May 2007

To: Peter Whiting, SAGES

Dear Peter:

Below please find information about our very active year in the College Scholars Program. Co-director Patricia Princehouse will submit a separate report on her activities in the areas of the CSP Speakers Series, CSP Housing, and the credit issue.

We are requesting a “wrap around” of any funds in the 2006-07 CSP budget for the following academic year. Thank you.

Revised Mission Statement

The College Scholars Program (CSP) is a leadership community of learners and teachers, living together in a culture of ongoing dialogue, academic inquiry, and civic engagement. Collage Scholars are dedicated to the practice of thinking across traditional disciplinary boundaries and going beyond the classroom to address larger world concerns.

…Our program’s ambitious mission is no less than to produce graduates who will change the world.

In 2006: Newly admitted CSP students were:

Komal Patel
Cesar Medina
Joseph Gigliotti
Stephen Miller
Rachel Gentz
Perry Evangelista
Jeffrey Zabinski
Joseph Schinaman
Joseph Drungil
Kevin McHugh
Anita Sadhu
Aditi Shah
Mikell Yuhasz
Mieon Han
Jeremy Safran
Zenar Alem Tekeste
Tejasvi Pasupneti
Sophomore Class

Faculty mentors: Patricia Princehouse and Peter Whitehouse

For the service learning initiative this fall the sophomores engaged with an innovative, award winning, community educational organization, The Intergenerational School. They met twice with the board to assist in thinking through and planning the sustainability initiative of the board. This process included thinking about expanding the board and programs in new space. The students divided into several groups to explore a diversity of options. Each student wrote a white paper about a particular area for future development. Some examined measuring the moral development of the children and making comparisons with other school systems. Others focused on international comparisons with specific papers on Japan, France and India. One project may be continued in Japan as a junior year abroad project and as part of a process for developing an intergenerational school in Tokyo. Finally some students planned to examine the particular characteristics of the existing teachers in TIS to find which ones contributed to success of the school, once aging comparing them with other teachers from different schools. Because the sophomores adopted the juniors CSP model of moving to specific student chosen projects, the actual studies will for the most part not likely be actually conducted.

For the Spring Semester, the sophomores led courses with themes including: Indian Cinema (Bollywood), the Kama Sutra, the Mafia, the Song in Popular Culture. They organized a welcome dinner for the incoming class at “The Farm.” (Additional information will be provided in Patricia Princehouse’s final report.)

Junior Class

Faculty mentors: Linda Ehrlich and Sara Waller. (Sara also helped with the larger sophomore class during the Winter term.)

The junior class enrollment was severely hurt by the university’s failure to fully integrate CSP into the new SAGES curriculum. Many juniors left the program; most expressed deep regret about this.

Tim Beutler was active during the Fall and Winter semesters. He was joined in the Fall by Niloufer Khan and Shruti Madan, and in the Winter by Marianne Lalonde (who had returned from a semester abroad in France). Linda and Sara prepared a detailed syllabus, with a very specific grading policy which gave numeric points for: teaching, participation (preparedness), an Arts/Humanities paper, and a Final Project report.

In the fall, the topics the students chose for their teaching sessions included: Philosophies of Self, Heroes, Barcelona (in conjunction with the CMA exhibition), and cultural standards of beauty. In addition, the class attended a filmviewing of Jean Cocteau’s Orphée at the Cleveland Cinematheque, and a performance of Seamus Heaney’s play Burial at Thebes at the Cleveland Playhouse. This reflected several students’ interest in Classics.
In the winter, the students chose to research and teach about images of polygamy in popular culture (especially in terms of Mormon communities). Students became involved in assisting Tim Beutler with his Final Project: the casting, staging, and performance of the play RED NOSES by Peter Barnes. (Linda worked with Tim to purchase the rights to the play.) The cast included CSP students as well as other undergraduates and one graduate student. The performances were held in Carlton Commons, using a stage Tim had helped to procure for Footlighters. Tim chose the play because of its satiric treatment of the theme of the plague. His research centers on three different historical periods in which a kind of plague had a severe impact on a specific population.

Senior Class: College Scholars Final Projects

Senior faculty mentor: Mano Singham.

During the Fall semester, the seniors met each week to update each other about the status of their projects. Each student also led a discussion based on some prior reading that was circulated. The discussions and readings involved questions such as:

- Is it appropriate to terminate life support for children who have serious and untreatable conditions?

- The different ways that people deal with death (such as the deaths associated with the Darwin awards)

- The significance of the "Godfather" films

- The role that monuments and memorials play (such as the just initiated MLK Jr memorial in the national mall) and how people should decide who should get one.

