



REPORT ON IN/CO GRANTS FUNDED IN ROUND 2

MARCH 2021 // COLONIAL ACADEMIC ALLIANCE





COLONIAL ACADEMIC ALLIANCE

IN/CO GRANT UPDATE REPORT MARCH 2021

Background

The Colonial Academic Alliance launched the Innovate/Collaborate (IN/CO) grant program in 2017, intended to incentivize cross-institutional collaboration, encourage the development of new initiatives, and leverage the diversity of institutions in the Alliance. To date, the Alliance Provosts' Council has awarded a total of \$335,000 in IN/CO Grants over two rounds of funding.

Through the first round of IN/CO Grants, the Provosts' Council provided \$156,500 in seed funds to support four projects, focused on experiential learning, high impact practices, the science of learning, and global engagement. In the first 18 months of the program, first round IN/CO awardees attracted an additional \$282,500 in external funding from foundations to support the projects moving forward.

Second Round Initiatives

In January 2020, the Alliance Provosts' Council awarded a second round of IN/CO Grants, providing \$178,500 in funding to support the following initiatives:

- **Outcomes of Entrepreneurial Education: Perceptions of Career Readiness | \$40,000**
Elon University, Towson University, William & Mary
- **CAA Debate for Civic Learning | \$44,500**
James Madison University, College of Charleston, Hofstra University, Northeastern University, University of North Carolina Wilmington, Towson University, William & Mary
- **Ethical Reasoning in STEM Through Multi-Disciplinary Collaborative Teaching | \$40,000**
James Madison University, Drexel University
- **Using Historical Collections for Civic Engagement and Innovative Teaching & Learning | \$40,000**
Drexel University, University of Delaware, William & Mary
- **Toolkit for Assessment & Articulation of High-Impact Practices in Academic Libraries | \$14,000**
Elon University, Towson University, University of North Carolina Wilmington

In the year since COVID-19 was declared a global pandemic, IN/CO Grant teams have demonstrated great resilience, coming together virtually to advance their collaborative initiatives in the face of significant challenges. Project leaders for the “Ethical Reasoning in STEM Through Multi-Disciplinary Collaborative Teaching” IN/CO Grant elected to postpone their study for one academic year, as virtual collaboration is not suitable for their planned co-teaching model; this initiative will kick off in fall 2021.

Understanding that we are in a time of adjustment and uncertainty, the Alliance is currently working with each grant team to modify timelines, adjust grant budgets, and provide extensions as necessary. For the purposes of this report, grantees were asked to submit only brief progress updates.

Questions about the IN/CO Grant program are welcome and should be directed to Alliance Executive Director Lindsey Interlante at li@caa-academics.org.



March 16, 2021

IN/CO Grant Program Round Two Biannual Progress Report
Outcomes of Entrepreneurial Education: Perceptions of Career Readiness

Award amount: \$40,000

Partners:

Elena Kennedy, Elon University

Doherty Emerging Professor of Entrepreneurial Leadership, Project Lead

Sean McMahon, Elon University

Associate Professor of Entrepreneurship

David Brannon, Towson University

Associate Professor, Department of Management

Anna Obedkova, Towson University

Assistant Professor, Department of Management

Kathleen Powell, William & Mary

Associate Vice President for Career Development

Graham Henshaw, William & Mary

Executive Director of the Alan B. Miller Entrepreneurship Center and Clinical Professor

Results to date

Since our last update we have completed two rounds of pilot testing and refinement of our survey instrument, gathering data from 250 current business school seniors at Towson and Elon. This has allowed us to develop our official survey and obtain IRB exemption for this round of data collection. Our final survey is 66 questions and has sections related to demographics, current role and career success indicators, entrepreneurial mindsets, perceptions of career competencies, and engagement with entrepreneurship. We are officially launching our survey tool for our alumni on 3/30. With support from career services at each school, the participation invitation will go to three groups of alumni—entrepreneurship graduates, business school graduates, and graduates of other schools on each campus. We look forward to sharing preliminary results at our next update.

