Steven Rubenstein Professor of Environment and Natural Resources

Program of Work

Robert Manning
Thanks!

• Steven and Beverly Rubenstein and the extended Rubenstein family
• Rubenstein School committee
• Jon Erickson
Objectives of the Steven Rubenstein Professor Program

1. “Curricular transformation”

and/or

2. “Integrative research” (scholarship)
Curricular Transformation
Curricular Transformation

• “Student engagement”

• Assess Rubenstein School student engagement in their studies and related educational activities

• Assess the effectiveness of the Rubenstein School in engaging students through design and delivery of curriculum and other learning opportunities
Curricular Transformation

- Students are one of our most important “community partners”
  - Learn more about our students
  - Give our students greater voice
National Survey of Student Engagement (NSSE)

- Indiana University Center for Postsecondary Research
- Started in 1998
- Administered at 1,400 colleges/universities in North America
- Administered to first-year and senior students in the spring semester
- Objective: “assess the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes”
700 Institutions Register for NSSE 2014

ANNOUNCEMENTS

NSSE Institutional Report 2013 ready!
About 364,000 students from 613 institutions in the United States and Canada completed the survey. See a sample of the redesigned report here. Read more...

BCSSE 2013 Registration now Open
BCSSE includes new items to increase alignment with NSSE 2013 for a comprehensive analysis of the first-year experience. Read more...

Refreshing Engagement: NSSE at 13
Read the Change magazine article (May/June 2013) summarizing lessons from NSSE’s first 13 years and features of the updated survey. Read more...

NSSE Institutional Report Builder Launches
Analyze your institution’s NSSE data using the new Institutional Report Builder. Read more...

View NSSE Presentations from the AIR 2013 Forum

Updated NSSE Survey
Click for details

NSSE IN ACTION

BCSSE and NSSE results have helped guide our thinking and planning over the past two years as the campus engaged in a broad-based strategic planning process.

Marianne D. Kennedy, Associate Vice President for Assessment, Planning, and Academic Programs, Southern Connecticut State University

WHO’S PARTICIPATING
Enter all or part of an institution’s name: 
Search

ANNUAL RESULTS
Findings from the most recent NSSE, FSSE, and BCSSE administrations

HOW INSTITUTIONS USE NSSE
More than 500 examples in a searchable database

NSSE REPORT BUILDER
Display NSSE results by user-selected student and institutional characteristics. Two versions are available: Public and Institutional

PSYCHOMETRIC PORTFOLIO
View studies of NSSE’s reliability, validity, and data quality

NSSE NEWSLETTER
NSSE eNews is a periodic electronic newsletter created to keep NSSE users and others informed
National Survey of Student Engagement (NSSE)

- Asks about:
  - Student exposure to and participation in effective educational practices
  - Student use of time in and out of class
  - What students feel they have gained from their educational experience
  - The quality of student interactions with faculty and other students
  - The extent to which students feel the institution provides a supportive environment
During the current school year, about how often have you done the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions or contributed to course discussions in other ways</td>
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<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
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<tr>
<td>Come to class without completing readings or assignments</td>
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<tr>
<td>Attended an art exhibit, play or other arts performance (dance, music, etc.)</td>
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<tr>
<td>Asked another student to help you understand course material</td>
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<tr>
<td>Explained course material to one or more students</td>
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<tr>
<td>Prepared for exams by discussing or working through course material with other students</td>
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<tr>
<td>Worked with other students on course projects or assignments</td>
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<tr>
<td>Gave a course presentation</td>
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</tbody>
</table>
National Survey of Student Engagement (NSSE)

- Questionnaire is posted on the Rubenstein School website: 
  http://www.uvm.edu/rsenr/?Page=rubenstein-professor-program.html
National Survey of Student Engagement (NSSE)

- NSSE will be administered at UVM this year (following up on three previous administrations)
- Oversampling in the Rubenstein School
- Efforts to enhance response rate
National Survey of Student Engagement (NSSE)

- Optional modules:
  - Academic advising
  - Civic engagement
  - Development of transferable skills
  - Experience with diverse perspectives
  - Learning with technology
  - Experiences with writing
  - Information literacy
  - Global perspectives – cognitive and social
Other “‘SSEs”

• Beginning College Survey of Student Engagement (BCSSE)
  • Administered at UVM this year
• Faculty Survey of Student Engagement (FSSE)
  • Will be administered at UVM this year
Other Resources

- UVM survey of recent graduates
- Rubenstein School advising survey
- Other Rubenstein School surveys
- Rubenstein School Student Services staff
- Provost’s office (Brian Reed)
- Institutional Research (John Ryan)
- College of Education and Social Services (Higher Education and Student Affairs Administration/ Kathy Manning)
  - EDHI 395 Practicum/Internship
Workshop at Faculty Retreat
Integrative Research/Scholarship
Integrative Research and Scholarship

- A guidebook to the national parks: *A Thinking Person’s Guide to the National Parks*
- Innovative, interdisciplinary, integrative book
- NPS centennial in 2016
- Designed to engage park visitors, students and scholars
Integrative Research and Scholarship