- The male brain versus the female brain

- Should NASA be privatized?

- The role of language in politics

The Winter Term meetings consisted of updates on the projects and general discussions arising from them. Two students prepared dinners for the entire group during each class session. This led to a warm atmosphere of sharing and constructive advice about the Final Projects. At the end of the semester, each student made a presentation and submitted a research paper.
Senior Project summaries

Jennifer Ohtola saw the Cleveland cultural gardens as looking somewhat neglected. For her project she wanted to get a group of volunteers to clean it up and at the same time look at the role that such green spaces play in urban communities and the role that cultural groups play in creating and maintaining their gardens. What she discovered is that the organization and management of the gardens is very poor (which may explain their poor condition) and that as a result she was not able to get the actual clean up done. She is instead seeking to prepare a brochure and donor form and is trying to have it continue next spring even though she herself will not be here.

Kristin Raj noticed, when working with Cleveland students in her lab, that while they seemed ambitious about education and high grade point averages, their scores on standardized tests were very poor. She diagnosed this as partially due their lack of awareness of the importance of standardized tests for college admission and poor test taking skills. She organized an after school ACT tutoring program at Cleveland School of the Arts and John Hay High School for 20 students tutored by 12 Case students who had themselves received coaching and training on how to tutor. The tutors assisted students for two days per week between the months of February and April.

Sandhya Ravichandran created a science event for young children, ages 6 to 10 years old, at the Boys and Girls Club of Cleveland. Some of the topics and subjects covered include biology and biotechnology, anthropology, environmental science, chemistry, astronomy, and physics. The event embodied informative posters, hands-on science experiments, arts and crafts, and interaction with student volunteers from Case. The program held at one of the Cleveland's community centers attracted about 60 students who came from four different clubs to the Broadway club. She had about 8 Case students as volunteers and received a lot of support in terms of materials from the Cleveland Museum of Natural History.

Mike Stentz focused on the availability of (1) information and (2) screening and treatment regarding sexual health issues. His research led him to conclude that sexual "abstinence only" programs were failing in preventing risky sexual behavior among youth and that more comprehensive sex education programs were required. He compiled a useful website (Help Reform Sexuality Education NOW! SERT Ohio) that could be used by activists to get information and pressure state legislatures to improve the educational offerings in this area.

Vicky Sutak was concerned that there is no uniformity in the way that HIV/AIDS information is presented to children, especially the very young. She created an 'activity book,' that could be "used during presentations if groups want to, but can also be taken home with children so that they can talk to their family about these issues. This way the issue would be taken home, and families would be more involved in the health of their
child." Her research and Activity Booklet tried to clarify misconceptions about the nature of AIDS and its transmission.

Matt Wholey studied the nature of literacy, what it is and how it is defined, what are the factors that affect literacy levels and the effectiveness of the various programs that have been adopted in the Cleveland area and the nation.

Additional Academic Activities (for the entire program):

CSP students attended the viewing of *An Inconvenient Truth* at Strosacker. One observant CSP senior noted that, although CSP is technically a part of SAGES now, they are not informed about the free tickets. Hopefully that has been remedied.

October 27: An enthusiastic group of CSP students, and Linda, collected over 60 names of interested freshmen during the Choices Fair in Veale Center. Copies of the CSP publication *Scholars House* and an attractive brochure designed by the students helped enliven the table display. New students were invited to attend an open CSP class.

Many CSP students and faculty attended Peter Whitehouse’s talk at the City Club, Nov. 8.

A joint reading (following Winter Break): *LOVE IN THE TIME OF CHOLERA* (Gabriel García Marquez). A spirited discussion was held one afternoon, in Guilford Parlor.

Two “Cake and Coffee” events (a CSP tradition): one in the Fall, organized by senior Vicky Sutak, featuring former CSP Director Jonathan Sadowsky; another, in the Winter, organized by sophomore Teja Pasupneti, featuring Philosophy faculty member Jerry Pivens. The latter event was sponsored by the local NEW YORK TIMES office—a contact we hope to continue next year. Teja prepared a thought-provoking Discussion Guide to NY TIMES articles on environmental degradation and on the capture of the British sailors in Iranian waters. This session was attended by Linda, several current sophomores, and several newly admitted CSP students.

