Dear John,

I want to confirm with you what we discussed on the phone about your role at the Consultants' Retreat. The session you will facilitate is scheduled for Thursday from 8:30-9:30 p.m. The purpose is for each consultant to reflect on his/her involvement in the project over the last year. As I mentioned, I have designed a form to help with this exercise. I've enclosed a copy for your reference. We could allow as much as 30 minutes for this personal reflection and use the remaining time to break into triads for exchange. As you and I discussed, groups can continue as long as they'd like since this is the last item on the agenda that evening.

John, I can't think of anyone else more appropriate for this exercise! Not only is it important for taking stock of what we have experienced, it will lay the groundwork for where we hope to put our individual energies next year. Please call if you have any questions.

Just a reminder - don't forget to bring 15 copies of your two-page commentary on what you see as the cutting edge in experiential learning.

About your ground transportation: You, Jim Keith, Sharon, Jane Kendall, and I are scheduled to arrive within minutes of each other. Richard Sullivan will pick us up. Everyone will meet in the center of the airport at the staircase to the second level.

Looking forward to seeing you,
CONSULTANTS' PLANNING RETREAT
National Society for Internships and Experiential Education
June 9-12, 1988, Kingston, Rhode Island

Thursday, June 9

4:30-5:30  Check in
5:30-6:00  Informal reception
6:00-7:30  Dinner at a nearby restaurant
7:30-7:45  Agree on goals and agenda for retreat
Facilitators: Jane Kendall and Sally Migliore

7:45-8:30  "WHAT WE'VE ACCOMPLISHED AND LEARNED" - We will create a timeline to
showing initiatives taken since we met last July. Each will
describe one thing learned from activities related to the project.
Facilitator: Jim Keith

8:30-9:30  "PERSONAL REFLECTION AND EXCHANGE" - Participants will have time
to reflect individually on project-related activities that were
particularly satisfying and unsatisfying, and lessons learned. Then
we'll exchange these reflections in triads.
Facilitator: John Duley

9:30  Free time

Friday, June 10

7:00-8:30  Breakfast - Cafeteria

7:45  Breakfast discussion for Jim, Dwight, Sally, Jane, and any others
interested in exploring ideas for sabbatical projects.

8:30-9:30  "ASSESSING WHAT WE'VE DONE" - Jane Kendall and Sally Migliore will
review and assess the project's activities and current status. You
will receive a summary of this information prior to the retreat to
familiarize yourself with items for discussion.

9:30-10:00  "YOUR NEEDS AND CONCERNS" - Identifying your needs, issues,
cases, workshops, etc., of concern or with which you want help from
the group.
Facilitator: Dwight Giles

10:00-10:15  Break

10:15-11:30  Small groups work on the needs and concerns identified in previous
session.

11:30-12:30  "MARKETING ON-CAMPUS CONSULTING" - A brainstorming session about
ways to market on-campus consulting services in 1988-89.
Facilitators: Jane Kendall and Sally Migliore
12:30-1:30  Lunch - Cafeteria

1:30-3:00  "CUTTING-EDGERS: ROUND 1" - Five-minute commentaries on what each of us sees as the cutting edge in experiential learning. Some areas might be: action research, service-learning, general education, and leadership development. Choose from these or add your own! Your "cutting-edger" should be no more than two pages. Bring 15 copies with you. Facilitator: Peter Gotlieb

3:00-3:15  Break

3:15-4:45  "DESIGNING WORKSHOPS THAT WORK" - Designing workshops in various focus areas. Choose one:

1.  "Improving Experiential Education In Your Institution"
   Facilitator: Fran Koenigsberg

2.  "Service-Learning Pre-conference Workshop"
   Facilitator: Tim Stanton

3.  (Topic to be determined later)
   Facilitator: Jane Permaul

4:45-5:30  Small groups report out. Facilitator: Dick Cane

5:30-6:30  Relax and get ready for dinner and a night on the town (and we don't mean Kingston!)

6:30  Depart for restaurant.

