%) and the College of Health and Behavioral Studies (15.8%).

Thirty-five of the participants also answered a question about whether any programs/activities/modules/courses in their unit provided students with an opportunity to develop a ChangeMaker mindset. Of these participants, 29 (82.9%) indicated that students were provided with such an opportunity. Three participants (8.6%) responded that such opportunities were not provided and 3 participants (8.6%) indicated they did not know if such opportunities were provided.

The ChangeMaker Participation Survey

The ChangeMaker Participation Survey was developed by the taskforce to identify existing programs/activities/courses on campus that provided students with an opportunity develop a ChangeMaker mindset. More specifically, the taskforce aimed to identify exemplar programs/activities/courses on campus. The survey took approximately 5-10 minutes to complete.

Prior to answering questions about exemplary programs, each participant was provided a brief description of the ChangeMaker mindset:

> *A ChangeMaker enacts positive transformations in their organizations and communities using a mindset guided by principles of ethical reasoning and social responsibility. We are interested in learning more about the programs activities/modules/courses in your unit that provide students with an opportunity to develop the knowledge, skills, and resources needed to become positive ChangeMakers.*

After reading this description, each participant was also asked to read the student learning outcomes that are characteristic of a ChangeMaker mindset.

Opportunity Identification – Students will experience/practice identifying areas for positive change.

Responsive to Feedback – Students will generate and implement solutions as they adapt to emerging challenges, needs, and demands.

Team and Resources – Students will be able to strategically assemble diverse teams and resources to implement solutions.

Empathy and Values – Students will integrate ethical reasoning throughout their change-making efforts.

Each participant was then asked to provide up to five exemplars fitting this description. This was followed by questions about the strength of such programs and the challenges of their implementation.

Results

Description of ChangeMaker Exemplars

Role	Department	Exemplars	Description	Students Reached
Academic Unit Head and Professor	**ENGLISH**	Research Internships	Research experience with professors	20
		Some classes	ICI/Xlabs/archive classes that offer handouts experience in creation and dissemination of work	100
		Literary Journals	Development and publication of journal	20
		UG Conferences	Honor society hosts annual conference	20
		Speaker series	Creative writing and other faculty sponsor speakers whose work fits	150
Director of Student Engagement	**Honors College**	HON 200 - Poor Mothers: Welfare, Love, Labor & Inequality	This course critically examines U.S. social welfare policies and their disproportionate and punitive effects on low-income women.*	24
		HON 300 - Gender Issues in Science	An interdisciplinary course that looks at the scientific process, science practitioners, and science	20

			students through the lens of gender analysis.	
		Debate Across the Curriculum - Colonial Academic Alliance Debate for Civic Learning - CAA G	The Colonial Academic Alliance (CAA) awarded seven CAA institutions, led by James Madison University, a two-year $44,500 innovation/collaboration grant to design, implement, and assess the use of debate-based pedagogy on student civic learning skills.	Unsure
Academic Unit Head	**CSD**	CSD 470 or 471	Clinical Methods in SLP or AUD	100
		CSD 499 (Honors)	Various projects	15
Interim Dean of Students	**Dean of Students**	Rebound	Pairing students with a mentor to normalize setbacks and failures and guide towards a plan to meet positive goals.	25?
Academic Unit Head	**History**	Reacting to the Past	Students engage in role play fostering understanding, empathy, critical thinking skills and team building.	60
		Digital/Exhibit Projects	Students work on public history and digital history projects which address current issues. Recently these have included such issues as 'naming', racial relations in the local community, public memory and heritage tourism, etc. These promote collaboration and team work	60
		Archival/Library Practica	Students work in the local community and in the library to preserve, digitize, and assess collections which play a role in shaping public memory and making history accessible to the public and other researches. This includes working not only with staff and archivists, but also court officers, corporate sponsors, and public and government institutions	10
Executive Director, James Madison Center for	**James Madison Center for Civic Engagement**	Tent Talks	Students engage in impromptu dialogues on pressing public issues with trained student facilitators. Students are challenged to	Tents are placed on the Quad and invite students to