Students continued to contribute to the updating of the CSP website (which had a serious need of updating). The Office of Interdisciplinary Studies was overwhelmed with other work so Linda found assistance through Steven Cook of the College of Arts and Sciences. We truly appreciate Steven’s willingness to take on this extra task.
Joint Classes

**Sept. 11 orientation session** (see below)

**October 30:** A joint class in which heated opinions were expressed about the sorority Phi Ro’s insistence that they not honor the Housing Office’s request to return the house to the College Scholars Program. At Linda’s request, the discussion was moderated by one senior and one sophomore.

**Nov. 27. Topic: Leadership** (student-designed session, with Linda’s supervision. Readings from *Thinking Gray and Free* (Stephen B. Sample), *The Prince* (Machiavelli), and *Institutionalizing Charisma* (Jean Robinson). Discussion questions were prepared by the student committee.

**Feb.: Interviewing:** In preparation for the intensive interview period for new applicants to CSP, Linda invited Sara Walleck DeSwart of UCITE to help train students and faculty alike.

**March 5: Birth of a Nation:** In preparation for Eric Foner’s talk (co-sponsored by CSP), a student committee and Linda organized a class focusing on the controversial D.W. Griffith silent film (discussed in one of Foner’s books).

**Apr. 27:** Presentations by seniors and one junior about their Final Projects. Also, one sophomore (Mieon Han) presented about the MEHA conference (see below). Mano worked with the seniors to polish their presentations; Linda worked with Mieon.

**Recruitment**

With the invaluable aid of Allegra Martin of the SAGES office, Linda coordinated over ten days of interviews of new applicants to CSP. Each interview team consisted of: the applicant, a faculty member, an upperclass student, and a sophomore. Needless to say, coordinating these diverse schedules was an enormous task, especially when there was no secretary assigned to the Program, and no House where the interviews could be held.

The overwhelming number of applicants, and admitted students, come from the College of Arts and Sciences. Each year we tend to have one or two from Engineering; less frequently, from Nursing. Hence, the name College Scholars Program…There has been some discussion of changing the name to University Scholars Program.

20 students were admitted for the 2007-08 academic year. Many of those students have already become active in CSP committees, through their own interest. We have even received letters of interest from graduate students, students at CIM, and students who have just discovered the program but missed the deadline. Although there was a large Recruitment Event in Pytte Atrium in February (organized and carried out by a student committee and Linda), it has proven difficult to get the word out to the campus. Linda’s
requests to have announcements of the application deadline in First and Second-Year newsletters were not carried out by those respective Deans.

MEHA conference

At Linda’s suggestion and guidance, a group of current CSP students attended the Mideast Honors Association conference held in downtown Cleveland. Case’s CSP students joined groups from all over the region (Ohio, Indiana, Michigan, Wisconsin) to give presentations about their respective Honors Programs. The Case sophomores presented about the CSP policy of student-directed learning, and specifically about the “Rock and Roll” lesson taught by the students. Written evaluations from the audience were very high for the Case presentation. It was an excellent way for Case students to meet and interact with cohorts in other similar programs. Linda also found it useful to attend sessions devoted to mentoring in Honors.

Faculty Meetings

Held three times during the Fall semester; twice during the Winter term. Except for the last meeting, Linda prepared and distributed in advance a list of topics for discussion.

Co-Directorship

At the request of Patricia Princehouse, the two Co-Directors signed a contract which separated areas of responsibility.

Although I wanted to have weekly meetings, this did not happen. Most correspondence between the two directors was via email or messages on answering machines.

We agreed that Patricia would have primary responsibility for:

1) Recruitment of new faculty (note: except for the co-directors, the other faculty members were all new to the program. Linda recruited Mano Singham; Patricia recruited Peter Whitehouse and Sara Waller. Linda met with Sara over the summer for orientation.)
2) Planning & negotiating CSP budget
3) Oversight of spending
4) Arranging speakers
5) Dealing with the CEP to arrange more adequate credit for CSP courses
6) Housing issues (the Scholars House, etc.)
7) Hearing student complaints
Linda had primary responsibility for:
1) Convening faculty meetings
2) Updating web site
3) Event reminders
4) Managing mailing lists
5) Writing the annual report
6) Planning and carrying out joint classes
7) Meeting with the CSP Advisory committee

Both co-directors were actively involved in:

1) Recruitment of new students (Linda & the advisory committee took the lead on this.)
2) The Sept 11 retreat (The major activity was a discussion of the recently released film on 9-11. Linda sent an email to students that they should plan to see the films *World Trade Center* and *United 93* over the summer, and prepared group discussion questions. In Patricia’s absence, Linda helped coordinate the CSP involvement with two speakers: Leslie Feinberg, and the “Tabloid Classics” talk.