Expected outcomes

Our first round of pilot testing yielded significant data that has been interesting to explore. We created two survey forms to test variation in completion rates if we asked students about career competencies or entrepreneurial mindsets first. Both had the same 60 questions, just in different orders. We found we had significantly higher rates of completion (81% vs 69%) and completed the survey in less time when students were asked about entrepreneurial mindsets first. We also found that the way we structured the career competency responses led to an 11% error rate that had to be corrected in the second version of the pilot. We tested the



reliability of our measures for entrepreneurial behavior, alertness, and employee creativity and decided to modify our alertness scale in the second pilot as well.

Our second round of pilot testing had an 81% completion rate with an average completion time of 12 minutes and 03 seconds. We corrected the failure issue related to career competency questions from the first round by breaking out each competency into two questions—one related to perceptions of efficacy and one related to relative importance for success in their internships. Our goal was to develop measures with a Cronbach’s alpha over .8 and we saw improvements in the reliability across all of our entrepreneurial measures. These can be seen in table 1 below.

Table 1: Entrepreneurial Measure Reliability Scores

Scale	Cronbach’s alpha in source publication	Pilot 1 November 20 180 students	Pilot 2 February 21 70 students
Entrepreneurial Behavior (Pearce, Kramer, and Robbins 1997)	.94	.875	.898
Alertness (Tang, Kacmar, and Busenitz 2012)		.76	.912
Association and Connection	.91	-	.882
Evaluation and judgement	.94	-	.860
Scanning and Search	.90	-	.853
Employee Creativity (Farmer, Tierney, and Kung-McIntyre 2003)	.92	.74	.85

Unexpected outcomes

One unexpected outcome was the rate of student error we found in our first pilot which precipitated the creation of a second pilot round. Typeform has some limitations that Qualtrics does not and it’s required creativity in the ways we ask questions. Fortunately, we were able to leverage David Brannon and Anna Obedkova’s classes this semester to test the second survey instrument.

An additional surprise from the first pilot was that the results were remarkably similar between Towson and Elon seniors. We haven’t completed full analyses on the pilot data sets, but preliminary analysis indicates nearly no statistically significant differences on both the entrepreneurial measures and their perceptions of career competency. Even if we take a loose interpretation and consider a T-test of less than .1 to be significant, the only major difference between the two schools is the rate in which students experienced an increase in salary in their current role. These can be seen in Table 2 below.

The pilot was a sample of students across all business majors who were currently in their senior year and it will be interesting to see how much of these similarities hold true for our alumni who are experiencing a wider range of job roles and to have a comparison group of entrepreneurship, business, and non-business curricular education.

Table 2: Comparisons of Pilot Data from Elon and Towson

	Measure	Elon	Towson	T-test (difference)
Career	Promotion	12%	14%	(+2% Towson)
	Increased responsibility	45%	45%	(0%)
	Increased salary	20%	12%	(+8% Elon)
	Rating of success compared to peers	3.24	3.21	.8 (.03)
Entrepreneurial	Entrepreneurial behaviors	3.94	3.9	.62 (.04)
	Entrepreneurial alertness	3.84	3.96	.2 (-.11)
	Employee creativity	3.65	3.57	.5 (.07)
Career Competency	Professionalism	4.79	4.85	.38 (.06)
	Collaboration	4.79	4.78	.92 (.01)
	Work ethic	4.72	4.75	.8 (.02)
	Teamwork	4.74	4.73	.87 (.01)
	Critical thinking/problem solving	4.65	4.69	.67 (-.04)
	Written communication	4.65	4.64	.91 (.01)
	Leadership	4.65	4.51	.16 (.13)
	Digital Technology	4.59	4.52	.44 (.07)
	Oral communication	4.59	4.54	.66 (.05)
	Career management	4.24	4.26	.88 (.02)
	Global and intercultural fluency	4.36	4.4	.75 (.03)

Challenges

Aside from the obvious challenges of COVID-19 that caused us to seek our no cost extension this fall; we have not experienced any significant challenges. It is our hope that we will be able to gather in person later this year to analyze our data and plan next steps in expanding the research study. While not a challenge per se, we realize that we are spending our budget at a slower rate than anticipated and will need to make adjustments this summer.