• Analogy between the Rubenstein School’s integrative approach to environment and natural resources and the structure of the book
  • The Rubenstein School recognizes and integrates the substantive dimensions of the environment (e.g., natural sciences, social sciences and humanities; forestry, wildlife, recreation, etc.)
  • The book will recognize and integrate the diverse themes/dimensions of the national parks (e.g., natural history, human history, dynamic ecosystems, American conservation history, human rights/social justice, etc.)
Integrative Research and Scholarship

- 2013 Rubenstein School Seminar Series informs the book
- Flagship book for the Rubenstein School
- Working with Rolf Diamant and Nora Mitchell
Themes/Dimensions
  Many

Parks
  More than 400 comprising over 80 million acres
Yellowstone National Park
Gettysburg National Military Park
GETTYSBURG NATIONAL MILITARY PARK
MUSEUM & VISITOR CENTER
Golden Gate National Recreation Area
Channel Islands National Park
CHANNEL ISLANDS NATIONAL PARK
NATIONAL PARK SERVICE
Martin Luther King Jr.
National Historic Site
EBENEZER
BAPTIST
CHURCH
Vietnam Veterans Memorial
Vietnam Veterans Memorial

The Vietnam Veterans Memorial honors the courage, sacrifice, and devotion to duty and country of the men and women of the armed forces of the United States who served in America’s longest war. By virtue of its design, the memorial inspires a contemplative experience and puts a human face on a divisive conflict. Veterans, their families, and others find the memorial a place for reflection and healing.
More themes/dimensions and parks?
<table>
<thead>
<tr>
<th>Themes/Dimensions</th>
<th>Parks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenery</td>
<td>Grand Teton National Park</td>
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<tr>
<td>Ecological reserves</td>
<td>Great Smoky Mountains National Park</td>
</tr>
<tr>
<td>Nature at work</td>
<td>Hawaii Volcanoes National Park</td>
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<tr>
<td>Wildlife</td>
<td>Denali National Park and Preserve</td>
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<tr>
<td>Oceans/marine resources</td>
<td>Biscayne National Park</td>
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<tr>
<td>Recreation</td>
<td>Yosemite National Park</td>
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<tr>
<td>American history</td>
<td>Gettysburg National Military Park</td>
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<tr>
<td>American conservation history and philosophy</td>
<td>Yellowstone National Park/ Marsh-Billings-Rockefeller National Historical Park</td>
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<tr>
<td>Arts</td>
<td>Saint-Gaudens National Historic Site</td>
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<tr>
<td>Human rights</td>
<td>Independence National Historical Park/ Women’s Rights National Historical Park</td>
</tr>
<tr>
<td>Themes/Dimensions</td>
<td>Parks</td>
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<tr>
<td>Technology</td>
<td>Wright Brothers National Memorial</td>
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<tr>
<td>International</td>
<td>Saint Croix International Historic Site/National Park of American Samoa</td>
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<tr>
<td>Native Americans/indigenous people</td>
<td>Mesa Verde National Park</td>
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<tr>
<td>Science</td>
<td>Channel Islands National Park</td>
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<tr>
<td>Public memory</td>
<td>Vietnam Veterans Memorial</td>
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<tr>
<td>Urban</td>
<td>Golden Gate National Recreation Area</td>
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<tr>
<td>Cultural landscapes</td>
<td>Saratoga National Historical Park</td>
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<tr>
<td>Environmental education/sustainability</td>
<td>Zion National Park</td>
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<tr>
<td>Interpretation</td>
<td>Independence National Historical Park</td>
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<tr>
<td>Partnerships</td>
<td>Cooperating associations/friends groups/National Park Foundation</td>
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<tr>
<td>Themes/Dimensions</td>
<td>Parks</td>
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<tr>
<td>World heritage</td>
<td>Redwood National Park</td>
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<tr>
<td>Spirituality</td>
<td>Devils Tower National Monument</td>
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<tr>
<td>New models of parks</td>
<td>Champlain Valley National Heritage Area</td>
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<tr>
<td>Philanthropy</td>
<td>Acadia National Park</td>
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<tr>
<td>Economic engines</td>
<td>National parks of southern Utah</td>
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<td>-------------------------------</td>
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</tr>
<tr>
<td>Yellowstone National Park</td>
<td>✓✓✓✓✓</td>
</tr>
<tr>
<td>Marsh-Billings-Rockefeller National Historical Park</td>
<td>✓✓✓✓✓</td>
</tr>
</tbody>
</table>
A National Park System
(not just a collection)
Final Chapter: National Parks for the Second Century

• How can park resources be preserved in the face of population growth, expanding economic development and climate change?
• How much and what kinds of recreation and related public uses can be accommodated in the national parks?
• How can nature and culture be harmonized in the national parks in a sustainable way?
Final Chapter:
National Parks for the Second Century

• How can national parks be used to promote peace and international cooperation?

• How can parks be protected in the face of declining funding?

• How can parks be managed to ensure their relevance in an increasingly diverse society?
“Through interpretation, understanding; through understanding, appreciation; through appreciation, protection.”

-National Park Service Interpreter, Freeman Tilden
Thanks for participating