While the ongoing responsibilities for directors of CSP rival those of Department Chairs, the compensation is minimal. Linda taught 4 other classes during the academic year (with only one course release—DMLL’s teaching load is a high 5 courses/year). Patricia Princehouse also had a heavy teaching load.

**Fundraising and Development Committee**

Chaired and inspired by CSP faculty member Sara Waller, this energetic committee has proven once again that the College Scholars Program can find creative ways to meet new challenges.

In particular, the Committee:

1. re-wrote the CSP mission statement to appeal more to potential funders,
2. organized and implemented an alumni outreach effort, which included collecting “where are they now?” information on alums, sending a mailing to alumni to confirm addresses and raise funds (we raised 75$ in the initial mailing), and developing and sending out the very first issue of the CSP Newsletter (Jeremy Safran is the editor) which details both alumni activities and current CSP events, with spotlights on student projects and activities and CSP-sponsored speakers. (Thanks to Tom Neville for his assistance.)
3. Made initial contact with the owner of the *Theatre in Little Italy* and began negotiations for CSP use of the theatre in exchange for volunteer labor dedicated to its repair. Negotiations are still in progress.
4. Explored and targeted several granting foundations appropriate to the projects and goals of CSP. Our current proposals-in-progress are aimed toward the Gund
Foundation and the O’Neill foundation, for grants that will contribute to house repair and to student projects. Our goal is to finish and send the Gund Foundation grant proposal before semester’s end. (Thanks to Beth Trecasa for her assistance.)

5. Standout students in the F&D committee are Tim Beutler, Jeff Zabinski, Jeremy Safran, and Anita Sadhu.

Drafted a letter of greeting to incoming President Barbara Snyder

Drafted a $75,000 grant to fund two years of CSP programming (with an emphasis on community outreach and involvement). This would help support the infrastructure of the program (Final Projects, Sophomore class projects, etc.)

The F. and D. committee is pleased to announce that contributions from alumni are starting to appear.

Speakers Advisory Committee

Chaired by Peter Whitehouse. The group met three times, and identified speakers for the next academic year, including Aubrey De Gray (antiaging medicine), Al Gore (intergenerational ethics) and the Dalai Lama. Other topics of exploration included inviting a major visible Cleveland surgeon (e.g. the twin separation case) and an international figure dealing with HIV/AIDS.

Patricia Princehouse relied on co-sponsorships to help keep the CSP Speakers Series alive with a budget that was only half of the previous year’s budget. Attendance at most of the speakers’ events was high and the discussions with CSP students following the talks was lively. In some cases, CSP students introduced the guest speakers (another CSP tradition).

Proposed Projects (for next year—some preliminary suggestions from the students)

A study of CSP’s history (perhaps a series of oral histories)

A summer reading group (*Remembrance of Things Past? Midnight’s Children?*)

A trip to visit the West Virginia hospital highlighted in the film PATCH ADAMS.
Note: General Bulletin copy (2006-08)—here are the changes which were submitted by Linda:

ARSC 201 Introduction to CSP 1 (3 credits)

First course for students already admitted to the College Scholars Program. Principles and practices of leadership, learning styles, ethical decision making, group dynamics, and communication skills.

ARSC 301 CSP COLLOQUIA 1 (3 credits)

Students in the second semester of the College Scholars Program, in conjunction with CSP faculty, select topics for interdisciplinary study, construct curricula, and invite visiting speakers. Prereq: ARSC 201

ARSC 302 CSP COLLOQUIA II (3 credits)

Continuation of ARSC 301. Multidisciplinary study of selected topics. Prereq: ARSC 301

ARSC 397 CSP FINAL PROJECT (3 credits)

Semester-long independent study project under the guidance of CSP faculty. Prereq: Good standing in the College Scholars Program.

Concluding Remarks

As Co-Director it has been both an exhilarating and heartbreaking year. The exhilaration came from the enthusiasm, energy, and initiative of students and faculty alike. The sadness stems from a gradual erosion of university support for the program, including the loss of the Scholars House, the integrated credit, the lack of any substantial administrative assistance, and a slashed budget.

Helping to steer a dynamic program like CSP requires an enormous daily investment of energy and vision. I am proud to have been a part of such an innovative learning community.

For an eloquent statement of “What is unique about CSP,” please refer to Jonathan Sadowsky’s 2002-2003 Annual Report. The points he raises about CSP as a learning community, with a heavy emphasis on student-directed learning, service and community-based learning, and unusually close mentoring ties of faculty to students, are still highly relevant.

Submitted by:

Linda C. Ehrlich
Co-Director, CSP, Associate Professor, DMLL