Saturday, June 11

7:00-8:00  Breakfast

8:15-9:00  "STAYING OUT THERE" - How can we continue our proactive advocacy on a limited budget? WANTED: Your creative ideas during this brainstorming session. Facilitator: Mary Jo White

9:00-10:15  "EMPOWERING LEADERS AT SEVERAL LEVELS" - Generating ideas for ways to motivate and empower others to take sustained leadership in strengthening experiential education. Facilitator: Jane Permaul

10:15-10:30  Break

10:30-11:00  Procedures for payment, etc. for your consulting services. Sally will review the main points.

11:00-12:15  "CUTTING-EDGERS: ROUND 2" - Small groups to discuss in greater depth the issues and topics identified earlier.

12:15-1:15  Lunch

1:15-1:45  "CONTINUING COMMUNICATIONS" - via "What's Up?" BITNET, etc.
Facilitators: Jane Kendall and Sally Migliore

1:45-3:00 "LOOKING AT ALL WE'VE SAID" - Reviewing our ideas, determining the needs, and highlighting our priorities. Facilitators: Sharon Rubin and Jane Kendall

3:00-4:00 "PERSONAL REFLECTION: LOOKING FORWARD" - Each of us will think about our particular areas of interest and expertise and our own priorities and energy in relationship to what's needed now for strengthening experiential learning in postsecondary education. Facilitator: Sally Migliore

A 15-minute break is included.

4:00-5:30 "THIS IS IT" - The time to look over the what, when, and who of our plan. The group acts as respondents to each person's ideas on the "how" for his/her interests and initiatives. Facilitator: Tim Stanton

5:30 Dinner and evening celebration

Sunday, June 12

Good-byes and flights depart
CONSULTANTS’ PLAN FOR NSIEE INSTITUTIONALIZATION PROGRAM

I. COMMUNICATIONS AMONG CONSULTANTS

- BITNET
  - Each consultant to explore with DWIGHT if interested (optional)

- Meet in summer '89 (between July 23 and August 13) - EVERYONE BLOCK OUT THESE DATES NOW. Let Sally know by July 15 of any conflicts on these dates in 1989.
  - Consultants who attended in 1988 are contributing $400 each for a pool for meeting travel and expenses. Consultants agreed to cover remaining costs via shared pool.
  - Investigate costs for travel for all consultants/staff + options for free/cheap lodging/mtg space - JANE P(LA), JOEY (Boulder), FRAN (Oswego), RICHARD (Kingston) - All interested have info on local options to Sally by December 1 (room/meal cost, best dates, and ground transportation)

- "What's Up?"
  - Send current address list to all consultants - SALLY
  - ALL CONSULTANTS send to NSIEE office: ideas, articles, on-campus consultation reports (if different from usual kinds of visits), theory info, etc.
  - SALLY keeps running list of pieces and consultations conducted, and sends list out to consultants quarterly
  - Pieces put into PANEL Resource Center

II. EVALUATION

- Follow up with participating schools to gather evidence of impact - SALLY, DWIGHT, JIM, PETER by September 30
  - Use different instruments for different program models
  - Ask about critical people and incidents that helped individual strengthen EE
  - Get individuals to tell their success stories

- Conduct evaluation of each workshop and consultation - SALLY

- Do final report for FIPSE - SALLY by Nov. 30

III. CONSULTING ON CAMPUSSES

- Market heavily in '88-'89 - see the section on "Dissemination and Marketing"

- Continue fee structure with increases: $500/day for current Institutional Members, $800/day for non-Institutional Members

- Replicate consulting model used at St. Mary's College of Maryland - JIM to write up for PANEL and send to NSIEE

- Explore options for maintaining institutional relations after on-campus consulting ("extending the power of the process")
- SALLY explore sending letter reminding school of NSIEE services available including PANEL, publications, conferences, follow-up visit, and telephone consultation (if okay with consultant)
- SALLY consider follow-up calls one year later to see if NSIEE can be of service
- Do workshop session at '89 National Conference on consulting process to help advocates understand that strengthening EE takes time, effort, variety of approaches (invite people who have been through the process to be part of workshop) - SHARON