There have been no changes to our research team since our last report. Although all team members are experiencing higher than normal demands from their full-time roles, we have maintained a steady cadence of meetings and all members of the actively involved in the project. We have maintained a steady meeting schedule of every 2-3 weeks and continue to make progress on the development of our survey instrument.

Next Steps

We are eager to launch our survey and look forward to reporting findings in our next update. We also plan to begin recruiting other CAA programs to participate in a fall round of data collection so that we can have a broader data set to analyze by the end of the year.



CAA Debate for Civic Learning

IN/CO Grant Progress Report March 2021

Project Lead: Paul Mabrey, James Madison University
Investigators: Mike Davis, James Madison University
Michael Lee, College of Charleston
Cornell Craig, Hofstra University
Jessica Kurr, Northeastern University
Blake Abbott, Towson University
Jess Boersma, University of North Carolina Wilmington
Drew Stelljes, William & Mary

Results to Date

Since the last update, the CAA Debate for Civic Learning grant team has made significant progress. Specific achievements include:

- Eleven faculty worked over the fall 2020 semester to design and/or redesign their classes to integrate debate-based pedagogy.
- Over 300 students across 13 classes have completed the pre-survey for the spring 2021 semester.
- Instructional materials were developed and shared, and additional resource needs were identified.
- One undergraduate and two JMU graduate students have been brought on to support the IN/CO grant, reviewing and annotating the literature, designing instructional curriculum, partnering with faculty for workshops, providing direct support to students in supported classes, and working on communications.

Challenges

- Despite significant progress, all members of the project team are still feeling the effects of COVID-19 on engagement, planning, etc. This has posed a particular challenge with regard to faculty recruitment and planning for the originally proposed fall 2021 two-day institute.
- The team is currently working revise the planned institute to meet the needs of as many people as possible, maximize engagement & learning, and minimize administrative headaches.

Next Steps

The project team is reevaluating the plan to hold a two-day, in-person institute in fall of 2021. As a tentative rework, the team is considering holding smaller virtual workshops in the fall, recruiting additional faculty across institutions to participate, exploring focus groups and interviews for research, and planning an event in spring 2022 that may include a showcase of student work. The team has identified the following next steps:

- Collect post-survey data at end of spring 2021 semester
- Analyze pre/post spring 2021 semester data
- Recruit and identify next cohort of faculty for 2021-2022 academic year
- Adjust budget and project plan as a result of altering plans for a two-day fall institute
- Host 1-2 additional spring 2021 cohort one meetings
- Plan, design, & disseminate additional instructional resources and marketing materials

Publicity & Results Dissemination

- Designed website for CAA Debate for Civic Learning, available at: <https://www.jmu.edu/commcenter/fac-staff/debate-across-the-curriculum/caadebate.shtml>
- “JMU receives CAA grant for civic debate” story published online at: <https://www.jmu.edu/news/commcenter/2020/12-08-cao-civic-debate-grant.shtml>
- “Debate for Civic Learning: A model for renewing higher education’s civic mission” tentatively accepted for publication in Pedagogy of the Polarized special issue of *Journal of the Scholarship of Teaching and Learning*. CAA authors: Drew Stelljes (W&M), Jess Boersma (UNCW), Kevin Boston-Hill (Hofstra), Paul Mabrey (JMU)



Drexel University Lenfest Center for Cultural Partnerships

Using Historical Collections for Civic Engagement and Innovative Teaching & Learning

IN/CO Grant Progress Report

March 2021

Project Lead: Rosalind Remer, Drexel University
Investigators: Page Talbott, Drexel University
Stacey Swigart, Drexel University
Melissa Clemmer, Drexel University
Elizabeth Milroy, Drexel University
Derek Gillman, Drexel University
Joseph Larnerd, Drexel University
Wendy Bellion, University of Delaware
Sarah Wasserman, University of Delaware
Karin Wulf, William & Mary
Susan Kern, William & Mary

Drexel University's Lenfest Center for Cultural Partnerships is collaborating with the University of Delaware (through its Center for Material Culture Studies) and William & Mary on this Innovate/Collaborate grant project: Using Historical Collections for Civic Engagement and Innovative Teaching and Learning. We kicked off the project in February 2020.

