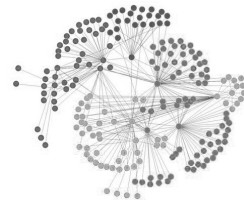


# NATIONAL REPORTS & LSC COLLABORATING PARTNERS



For academics and architects planning learning spaces, national reports are invaluable resources. Such reports capture, distill, and promote research-based practices in transforming teaching and learning environments. Collectively they present a shared vision and sense of purpose about learning in undergraduate settings. They provide critical analyses of higher education, strategies for action, and recommendations for the future. .

These reports are shaped by visionary thinkers, boundary crossers, and pedagogical pioneers who participate in national educational and disciplinary societies. These communities of stakeholders are themselves agents of change. Campuses giving attention to spaces for learning should attend to the research, recommendations, and strategies set forth by these change agents in national reports.

For example, campuses asking questions such as these will find answers in the corresponding reports:

*What do we know about how research on learning and how findings from the work of change agents in other settings is influencing how learning happens on our campus?*

— Discipline-based Education Research

*What is the evidence of our institutional commitment to inclusivity?*

— Expanding Underrepresented Minority Participation: American's Science and Technology Talent at the Crossroads

*What is our collective vision of what we want our learners to become?*

— The Engineer of 2020: Visions of Engineering in the New Century

One way to capitalize on the wisdom in national reports is to identify individuals who participate in communities of stakeholders beyond campus. These are the people who are aware of current research and best practices and who study how robust learning and transformative change happen.

## RESEARCH & RESOURCES

- <http://www.pkallsc.org/Who-We-Are/Collaborating-Partners>
- Peter Galison. *Image and logic: A material culture of microphysics*. Chicago: University of Chicago Press. 1997.



## WORDS OF WISDOM

*Two groups can agree on rules of exchange even if they ascribe utterly different significance to the objects being exchanged; they may even disagree on the meaning of the exchange process itself. Nonetheless, the trading partners can hammer out a local coordination, despite vast global differences.*

*In an even more sophisticated way, cultures in interaction frequently establish contact languages, systems of discourse that can vary from the most function-specific jargons, through semispecific pidgins, to full-fledged creoles rich enough to support activities as complex as poetry and metalinguistic reflection.*





— Peter Galison



# LEARNING SPACES COLLABORATORY COLLABORATING PARTNERS

<p>Association of American Colleges &amp; Universities (AAC&amp;U)</p> 	<p>AAC&amp;U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. Its members—as institutions and as individuals—are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. The 1400 institutional members of AAC&amp;U include accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.</p>
<p>Coalition for Networked Information (CNI)</p> 	<p>CNI helps member organizations in their strategic planning efforts, identifying key developments, signaling critical trends and providing environmental scans.</p> <p>Through annual meetings and publications, the organization provides opportunities for members to learn about the latest technologies, fostering collaborations across the wide diversity of sectors within the CNI membership.</p> <p>Through publications and reports, CNI alerts members to the most current information of import to its community.</p>
<p>The Council of Independent Colleges (CIC)</p> 	<p>CIC is the major national organization that focuses on providing services to leaders of independent colleges and universities as well as conferences, seminars, and other programs that help institutions to improve the quality of education, administrative and financial performance, and institutional visibility. CIC also provides support to state fundraising associations that organize programs and generate contributions for private colleges and universities.</p>
<p>Council on Undergraduate Research (CUR)</p> 	<p>CUR provides a variety of programs, services, and advocacy to its members, including professional development institutes for faculty, a peer-reviewed journal, online communities of practice, a <i>Posters on the Hill</i> showcase of undergraduate researchers, and a National Conference that draws more than 4,000 participants per year.</p>
<p>The International Council of Fine Arts Deans (ICFAD)</p> 	<p>Based on their motto of deans helping deans, ICFAD</p> <ul style="list-style-type: none"> <li>• unites and serves executive arts administrators who are committed to providing undergraduate and graduate learners an environment for learning in which art is a vital, integrated part, an environment in which all learners—no matter their major—have the opportunity to be engaged and inspired by that experience</li> <li>• strives to provide a foundation that allows arts administrators to do their jobs better and to expand their circle of contacts with people from diverse backgrounds, sharing new ideas and innovations developed by colleagues, through a deep sense of commitment to building community</li> <li>• focuses increasingly on innovative international programs.</li> </ul>



<p>Project Kaleidoscope (PKAL AT AAC&amp;U)</p> 	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Develop and disseminate new resources, tools and evidence-based practices for quality undergraduate STEM teaching</li> <li>• Build the infrastructure for leading and sustaining a national network of regional communities and meetings that provide opportunities for STEM faculty to be exposed to cutting-edge advances in undergraduate STEM teaching</li> <li>• Foster and support the short- and long-term leadership development of STEM faculty.</li> </ul>
<p>SERC (The Science Education Resource Center at Carleton College)</p> 	<p>The Science Education Resource Center is a grant-funded office at Carleton College. Founded in 2002, SERC has partnered with leaders in higher education across the country on over 100 education projects across the STEM disciplines and allied fields. Engaging participants from more than 1,000 institutions of higher education, as well as K-12 curriculum developers and teachers, SERC is home to a wide array of award winning education websites that make it one of the world's largest online collections of pedagogic resources.</p>
<p>Science Education for New Civic Engagements and Responsibilities (SENCER)</p> 	<p>SENCER offers workshops on faculty development and course design. SENCER prepares and disseminates curricular models, assessment tools, teaching guides, and research reports. SENCER models provide examples of field-tested courses that teach science content in the real-world contexts of policy, ethics, history, economics, psychology, culture, and law.</p>
<p>VentureWell</p> 	<p>VentureWell is a community that envisions a world in which science and technology innovators have the support, training, and access to networks and resources essential to solving the world's most difficult problems.</p> <p>For over 20 years, VentureWell has worked to support, train, and foster networks to ensure that the next generation of science and technology innovators realize—and maximize—their potential in bringing their innovative ideas to impact.</p>