IV. NSIEE NATIONAL CONFERENCES

- Institutionalization is theme in Minn. Several sessions by consultants, faculty
- Do 3-hour block in Minn. on Principles of Good Practice - GARRY, JANE P, TIM, JOHN, (DICK needs to go)
- Celebrate the project in Minn. - EVERYONE
  - Have buttons made that say "4201" (the number of schools served through project) for consultants and all FIPSE participants to wear
- Conduct pre-conference workshop on service-learning - TIM, LUCIE, AND OTHERS
- Plan 1989 conference in Santa Fe - JANE P, RICHARD, JOEY

V. PROJECT PLANNING AND ADMINISTRATION - JANE K, SALLY

- Continue all program and financial planning
  - Explore ideas for "Robin Hood" consulting models
  - Continue to build membership incentives
  - See other sections, etc.

VI. WORKSHOPS

- Organize and conduct workshops locally - PETER, JANE P, and regionally - JIM, PETER, JANE P, FRAN, JOHN, RICHARD
  - Do workshops through state university systems and consortia - JANE P; FRAN to organize SUNY pre-conf. workshop in Oct.
- Do sessions at other national associations' meetings (e.g. CFC - JIM, CEA - GARRY?, Campus Compact's Regionals - JANE P, DWIGHT)
  - Send form to members asking them to indicate their natural circles and nature of contact with them - SALLY
  - Design systematic method to keep up with events and NSIEE contacts for them - SALLY
- Develop standardized workshop formats and designs and give them marketable names - FRAN; ALL CONSULTANTS help with designs and names
- Develop 8 separate workshop modules on Principles of Good Practice - DICK, FRAN, JANE P, JOHN, after Oct.
• Develop training and materials for work site supervisors, agencies, etc. — RICHARD to develop model, DWIGHT

VI. CATCH/RIDE WAVE OF EDUCATIONAL REFORM

• Inventory and pursue our existing contacts — JANE K, SALLY

• Infiltrate nat'l higher education associations — SHARON, CAROLE?, TIM?, JANE K
  — Plan 1989 AAHE session: possible themes are service-learning and general education — SHARON, CAROLE?, TIM?

• Influence research being done related to teaching and learning — CAROLE?, JANE P
  — Contact Sandy Astin about freshman survey — CAROLE?
  — Contact Sternberg about graduate students — PETER?

• Strengthen visibility of and commitment to institutionalization concerns in these movements:
  — Service-learning and citizenship — DICK, DWIGHT, JANE K, SALLY, TIM?, Service-Learning SIG
  — Internat'l/cross-cultural/cultural diversity — JANE P, Cross-cultural SIG

• Strengthening experiential education in general educ. curriculum — SHARON
  — Collect examples of courses that accomplish general education goals experientially — JANE P
  — Develop entire model curricula
  — Develop short-term structured experiences
  — Conduct different kind of outreach to teachers and faculty

• Develop experiential learning epistemology — JOHN, RICHARD
  — Share info with Learning Theory SIG and David Moore — JOHN, RICHARD

• Explore doing Wingspread Conference on EE in the Curriculum — SHARON, CAROLE?
  — Televisé on closed-circuit TV
  — Publish significant papers

• Explore possibilities now with 1989 AAHE Assessment Forum — JOEY, GARRY?

• Notify the following groups about our goals and services: state boards of education, regional accreditng bodies, and legislative offices monitoring service-learning and assessment — JANE P to contact Urban Whitaker, Morris Keeton, Campus Compact

• Develop ideas about ethical considerations and values in professional practice — RICHARD, DWIGHT
  — Do article(s) in newsletter — RICHARD to take the lead

VII. FACULTY DEVELOPMENT

• Develop outlines and materials for on-campus workshops — FRAN
• Infiltrate "Teaching and Learning Centers" and "POD" - JOEY, JANE P

• Identify and explore existing faculty development programs - JIM to get
directory and discuss with local leader
  - Volunteer to assist Centers with workshops
  - Write proposal to POD to train trainers

• Work through discipline-based groups - FRAN, GARRY?