Civic Engagement			think about how they can engage the democratic process to address issues they care about most. They also have an opportunity to register to vote at each Tent Talk, in order to link concerns about issues to the electoral process.	engage as they are going about their day. It is difficult to know exactly how many students participate, given the purposefully designed quick, unplanned interventions. The highly-visible program is open to all JMU students
		Traveling Town Halls	Candidates for elected office visit common areas in residents halls to discuss their platforms and take questions from students. Voter registration opportunities accompany the visits..	Several hundred students participate in Traveling Town Halls every academic year
		Debate Watch Parties	JMU students gather to watch political debates and engage in dialogue with each other following the programs.	Several hundred students from majors across campus participate each year
		Civic learning integration in academic courses	Faculty from across the institution collaborate with the James Madison Center for Civic Engagement to integrate civic learning opportunities in their courses	Thousands of JMU students take courses with a civic learning component
Staff Psychologist & Outreach Coordinator	**Counseling Center**	PSYCH 402	Undergraduate level internship whereby psychology majors and/or students minoring in psychology learn more about the JMU CC system as well as learn how to provide peer to peer outreach programming on different MH Topics. Included in the course is an overview of basic counseling skills, how to determine whether you want to go to graduate school or not, and the importance of developing cultural competence/humility as	24

			someone who wants to enter the MH field.	
		LPC Program/PSYC 695	The LPC Program includes practicum students (2-6/year), externs (1-2/year), and residents (4/year). The developmental model of the programs allows for increasing involvement in the provision of clinical services, including crisis services, and outreach programs at the Counseling Center. The practicum section (PSYC 695) of the program includes an on-site classroom component which provides additional instruction on counseling theory, techniques, risk assessment, ethical considerations and multicultural competence. Each individual in the program is assigned a caseload and/or shifts in the intake and crisis tier system that is appropriate to their level of training. Clinical and administrative supervision is provided to support the continued development and refinement of clinical skills.	2-6 (practicum), 1-2 (externs), 4 (residents)
		Doctoral Internship	A yearlong doctoral level internship where the clinicians-in-training have the opportunity to provide a variety of clinical services to JMU students, along with consultation services to the greater JMU community. They also are able to complete a specialization track, learn how to provide outreach programming to the greater JMU community, and complete series of different seminars that range from specific MH topics, diversity issues, outreach programming at UCCs, and professional development topics.	2
		PSYCH 878	Doctoral level practicum experience where students have the opportunity to provide short term individual therapy and treatment programs to JMU students.	6

			They will also learn how to apply theoretical orientation to clinical work and provide each other with peer supervision.	
		GAs/Field Placement	We also provide a variety of Graduate Assistantships (administrative and/or clinically oriented positions) and field placement positions (undergraduate level experience for a psychology student that is a semester long). The GA and field placement position's experience is dependent on the actual role and/or supervisor they get assigned to work closely with throughout the academic semester or year.	5-7 (GAs depending on funding), 0-2 (depending on interest and Center needs)
Interim AUH	**Engineering**	Engineering Ambassadors	Our Engineering Ambassadors (EA) strive to inspire elementary, middle, and high school students to develop techniques of incorporating the design process, innovation, and creativity into engineering and other STEM fields.	15
		University Innovation Fellows	The University Innovation Fellows (UIF) consists of a team of students that strives to assess James Madison University (JMU) for its strengths and weaknesses and then attempts to collaboratively make positive changes on campus.	10
		>adE Leadership Program	The Madison Engineering (MadE) Leadership Program, grounded in leadership theory and practice principles, has the goal of developing a community of learners that engender respect, foster excellence, promote collaboration, inspire generosity, and encourage life-long learning.	20
		WE Make WE Share	The goal of WE Make WE Share is to build a community of women at MADE for the purpose of empowerment and encouragement.	15
		Society of Women Engineers	SWE's mission is to empower women to achieve full potential in careers as	20

			engineers and leaders, expand the image of the engineering and technology professions as a positive force in improving the quality of life, and demonstrate the value of diversity and inclusion.	
Director, Office of Disability Services	**Office of Disability Services**	Internships	ODS serves as a site for Social Work and CSPA internship and practicum (respectively).	2-4
		Peer educators	Students employed as Peer educators in LSI have opportunities to think about change and self direction.	5-6
		Graduate Assistantships and other student employees	Students engaged in GA roles often help identify challenges and/or create programing to raise awareness of needed changes.	3-5
Academic Unit Head	**Kinesiology**	Morrison Bruce Center	Mission: To honor the legacies of Drs. Morrison and Bruce, we are dedicated to enhancing the well-being of girls and women through the promotion of an active and healthy lifestyle. This endeavor is achieved by engaging students and faculty in impact-driven scholarly pursuits and outreach programming. Vision: All women enjoy, lead, and promote active and healthy lifestyles.	50
		Empowerment 3 Center	Empowerment 3 is a center designed to provide a strong connection between education, research, and service for underserved youth and break down the barriers inhibiting their success and overall wellness, both as individuals and members of society. Its mission is to empower and equip underserved youth, their parents, college students (as future professionals) and community organizations to influence positive change in the immediate and future communities.	50
Associate Provost for Diversity	**History Dept/Access & Inclusion/Office of the Provost**	PIR	The JMU Professor-in-Residence program assigns JMU faculty at each of 13 partner VA Middle and High	The PIR impact on our partner schools of an