- On September 17-18, 2020, Drexel hosted a **two-day workshop** via Zoom, attended by faculty members at all three schools, Lenfest Center staff working with the Atwater Kent Collection (the historical collection on which this project is based), and graduate students from Drexel and Delaware. (William & Mary plans to involve students in forthcoming stages.) Lindsey Interlante also attended. Drexel gave a virtual tour of the Collection and shared plans for making it accessible to the public; the University of Delaware presented on experience teaching with objects; and William & Mary presented about their historic campus as a collection, and other current research related to collections and archives.
- Following the workshop, over the late fall and early winter, we have been discussing **next steps** for the project with the group over email. Our initial plan to return to our

campuses to test ideas in classes has been delayed, as our schools continue to adapt to challenges in the pandemic. We have also been rethinking how to use the grant funds (as we had originally included budget for in-person research and field trips that are less practical now). Suggestions included inviting a guest curator/scholar who specializes in working with difficult objects to speak with us, and/or repurposing funds for specific graduate student projects that will support our larger goals for this project.

- We will proceed in two ways this spring, summer, and fall 2021: (1) testing ideas for teaching with students in classes, and (2) working with students independent of classes who will complete related projects.
- **Classes:** Faculty on the project team this spring and fall will incorporate objects from the Atwater Kent Collection into some of their courses, testing ideas for this project. So far, the following are planned (potentially with more to be added):
 - At **Drexel** this spring, Joseph Larnerd will use AKC material in two undergraduate courses: History of Modern Design (an art history course) and Working-Class Material Culture (Honors College, with seats reserved for art history students). Students may potentially be able to access the Collection in person for one or more meetings.
 - Also at **Drexel**, Elizabeth Milroy will use AKC material in an undergraduate course, Art History Research Methods, potentially also visiting the Collection with students. Students will write an extended catalogue entry on an object.
 - At the **University of Delaware** in the fall (pending pandemic teaching conditions), Wendy Bellion is planning to teach a collections and field-based graduate seminar on Philadelphia art and material culture. Ideally students will build research projects around available objects or subcollections in the AKC. Given UD's close proximity to Philadelphia, she hopes to be able to draw on the grant funding for travel and student supplies.
 - At **William & Mary**, Susan Kern is considering ways to possibly incorporate AKC material, such as collections related to the history of Philadelphia retail from the AKC (particularly exploring whether there are any materials related to African American history), as well as critical archive questions about what's here and what's not (in the Collection).
- **Student projects:** We are also planning the following student projects, potentially with more to be added.
 - At the **University of Delaware**, the Center for Material Culture Studies will develop a largely remote summer internship opportunity for a graduate student to assist with a collections-based or civic-based project that aligns with the AKC.
 - At **Drexel**, we will work to create one or more co-op position opportunities for a student/s to work on specific object-related public engagement projects, supervised by AKC staff.

- **Collection material:** With these classes and possible student projects in mind, Drexel’s AKC staff have been considering groups of AKC materials and subject matter that would support interesting projects. The possibilities are numerous, and we have begun to identify some specific areas of interest, on which to focus these “test” projects.
 - *Francis Schell drawings* (700+ items). Schell was an American artist, illustrator, and lithographer whose drawings documented the Civil War—many in *Frank Leslie’s Illustrated Newspaper*.
 - *Philadelphia retail material*, particularly John Wanamaker, and the “Big Six” on Market Street, Philadelphia. The AKC includes a wide range of materials, from ephemera, receipt books, credit cards, internal employee periodicals, shopping bags, apparel, hat boxes, Wanamaker personal material from late 19th century, etc.
 - *World’s Fair and national celebrations* (1000+ objects and ephemera), including 1864 Sanitary Fair, 1876 Centennial Exhibition, 1926 World’s Fair in Philadelphia (and Sesquicentennial), and U.S. Bicentennial in 1976. Objects include paintings, prints, drawings, souvenirs, etc.
 - *Commemorative items/relics* (3100 items), including topics such as William Penn (particularly the Treaty Elm, from which endless pieces of wood were apparently scavenged when it came down in 1810), Independence Hall, Slate Roof House, Letitia House, Sanitary Fair, U.S. Constitution, etc. This category is also rich in relics that could be further studied without hands-on access; with the descriptions and histories to be further investigated.