• Increase knowledge about use of exper. learning in the classroom - see the
  section on "Major Initiatives"

• Strengthen relations between Academic Affairs and Student Affairs - EVERYONE to
do this in their regular work and consulting

• Develop 21+ ways to involve faculty in advocating for EE
  - Work with Faculty SIG to have members discuss at Conference in MN - JANE K
  - Help faculty start special interest areas within their own disciplines
    (this will evolve from "Major Initiatives")
  - Encourage faculty to publish in journals - Faculty SIG
  - Target faculty 2-3 years before retirement, inviting them to lead sessions
    at conferences
  - Encourage faculty research and sabbaticals and graduate student
    dissertations to relate to EE - CAROLE AND RESEARCH COMMITTEE?

• Identify good faculty by sending form, "Recommendations for Faculty Leadership"
to NSIEEE members - SALLY

• Sponsor workshops on working with faculty - JANE P, FRAN

• Explore Teaching Assistant training initiatives - JANE P to disseminate model,
  SHARON to disseminate copy of speech made at Bowling Green State University

VIII. DISSEMINATION AND MARKETING

• Market on-campus consulting - JANE K, SALLY, SHARON to be available for input

• Disseminate info on institutionalization through: PANEL & publications, SIGs,
  workshops & conferences, newsletter, service-learning and research
  bibliographies
  - Ask PUBLICATIONS COMMITTEE to create list of journals that do EE-related
  articles - GARRY ask Steve Schultz?

• Identify and list as many specific services as possible, including program
  evaluation, assessment of quality learning off-campus, help for specific
disciplines - JANE K, SALLY

• Convene foundation people to inform them of opportunities to support EE and
  service-learning programs - DICK, JANE K

• Write articles in: Chronicle - SHARON, Change - DICK

• Market consulting services to the following audiences:
- FIPSE community service grantees - SALLY

- Foundations as their consultants (e.g. Lilly, Ford, Kellogg) - JANE K, ED O'NEIL

- Consortia - GARRY?, PETER, ask STEVE SCHULTZ, STEVE BROOKS for ideas
  - Decide on a name - JANE K, SALLY

  - Consider a major campaign, "EE across the Curriculum" - GARRY?, DWIGHT

  - Piggy-back on conferences we are already planning to attend to represent NSIEE and present consulting services - EVERYONE

  - Get participants' lists at all workshops and conferences we all attend (and send to NSIEE office) - EVERYONE

  - Use senior marketing class to help - DWIGHT to explore options.

IX. EMPOWERING LEADERS

  - Provide opportunities for regional leadership (including training for it) - RICHARD, FRAN, PETER, JANE P
    - Talk with Urban Whitaker and members of regional groups at Nat'1 Conference for guidelines and ideas

  - Respond to members' needs for recognition, validation, visibility, and publishing - EVERYONE
    - Look for all possible ways to reinforce them for taking leadership:
      1. recognize them in newsletter
      2. send congratulatory letter with carbon copies to deans, dept. chairs
      3. write letters of support for tenure and merit increases
      4. give them a title
      5. publish regional conference proceedings (for workshops they've facilitated)
      6. remember how influential the printed word is in higher education
         - provide them with opportunities to publish - STEVE SCHULTZ, DAVID MOORE
         - encourage them to publish re: EE in their disciplines - GARRY?
      7. ask them to write up and disseminate through NSIEE the EE-related materials they have designed

  - Support members' efforts at presentations, workshops, etc. with other organizations (i.e. systematic NSIEE mantle) - JANE K, SALLY
    - Send NSIEE outreach kit - SALLY