			Schools to work with counselors, teachers, and principals to foster underrepreseted pupils to consider and prepare for post secondary education. In addition to identifying and working with pupils on one-on-one basis, the PIR-school students made trips to JMU (with transportation provided by JMU Office of Admissions).	average of 1500 students per school dates back to 2004.
		MSLA	The Middle School Leadership Academy recruits and hosts up to 30 Middle School students from our partner schools for a week of campus stay at JMU. Students follow an academic and counseling protocol that prepares them to become motivated learners.	The program has been in place since 2007 and reaches up to 30 students per each summer period.
		Middle School Campus Visit	The Director of the Middle School campus visit program reports to the Executive Director for Faculty Access and Inclusion. The program director coordinates school visit requests from VA Middle Schools and conducts campus academic tours.	On the average, the program connects with about 3000 visitors per year.
		PFF	Preparing future faculty program is a JMU partnership with dissertation year graduates at Historic Black Colleges & Universities. Each year since 2004, in partnership with Howard University PFF Office at their Office of the provost, and with Morgan State University, our academic departments are host to up to 4 PFF dissertation-year fellows. The program provides opportunities for the fellows to complete the dissertation research and writing as they also teach a limited number of courses. The impact is one of diversification of the curriculum and of faculty.	The student population impacted on the average can be calculated as 17 years x average of 4 PFF fellows x an average JMU class size.
		Provost Faculty Diversity Curriculum Grants	The provost awards support faculty with funds to assess the diversity contents of existing and new courses. The intention here is holistic	One awardee reported to have impacted over 1500 students. This

			engagement of course contents and to improve classroom inclusivity.	is just one of the 62 faculty members to have benefited from the grants since 2016.
Director, Office of Student Accountability & Restorative Practices	**Office of Student Accountability & Restorative Practices**	Values in Action program	The Values in Action workshop is a workshop designed to encourage participants to explore their personal values, act with integrity, and practice ethical decision-making. Students are challenged to set personal goals for increased positive community engagement.	80
		Mentor Experience program	The Mentor Experience teams students with a trained faculty/staff member or graduate student for 8–15 weekly meetings The program goal is to increase student's sense of Psychological Well-being in terms of a greater degree of self-acceptance, a greater sense of autonomy, a greater sense of purpose, more/improved positive relationships, and an increased sense of environmental mastery. Students examine their values, develop a personal mission statement and set short and long term goals.	40
		Administrative Case Review	When the Accountability Process is initiated for an alleged violation of university policy, a student is notified via JMU email and provided instructions/information about their Administrative Case Review with OSARP. At the Administrative Case Review, a Case Administrator will review the student's rights in the Accountability Process, the information/documentation sent to OSARP, explore the student's perspective on the alleged incident, and ask additional questions to assess learning and the impact this behavior has had	19-20 academic year (1,008) 20-21 academic year (1,395)

			on other individuals and/or the JMU community. Case Administrator's use motivational interviewing techniques which are "designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion" (Miller & Rollnick, 2013, p. 29). A Case Administrator will determine, based on a preponderance of the evidence, if the student is responsible for violating policy and if so, what educational sanctions may be appropriate.	
		Restorative Practices	By using restorative justice practices, Restorative Practices hopes to encourage students to take active responsibility for their actions and work within the JMU community to repair and heal any harm created by misconduct. Restorative Practices creates a safe space for all involved parties to have their concerns heard and work with participants to help address concerns in the best possible way for them. This approach allows individual growth, while promoting community and empowering participants to repair the harm that has happened. Restorative Practices may also be used proactively to set expectations and a shared vision. Further, these facilitated conversations assist in gaining a better understanding of other's life experience and perspectives.	45
Interim Director of Student Life	**Student Life**	Leadership in Action	Provides students who are in formal leadership positions in student organizations a bi-weekly workshop and a bi-weekly one-on-one coaching experience to learn leadership skills, apply those leadership skills through	30