- **Summary:** Following from these activities, our goal remains to reconvene in a follow-up workshop one year from the first, and finally to produce our deliverable for this grant project: a toolkit for Using Historical Collections for Civic Engagement and Innovative Teaching & Learning. With the aim of sharing the results of this collaboration widely, we will make sure this toolkit will be accessible online. As part of the classes and student projects in the interim, we will also look for opportunities for students to share Collection-related material they produce with the public and with each other, across our institutions.



Assessment Toolkit for High-Impact Practices in Academic Libraries

IN/CO Grant Progress Report

March 2021

Project Lead: Joan Ruelle, Elon University
Investigators: Angela Wacker, Elon University
Lucy Holman, University of North Carolina Wilmington
Anne Pemberton, University of North Carolina Wilmington
Nicole Tekulve, University of North Carolina Wilmington
Sara Arnold-Garza, Towson University

Results to Date

Since the last update, the Assessment Toolkit for High-Impact Practices in Academic Libraries team has made the following progress:

- A [poster](#) (attached) was presented at the Library Assessment Conference and remained available for a month. No feedback was provided by attendees – possible reasons include the timing of the conference, unfamiliar and asynchronous format, etc. <https://www.libraryassessment.org/>
- A roundtable proposal was submitted and accepted for the ACRL (Association of College & Research Libraries) 2021 Conference (held virtually due to COVID-19) <https://conference.acrl.org/>. Sara Arnold-Garza took the lead on adapting the earlier poster proposal for this submission. Nicole Tekulve and Angela Wacker will co-lead the roundtable discussion. If attendance limits allow, other members of the team will attend. Abstract:

<p>TITLE: Assessing High-Impact Practices in the Academic Library SESSION FORMAT: Roundtable Discussion DATE 4/15, 1:45PM (CENTRAL TIME) SESSION LENGTH: 60 min PRESENTER: Nicole Tekulve, Angela Wacker DESCRIPTION: AAC&U's Liberal Education and America's Promise (LEAP) initiative and George Kuh's 11 High-Impact Educational Practices or HIPS (first-year experiences, common intellectual practices, learning communities, writing-intensive courses, collaborative projects, undergraduate research, diversity/global learning, service learning, internships, capstone experiences, and e-portfolios) are widely recognized as practices that promote student engagement, student retention, and positive student learning outcomes. How are academic libraries assessing and articulating their engagement with these practices and contribution to student success? This session will bring attendees together to talk about their engagement in high-impact practices and their challenges and successes in designing assessment measures and communicating impact.</p>

- Prototypes of formats for presenting the toolkit have been developed by Angela Wacker and shared with the group. These are available via the following link: [Web version](#)

Next Steps

- Joan Ruelle and Angela Wacker are consulting with IT colleagues regarding the complexity of building an interactive, crowd-sourced database to hold the toolkit. Considerations include:
 - Formatting template for submissions, tagging, searching
 - Costs, outsourcing, possibility of student project
- Ruelle will share draft exercises that could be included in the toolkit to encourage reflection and guide libraries in creating performance indicators.
- Tekulve and Wacker will include in their ACRL roundtable discussion questions regarding what librarians would find useful in the toolkit to facilitate their assessment efforts.
- The project team will convene CAA member libraries in a virtual conversation about the project. This gathering was originally scheduled for December/January but was deferred due to medical leave of the PI. The team has tentatively rescheduled for a Summer 2021 virtual gathering.
- The project team would like to formally explore the possibility of extending the life of the grant, as our primary expected expenditures were conference attendance and travel, which has been limited due to travel restrictions and changes to conference offerings during the pandemic.