  - Create list of ways NSIEE members can empower their allies and increase their impact on campus - JOHN will do draft
    - Identify allies (ask NSIEE members to identify people on their advisory boards or other committees who have themselves had experiential learning backgrounds)
    - Have allies give speeches or consultants ghostwrite, if necessary
- Feed allies ideas and encourage exchange among disciplines
- Ask for allies' help in realizing agenda
- Take advantage of freebies to give them
- Recognize allies' accomplishments by recognizing them in newsletter, sending congratulatory letter with carbon copies to deans and dept. chairs, writing letters of support when considered for tenure, merit increases
- Use allies as collaborators in presenting workshops (e.g. NSIEE member + faculty member, administrator, or student)

- Facilitate mentor relationships for members (to include newcomers to Nat'l Conference and shy people) - JANE P, PETER
- Revitalize programs and professionals in the field
  - Explore with SUNY project - FRAN

X. MAJOR INITIATIVES

- Ask foundations to fund grants for faculty to design innovative courses (NSIEE to edit according to Principles of Good Practice) - JOHN to do rough draft, JANE K, JANE P, SHARON, DICK, (DWIGHT)
  - Print annual report of new proposals/designs
  - Ask foundation to fund travel
  - Target lists to receive published papers (Mark Hopkins Log)
  - Participate in foundation programs (e.g. Carnegie Project)
  - Conduct national conference on experiential learning and teaching - JANE P

XI. OTHER NEEDS AND POSSIBILITIES IDENTIFIED

1. Sabbaticals for consultants - DWIGHT, JIM, others welcomed
2. Leadership on the campuses - CAROLE?
3. Collaboration between secondary and postsecondary, public and private institutions, school and community - BOARD
4. Work with graduate students from all disciplines - JANE P
5. Explore future initiatives with elderly and religious orgs. - BOARD
   - Get service-learning into the wills of wealthy people
   - Find ways to tap into the elder hostel network to encourage seniors to do service-learning
   - Explore connections with RSVP - FRAN
   - Collaborate with CAEL on New Tempo Program
6. Action Research
   - Keep eye open for funds to pilot dissemination project for action research - DWIGHT, OTHERS
   - Explore possible nat'l conference at Cornell co-sponsored by NSIEE - DWIGHT
TO HELP YOU REFLECT ON THE PAST YEAR

1. Identify one project-related activity that was particularly satisfying, both personally and professionally, and explain why.

   To go to a meeting with a pretty good grasp of the situation based on the information provided, but still able to adjust my perceptions of the dynamics of the situation based on what I saw, heard, and felt during the meeting and to modify any recommendations based on the reality of the dynamics between the faculty — Provost office, the head of students' office — Provost office, the Educational Policies Committee is to identify with the fears, resentment, and resentment of some of the students in the proposed changes.

2. Identify an activity that you found particularly unsatisfying, and explain why.

   The inability to get a hearing in the President's office from the campus compact committee which was not where problems were kept at arms length by the V.P. who chaired the committee — who sought to use the committee as a rubber stamp or a control mechanism for what she wanted or did not want to happen. — She talked a good game — The President's concern to involve faculty in service learning as it would become a part of the academic mainstream, but she sought no advice, counsel or help in implementing the President's declared policy. I couldn't get that done around her or work with that committee.
CURRENT PROJECT STATUS:

NSIEE/FIPSE Program to Strengthen Experiential Education
Within U.S. Colleges and Universities

• Consulting on Campuses (Model 1):

  - Served 7 schools on their campuses since last July.

  - The requests come in many forms: helping with initial general planning, helping a committee or individual plan for a particular aspect of institutionalization of experiential education, conducting program evaluations. Each can be an avenue to broader institutional planning for EE. This variety has implications for how our consulting services are described and marketed.

  - Consultants are of very high quality and are extremely well-received. In many cases, their recommendations are being implemented.

  - Quality of these is key: consultant/school match, pre-planning of agenda by consultant and campus liaison, consultant preparation and follow-up.

  - Evaluation interviews are ongoing. Summary results available in fall.