			specific goal setting expectations, and personal conversations with a coach about their progress, their experience, and future adjustments they would make for improvements.	
Academic Unit Head	**SCOM**	Institute for Constructive Advocacy and Dialogue	aids in facilitating dialogues involving large groups and often involving strongly held political beliefs	30
		Bluestone Communications	student-run public relations firm	40
		Debate Program	competitive debate team which also engages in public debates	20
Academic Unit Head	**Social Work**	Social Work curriculum with mission for advancing social change	9 competencies mapped to courses and practicum	200
		NonProfit Studies minor	Internship and supportive courses	50
		Social Entrepreneurship class (in development)	Interdisciplinary class addressing social change	25
		Grant writing course (applicable for SOWK, FAM and NPS students)	Funded by Learning by Giving Foundation	40
		REACH rural health and development project	Regional, state-funded project to build rural development ideas and support between the university and the community	very few now; working to expand
Academic Unit Head	**Health Professions**	Occupational Therapy	Professional ethics, OT as change agents, healthy literacy and inequities, policies, population-based services	72
Assistant Dean - Libraries	**Libraries**	Makerspace Programming	Encourages creativity, brainstorming, exploring, problem-solving and curiosity while providing access to cutting-edge technologies to design and create solutions. Programming topics include graphic design, electronics, podcasting, 3D design, video/audio production and support all four ChangeMaker mindset student learning outcomes.	Hundreds

		Civic Engagement Programming (C21)	Libraries programming provides students with the opportunity to prepare for and practice civic engagement rooted in ethical social responsibility by providing opportunities such as the C21 program, postcards to politicians, and supporting voter registration. The Citizen 21 (C21) program is designed to help students develop 21st century skills. The programming spans all elements of the ChangeMaker outcomes by focusing on new media and the use of technology, ethical and social responsibility, collaboration, publishing, fair use and copyright, among other areas of focus.	(Blank)
Academic Unit Head	**Management**	MGT 471: Entrepreneurship & Small Business Management	Problem Journal & Lean Start-up Workshop: students keep journals of problems they see during first half of semester. They then take the most promising ideas from their journals and use lean start-up principles to see if they have market potential.	
Academic Unit Head	**Soci Anth**	soci 318	sociology of immigration	20
		soci 328	digital inequality	20
		soci 341	sociology of education	30
		soci 371	sociology of the community	30

What are the positive/rewarding aspects of ChangeMaker programs?

Cohesiveness/Community—how behavior/actions impact others Development—allows students to grow and make changes Reduced recidivism—student learns and doesn't return to OSARP Ripple effect on other aspects of university Students understanding of their own needs/motivators Ambassador for expectations/standards with their peers in future
Connection to clinical practice and importance to providing patient care
Emphasize the relevance and important of history in today's world. Focus on translating research and team building skills to professional skills for the future.
Empowering students and engaging them in meaningful work; teaching valuable skills; helping them acquire creative and innovative thinking skills
I want my students to leave my class better equipped to deal with injustices and inequalities, whether in policy, the workplace, in public discourse, or in other arenas. Seeing students make connections and realize that they have agency to act is the most rewarding part of my job.
Programming activities create opportunities to interrogate assumptions of power and authority through the ethical lens, allowing students to consider underrepresented voices. Programming that focuses on creative problem-solving skills in non-curricular or co-curricular spaces can transfer to classroom activities or build student efficacy. Libraries instruction and programming help students participate in the knowledge creation and curation process from ideation to wrestling with who owns and has access to resources. Finally, a number of projects support or are oriented toward civic and community engagement including collaborations with the VA School for the Deaf and Blind.