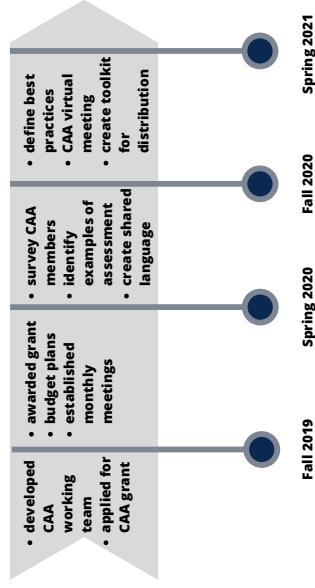
Toolkit for Assessment & Articulation of High-Impact Practices in Academic Libraries

Angela Wacker (awacker@elon.edu) & Joan Ruelle (jruelle@elon.edu) - Elon University; Sara Arnold-Garza - Towson University
 Lucy Holman, Anne Pemberton & Nicole Tekulve - University of NC - Wilmington

Approach

A persistent struggle for libraries has been demonstrating how libraries directly and indirectly contribute to student success. Calls to better measure and articulate the contributions of libraries to student learning are well-represented in our profession, most notably through the [ACRL Value of Academic Libraries Initiative](#). Three member institutions of the [Colonial Academic Alliance](#), the parallel organization to the Colonial Athletic Association, are coordinating a toolkit to create, collect, and share sample outcomes and assessment tools. These tools can help libraries more effectively articulate and assess their value towards student success within the framework of the [AAC&J's High-Impact Practices \(HIPs\)](#). These eleven teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. This project will foster a shared language around the assessment and articulation of value of HIPs within academic librarianship that can clearly express how libraries have increasingly become integral to the success of engaged learning practices.

Project Timeline

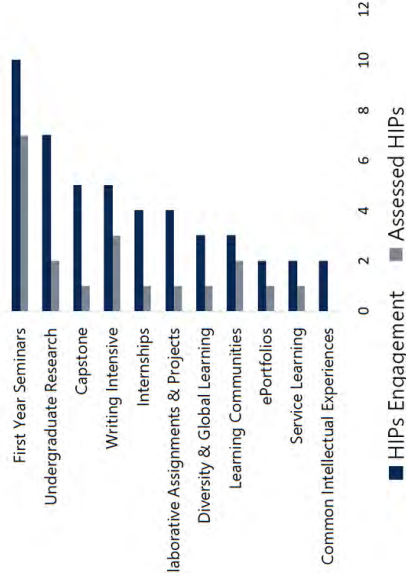


Aim

The toolkit can provide an entry point for academic librarians looking to lead, partner, and contribute to assessment practices on their campus and better describe the value to the broader academic community. Recognizing the variation across CAA member institutions, this collaboratively created toolkit will provide a blend of evidence based and outcomes-based examples of best practices and sample outcomes linking library assessment to HIPs. Our hope is that these examples will inspire appropriate local assessment of library initiatives on member campuses.

Survey Data

Surveys were sent to the 10 CAA member libraries to identify which of the HIPs activities they are engaged with, and which of these activities are being assessed. Results show nearly 40% of HIPs activities are being assessed by member libraries. A virtual meeting will be held to further explore assessment activities among CAA member libraries.



Toolkit : Sample Assessment

One piece of the toolkit will provide performance indicators with optional outcomes. An example of an assessment process for those libraries engaged in the HIP, First Year Seminars.

Principle

Libraries create, support, and enhance first-year seminar curriculum and other programs that bring small groups of students together with faculty or staff on a regular basis.

Performance Indicator

The library leads a programmatic effort to embed information literacy in the FY curriculum.

Sample Assessments

- ✓ All FY Students receive information literacy instruction.
- ✓ Faculty request support from the library for meeting information literacy outcomes with FY students.
- ✓ By the end of the library session students can analyze and evaluate sources to determine the authority of information sources

Acknowledgment

This project is supported by a two year grant awarded by the Colonial Academic Alliance in its second round of Innovate/Collaborate (IN/CO) Grants (2019-2021).