  - The new financial and administrative procedures are finely tuned and appear to be working well, but the fees cannot support the full range of project activities and advocacy. Project's flexibility has been good. Several schools have upgraded to Institutional Memberships because of the differential structure for consulting fees.

  - Aggressive marketing for these services is planned for 1988-89. Need consultants' ideas for this.

• Regional and Thematic Workshops (Model 2):

  - Biggest project surprise is volume of these in past year -- initiatives by consultants, members, and staff.

  - Expanded to include national and local workshops of many types and with many degrees of involvement by NSIEE.

  - Generally focused on NSIEE regional conferences and existing conferences of other groups, rather than planning free-standing events. Free-standing events initiated by Consultants have been well-received.

• Institutionalization Workshops at the National Conference (Model 4):

  - Quantity and quality of response for past 2 years says these are important to continue. Will need to explore for 1989. (continued)
- The theme of the whole conference for 1988 in Minneapolis is "Experiential Learning: In the Heart of Education." (Good going, folks!)

- **Collaboration and Advocacy:**

  - Project has allowed NSIEE to expand GREATLY the number and type of organizations through which we advocate and support experiential education.

  - Doing workshops at other organizations' conferences is creating many opportunities for further service related to institutionalization.

  - Project has acted as catalyst for several program directors and faculty to take leadership on their campuses and within their professional circles.

  - VERY important to continue this proactive outreach and advocacy if possible. Feel we are really beginning some serious inroads into the academic community. These activities have been subsidized by FIPSE. Issue: How can we continue all or some of them without grant funds?

- **Training of Consultants:**


  - Issue: How to empower more experiential educators to take leadership in the field?

- **Sourcebook:**

  - Feedback on its helpfulness has been steady and overwhelmingly positive.

  - Sharing of materials among Consultants has provided additional exercises and outlines for workshops and consulting. PANEL also continues to be an active disseminator of additional materials to the general field.

  - NSIEE's Occasional Papers series and the 1988 pre-conference papers offer opportunities for continued writing by interested Consultants.

- **Consulting with Individual Schools during National Conference (Model 3):**

  - Found problems with this model -- time too limited, conference agenda already full for both consultants and participants, financially a big loss. Dropping this model for now.
May 5, 1988

TO: NSIEE Consultants
FROM: Sally Migliore
RE: Summer Planning Retreat

Enclosed are the agenda and other materials to help you prepare for our June 9-11 planning retreat for the NSIEE/FIPSE Program. The goals of the retreat are:

* to celebrate our collective achievements this past year
* to assess the project's activities over the last year
* to act as a community of support for your professional development regarding:
  - the consulting process (for both on-campus and workshop-type consulting)
  - the cutting edge in experiential learning
  - your leadership in institutionalizing experiential education locally, regionally, and nationally
  - to plan how we can continue our efforts to strengthen experiential education after August 1988 (end of the FIPSE grant) through empowering others to take initiatives, marketing the on-campus consulting, proactive advocacy, building on individual interests, creative planning, etc.

There will be an opportunity for you to pick other consultants' brains about particular issues or concerns you have re: consulting, experiential education, etc. Please bring with you extra copies of anything others would need to see in order to respond to your needs. (Don't forget your 15 copies of your two-page "cutting-edger." See agenda for details on this.)

In designing the retreat, Jane Kendall and I incorporated feedback you gave after last year's planning retreat, as well as ideas you have expressed in recent phone conversations. As you can see from the enclosed agenda, the sessions revolve around the goals listed above with each of us facilitating a particular part. I'll call you to discuss your role and will follow up our conversation in writing.
I'd like to call your attention now to several items, some of which need to be written before the retreat:

1. **CURRENT PROJECT STATUS** (green sheet) - This information will help you prepare for the session on assessing the project.

2. **RECOMMENDATIONS FOR FACULTY LEADERSHIP** (yellow sheet) - Please complete and bring this form with you.

3. **WHAT ARE YOUR NATURAL CIRCLES?** (pink sheet) - Please complete and bring this form with you.