Students apply didactic learning to solve real-world issues. Often these efforts supplement faculty research projects.
Students are able to get real-time feedback regarding their experience, recognize their successes, and better face their challenges as leaders of their organizations. They are supported in their efforts to bring about positive changes in their organizations and develop practical skills and experience in effective, evidence-based leadership practices. The Student Leadership Center staff are rewarded with the interaction experienced with student leaders, seeing their struggles and observing their successes. There is some degree of satisfaction as the program is implemented in receiving such immediate feedback about the efficacy of the program's implementation methods. Adjustments and changes can be made more quickly and more concisely to meet current program participant needs.
Students care deeply about the public issues facing their communities and our country; however, often feel helpless when thinking about how they can address the problems they care about most. This is especially true given the divisive, polarized and hyper-partisan state of our democracy. Our programming demystifies the political process and creates safe opportunities for students to explore political issues in an academic environment and builds capacity for students to be part of the solution to public issues. We find that faculty and students are eager to embrace civic learning as a way to strengthen democracy when collaborating with the James Madison Center for Civic Engagement
Students engaged in programming help the unit fulfill objectives for programming and raising awareness of a variety of disability, diversity, and access issues. Staff find it rewarding to help students grow toward their professional identities and all benefit from the shared work.
Students have the chance to engage in activities for which they receive formal classroom training, but take place outside of the traditional classroom. In these three activities, they are very much engaged with the local community, and have the chance to hear and appreciate perspectives beyond what they typically hear in the classroom.
Students report they are well-prepared to enter the job market with hands-on skills and articulated values and ethics to engage in social change
The positive/fulfilling/rewarding aspects of such programming is seeing students increase their self-awareness, confidence in their skills and the ways they can better impact or help the JMU community through their work (whether that be through providing outreach programming and/or clinical services). It is also fulfilling being able to take on mentoring roles for students in different areas of development (i.e., undergraduate to graduate level students).
These activities allow for engaging discussions. They put students in the position of making value judgments, grappling with difficult topics, forming opinions about real issues, recognizing the different perspectives of others, generating ideas and recognizing opportunities to make a difference with what they do in the future.
These programs are all central to JMU and State of VA diversity, equity and inclusion goals. They challenge our institution to be inclusive and to provide impactful learning practices in the realization of our core value.
These programs provide opportunities for student engagement outside of curricular programming. It allows faculty and students to overcome the limitations of the potentially rigid structure of coursework and explore possibilities based on voluntary engagements.
This programming aligns with the scholarly interests of the faculty and often the professional interests of the students

Note. All comments are listed in ascending alphabetical order.

What Challenges are Faced in Implementing such Programming?

All three of these groups have faced funding challenges, because their activities do not fall within the 'norm' of spending for a traditional classroom activity. We've also had to figure out how to encourage students to participate, and have do so in different ways with all three groups.
Can be unique to each student's interest - time intensive for faculty. May require financial support to implement/condusct.
Challenges in implementing such programming is the amount of time and resources required to provide high quality, fulfilling and meaningful training experiences while also providing high quality clinical services to the greater campus community.
Custom experiences and team activities require large commitments of time to create, test and improve, and conduct.
Encouraging people to be changemakers requires embracing complexity, and to encourage students to enter the fray knowing that the barriers will be challenging. Making a difference isn't an insurmountable task, but it certainly isn't easy. It is, however, always worth it.

Faculty and students alike have deep, legitimate concerns about the idea of participating in civic learning and engagement activities. These are outlined in a campus climate report the James Madison Center for Civic Engagement led several years ago that I would be glad to share with the task force. Students mentioned concerns about: not wanting to express that they hold a minority view or what is perceived as being a minority view, not wanting to express views they perceive as counter to the professor's opinion, fearing being attacked for their views, not wanting to offend other students at a time when they are forming a community of friends, and fearing that discussions will get out of hand. Faculty voiced concerns about: having the skills to successfully facilitate in-class discussions about political/societal issues, and a fear of reprisals from students and the university.
In the past year COVID challenges have been nearly insurmountable for many programs. For digital and 'lab' project, the lack of personnel with technical and adminstrative skills to support the lab has been a significant concern. We are working with the library currently, but that is reliant on the good will of libraries and ad hoc training for faculty, staff and students. It is not a long term or stable solution.
It is very time consuming to set up high quality community-based experiences and takes extraordinary commitment from faculty to go above and beyond in their teaching expectations with little financial reward. It is also takes investment from the departmental budget to support this type of community-engaged learning.
May include but not limited to funding to increase number of fellows in the PFF program as more academic departments begin to show interest in the PFF program; Challenges in recruiting faculty to participate in the PIR program because faculty engagement in the program also means a half load reduction in teaching at the academic department.
Money to fund internships and journals; resources and limited options for teaching courses in ICI, Xlabs and the likes, as well as limits on tech. A recent class where students created podcasts required access to one podcast studio on campus.
Not sure
Student interest is usually high but also very demanding of faculty time which is difficult to recognize/compensate outside of traditional service descriptions.
Techniques based on a students' desire to change—sometimes not far enough along in development Time/people/individual attention—lots of resources to make it happen well Emotional toll on facilitators of programs Perceptions of what OSARP may be like Access to actionable research to clearly demonstrate what activities are doable and will work
The department of health sciences has a student: faculty ratio of 44:1 while JMU has approximately 15:1. We have 1600+ majors, make substantial general education contributions, but only have 21-22 faculty.
The program is resource intensive. It requires a significant amount of personnel and added time to implement. It is also increasingly more difficult to maintain motivation and commitment among the student leaders who are participant to sustain the effort and work required to fully participate and experience the positive change and outcomes that are possible.
Time as the development of these experiences and assessment/feedback can be more time intensive and complex. Staffing, resources, and space limitations to scale programs and expand reach. The highly collaborative nature of building integrated programming into curriculum means partnering with faculty. Collaboration is time intensive and can be challenging. Exploring pathways to collaborate with new faculty can be difficult resulting in extensive work with existing networks and areas where little partnerships exist. We continue to work toward developing more rounded out understanding of what Librarians and Educational Technology staff bring in terms of expertise and experience.
Time, resources
Training up and supervising students takes intense time. They don't always initially see the value of some necessary training elements. However, typically, later, they see the application and relevance. Also, because we cannot mandate attendance at some events, it can be challenging to engage an audience.

Note. All comments are listed in ascending alphabetical order.

What percentage of program/courses/activities/ emphasize integrative learning?

Twenty survey participants responded to this question. The number of programs/courses/activities that emphasized integrative learning ranged from 15% to 100%. Eight of the 20 individuals responding to this question, indicated that 100% of programs/courses/activities emphasized integrative learning. On average, 74.5% (SD = 29.1) of programs/courses/activities/ were reported as emphasizing integrative learning.

Email list of participants willing to be contacted for future discussions

[redacted content]

Thank you for submitting your application for the 2021 Institute on Integrative Learning and Signature Work.

Applicants will be notified of their status on May, 17, 2021..

Your application details:

Received on: Tuesday, April 13, 2021 - 08:30

==Institution/Organization Information==
Institution Name: James Madison University
Which AAC&U Institutes has your institution attended before
(e.g., IGEA 2018, HIPS 2016, etc.)? : 2016 PKAL Summer Leadership
Institutes I and II 2017 PKAL Summer Leadership Institutes I
and II 2018 PKAL Summer Leadership
Carnegie Classification: Master's Colleges and Universities
Undergraduate Enrollment: 21,594
Masters Enrollment: 1,430
Doctoral Enrollment: 178
Affiliation: Public not for-profit
Other context related to student population (e.g., minority
serving institutions, community college):

==Team Leader's Personal Information==
Prefix (Dr., Ms., Mr., etc.): Dr.
First Name: Patrice
Middle Name or Initial: M
Last Name: Ludwig
Full Title (no abbreviations, please): Associate Professor
Discipline: Biology
Campus Address: 951 Carrier Dr.
Email: Ludwigpm@jmu.edu
Street Address: 951 Carrier Dr.
City: Harrisonburg
State : Virginia
Zip: 22807
Phone: 5405684132

==Additional Team Member Information==
==Second Team Member==
Prefix (Dr., Ms., Mr., etc.): Dr.
First Name: Benjamin
Middle Name or Initial: S
Last Name: Selznick
Full Title (no abbreviations, please): Assistant Professor
Institution: James Madison University
Discipline: Strategic Leadership Studies
Email: selznibs@jmu.edu

==Third Team Member==
Prefix (Dr., Ms., Mr., etc.): Dr.
First Name: Keith
Middle Name or Initial:
Last Name: Holland
Full Title (no abbreviations, please): Associate Professor
and
Associate Vice Provost, Office of Research and Scholarship
Institution: James Madison University

Discipline: Office of Research & Scholarship / Engineering
Email: hollansk@jmu.edu

==Fourth Team Member==
Prefix (Dr., Ms., Mr., etc.): Dr.
First Name: Jonathan
Middle Name or Initial:
Last Name: Stewart
Full Title (no abbreviations, please): Associate Director of
Finance, IT, and Assessment
Discipline: Student Affairs
Institution: James Madison University
Email: stewarjp@jmu.edu

==Fifth Team Member==
Prefix (Dr., Ms., Mr., etc.): Dr.
First Name: Aaron
Middle Name or Initial:
Last Name: Noland
Full Title (no abbreviations, please): Assistant Dean for
Strategy & Development, Assistant Professor
Discipline: Libraries / Communications
Institution: James Madison University
Email: nolandax@jmu.edu

==Additional Team Members==
Number of Additional Team Members:
Additional Team Members' Information:

==President's Authorization==
President's Full Name: Jonathan Alger
President's Email: algerjr@jmu.edu