4. Please contact Dwight Giles about BITNET. He would like to know if you are interested or not in pursuing it.

Since this is a working retreat, dress comfortably -- jeans, shorts, sandals, tennis shoes, T-shirts are fine. Bring a bathing suit if you'd like to go swimming at the University pool. You might want to bring a sweater or light-weight jacket for the evenings. We will be going out to a restaurant out of town on Friday night, so it might be a good idea to bring a nicer pair of pants or a skirt. (Richard did say it would be casual.)

If you indicated on your travel plans form that you need transportation to and from the airport, I will be in touch with the details. Please keep all receipts for travel expenses for which NSIEE will be reimbursing you after the retreat.

That's all for now. Please call me if you have any questions about the retreat.

cc: Jay Donahue, Jane Kendall
Enclosures: agenda, items to read, respond to, and fill out before the retreat

P.S. I haven't received all of the travel plans forms. If you haven't sent yours, please do so ASAP.
MEMO

TO: NSIEE Consultants

FROM: Sally

DATE: April 18, 1988

It's "What's Up?" time again, plus a form I need for you to fill out and send in regarding the retreat. Without further ado, here goes...

The retreat will be June 9-12, 1988 at the University of Rhode Island in Kingston. We have reserved single dormitory rooms for everyone. This will cost each person $2.70 extra per night. If you don't want to pay $8.10 (for the three nights), please contact me. I'll send you an agenda for the retreat in a couple of weeks, and will call each of you to discuss your role for the sessions.

"What's Up?"

from Peter: two articles about Robert Sternberg's learning theory. Peter presented information on Sternberg during the Theory Spots session at last year's retreat.

from Jim Keith: a handout of the Symposium on Student Internships sponsored by the Business/Higher Education Council of the Greensboro Area Chamber of Commerce. Jim says, "It went well! and might be a model for other places."

from Jane Kendall: 1) information on contributing to the AAHE Bulletin and/or the back page of The Chronicle for Higher Education. We have important things to say about teaching and learning! Let's use this opportunity to meet our goals for advocacy, dissemination, and infiltration into higher education circles. 2) a memorandum sent by David Moore to Learning Theory SIG members — very interesting.

from Sally: a paper presented at the AAHE Conference in March by the Center for Teaching and Learning at the Southeast Missouri State University. It discusses the incorporation of active learning strategies in classroom instruction. It also contains a bibliography on recent articles on this topic.

And now for the form. Please fill it out and mail to me by April 30, so that Richard and I can coordinate all the arrangements.

Thanks.
MEMO

TO: NSIEE Consultants
FROM: Sally
DATE: March 22, 1988

Happy Spring! A couple of items about our upcoming retreat and then assorted pieces of information for "What's Up?"

* The toll-free number I gave to you for Triangle Travel in my last memo was for North Carolina. If you need to call, please use 800-672-2515. This applies for anywhere in the United States.

* The grant provides for you to be paid $400 for your time at the retreat. At last year's meeting, we discussed the possibility of your contributing this to try to support the costs of meeting next year.

* from Peter: a response to my question about ideas/information on the co-op grant consulting problem.

* from Garry: a copy of Alan Guskin's speech to the Annual Meeting of the National Commission for Cooperative Education.

* from Jane Kendall: 1) information on the organization, Youth Service America. 2) a book review on Strengthening Experiential Education within Your Institution that appeared in the Fall 1987 Journal of Cooperative Education.

* from Sharon: 1) a flyer about the Mid-Atlantic Conference on College Teaching and Classroom Research at which she conducted a workshop on "Experiential Teaching." 2) an article about Swarthmore College's endowment for community-service projects. 3) a list of what's "in" and "out" in 1988 - see what Sharon circled! 4) an article on a course about the homeless.

* from Tim: a summary about the Washington Education Project.

* Jane and I thought you might like to know about a report on "Cooperative Education and the Academy." An article about it appears in the Winter-Spring issue of the Journal of Cooperative Education.

I'll be back in touch soon with more details about the retreat.