==Short Answer==
==Context==
What led your institution to apply to the Institute? If your
institution has attended the Institute in the past, how does
the
work you want to accomplish this year relate to past
participation? (100 words): JMU is seeking, through a
cross-university task-force, to implement what we term a
ChangeMaker mindset across the student experience. As
envisioned:
"ChangeMakers enact positive transformation in their
organizations and communities…guided by principles of
ethical
reasoning and social responsibility". This mindset –
which
embraces problem/opportunity finding, perseverance, and
innovation – is best cultivated on our campus through
existing
and emergent learning opportunities that embrace integrative
learning. JMU aspires to make ChangeMaker a signature work
platform that not only develops students, but inspires a
thriving
learning community of faculty, professionals, and the public
to
enact equity-minded change.
Please summarize your institution's most recent efforts to
improve integrative learning and/or signature work including
which individuals/groups were involved. (100 words): As a
community of teacher-scholars committed to holistic student
development across all learning spaces (e.g., curricular,
co-curricular, informal) numerous integrative learning

opportunities have emerged at JMU. For example, JMU X-Labs has developed a unique set of transdisciplinary, problem-based courses focused on 'wicked problems' including improved uses of technologies (e.g., medical innovations), envisioning the future of learning, and addressing community needs (e.g., homelessness, food insecurity). Additionally, JMU successfully implemented a University-wide program focused on ethical reasoning in action; an approach to full-campus learning integration which centers on engaging key ethical domains (e.g., responsibility, empathy) across disciplines, identities, and lived experiences.

Which of the following best describes the stage of your current reform efforts related to integrative learning and signature work (Select one)? Initial implementation of reform(s)

What are some of the resource and/or political issues at play in the reform process? (100 words): We see two primary issues confronting broad adoption of ChangeMaker. First, faculty and other partners (e.g., student affairs, administrators) must navigate tensions associated with developing team-based courses across disciplines while still fulfilling departmental/divisional imperatives. This tension is made more pronounced as courses associated with ChangeMaker may require lower student-to-faculty ratios and more out-of-class work. Second, given recent campus history, we see tensions across the curriculum and co-curriculum concerning the associations of ChangeMaker with formal entrepreneurship (i.e., for-profit venture creation). While we have worked to alleviate such tensions through communications and framing, they persist.

How does participation in the Institute align with your institution's current strategic priorities? (75 words): Currently, JMU is seeking to incorporate ChangeMaker into its institutional identity, potentially serving as a unique differentiator between JMU and peer institutions. The University is also incorporating aspects of ChangeMaker into its strategic planning process and its quality-enhancement imperatives.

==GEMs Design Principles==

In the space provided below, please describe how the work of your institution will focus on each of the href="//www.aacu.org/sites/default/files/files/gems/gmsge_p3_designprinciples_flier.pdf" target="_blank">GEMs design principles for general education

:

- Proficiency - Clear institutional statements of desired
learning outcomes:
We have developed four initial student learning objectives
associated with ChangeMaker:

Opportunity Identification: Students will have experience/practice identifying areas for positive change making.

Responsive to Feedback: Students will generate and implement
solutions as they adapt to emerging challenges, needs, and
demands.

Teams & Resources: Students will be able to strategically assemble diverse teams and resources to implement solutions.

Empathy & Values: Students will integrative ethical reasoning
throughout their change-making efforts.

- Equity - Advancing equitable learning outcomes across student
populations: As a platform, ChangeMaker is committed to full
integration with existing and emergent University-wide Diversity,
Equity, and Inclusion (DEI) efforts. These have included, but
are
by no means limited to: social innovation/entrepreneurship,
inclusive innovation and BIPOC entrepreneurship (e.g., Celebrations of Black Innovation), inclusive excellence, dialogue-across-difference, and direct involvement in our diverse
local community and non-profit organizations which support
community building (e.g., Northeast Neighborhood Association).
- Agency and Self-Direction - Students as active participants
in the educational process: As we have learned through developing
ChangeMaker and initially understanding its existing programming,
we see consistent commitment to forms of agentic, whole-student
learning through activities designed to promote cognitive and
metacognitive gains. Frequently, ChangeMaker experiences center
project-based work committed to producing creative artifacts,
articulating ethical processes, and/or generating novel strategies to equitably addressing common challenges. Faculty
and
staff working in these spaces frequently adopt learning partnership (Baxter Magolda, 2004) paradigms in learning

conceptualization and delivery.
• Integrative Learning/Problem-Based Inquiry - Integration
of
all learning at the institution including curricular,
cocurricular, and community-based learning: : At the outset
of
this effort, student affairs and community-based learning were
actively incorporated to designing and implementing ChangeMaker
and its integrative learning presentations (Barber, 2020).
These
efforts have included courses focused on community innovations
(e.g., addressing food insecurity in Harrisonburg), complex
interdisciplinary problem solving (e.g., futures of learning,
technology, and society), and student leadership development.

• Transparency and Assessment - Evidence-based demonstrations
of student proficiency: As we develop ChangeMaker, we are seeking
to incorporate valid and efficacious assessments of student
development toward the long-range goals of learning improvement
and of faculty development. To this end, we have begun to surface
existing strategies (e.g., learning records, public
presentations, reflective learning) as well as consider
opportunities for developing new strategies using quantitative
(e.g., high validity short surveys), qualitative (e.g.,
focus-groups), and mixed-methodologies (e.g., rubrics followed by
interviews) (see Youngerman, 2018).

==Goals During the Institute==
Please identify 3-5 specific goals that you hope to accomplish by
participating in the Institute: (200 words) :
1. Identify and uncover potential tensions to implementing
integrative learning experiences, especially when these
experiences may require a lower student-to-faculty/staff ratio
and may ask instructors to teach "beyond" their disciplinary
comfort.

2. Learn about best practices for assessing integrative learning
through multiple modalities and communicating insights to a
variety of stakeholders.

3. Develop an action plan to convert existing data (e.g.,
campus-wide survey) into a more cohesive strategy for scaling and
communicating ChangeMaker initiative goals.

4. Understand how to best incorporate ChangeMaker into University-wide DEI efforts to promote and sustain inclusive innovation.

What data will you use to evaluate attainment of these goals? (75 words):

Initially, we will create a messaging charter associated with ChangeMaker for internal use that can justify course-creation, co-curricular programming, and out-of-discipline teaching requests among faculty and staff. Over time, we will develop and implement a comprehensive assessment strategy that will collect multi-modal data (e.g., quantitative, qualitative, observational, learning record) from numerous stakeholders to demonstrate program effectiveness and reach.

==Needs==

What are your Top Three Needs/Concerns vis-à-vis Integrative Learning and Signature Work reform? :
- Navigating campus politics/cultural issues
- Embedding high-impact educational practices in the curriculum
- Making excellence inclusive

Please elaborate on your selections (300 words): We see these three as working interdependently with one another. ChangeMaker, like any institution-wide effort, will need more than "buy in" - it will require a potential reconfiguration of faculty workloads, the generation of new partnerships, and the surrendering of institutional turf. Navigating such tensions will become especially important as we seek to progress beyond high-impact practices to a high impact curriculum writ large. We are also deeply committed to ensuring that ChangeMaker is an active participant in existing DEI efforts and to ensuring that innovation and excellence are inclusive - no one race, gender, religion, or ability has sole purchase on making prosocial, ethical change.

==Team Composition==

What is your rationale for choosing the members of your campus team? What roles do you envision each person playing in your reform efforts? How will your team structure influence the work done after the Institute? (300 words):

All team members are part of the ChangeMaker task-force and were selected by their divisional/unit heads for their sincere commitment to the project. Briefly, we envision Dr. Ludwig - given her role on a predecessor task-force and commitment to transdisciplinary teaching - to be a leader and champion of the project among the faculty. Dr. Selznick is a scholar of postsecondary education and will support with strategy, writing and assessment efforts. Dr. Holland is our senior academic

leader
who works in close contact with our executive leadership
(e.g.,
President, Provost) and will ensure ChangeMaker messages are
consistent across all levels. Dr. Stewart is a senior student
affairs administrator and will be responsible for promoting
integration between academic and student affairs. Finally,
Dr.
Noland is a key contributor to our JMU libraries team and
will
lead resource support efforts and guide internal/external
communications.

The team structure will ensure maximum coverage of expertise
across the University and serve as an implementation sub-unit
within the task-force as it moves forward.

==Contributions==
What do you believe your team can contribute to the
Institute?
Please choose your Top Three.:
- Prior experiences and work (whether successfully
implemented,
still in progress, or currently being revisited)
- Successful implementation of certain High Impact Practices
(e.g., ePortfolio, first year seminar, undergraduate
research)
- Integration of curricular and co-curricular learning
Please elaborate on your selections (300 words): Given the
sustained focus on integrative learning and signature work at
this moment in JMU's history, and the close familiarity of
our
team with such efforts (e.g., through X-Labs, student
affairs,
learning records, unique research/assessment approaches,
etc.) we
have confidence that our interdisciplinary team will offer
insights, ask high-quality questions, and be supportive of
others' efforts. We all come to this space with a learning
and
growth mindset and have all demonstrated our abilities as
active
collaborators through our work at JMU.

==Final Questions==
Is there other information you wish us to know as we evaluate
your team's application? We sincerely appreciate you taking
the
time to review our application and to continuing to support
high
quality efforts connected to integrative learning and
signature
work.
How did you find out about the Institute? A faculty colleague