

Keith,

I would like to talk with you about what I can do to keep something of what made CPCS special alive, and to bring it to the whole university.

I can see what I have learned from the experience of CPCS and how I, and others, can go forward with this learning. Anyone who has been a student at CPCS -- satisfied or not-- or a faculty person or staff member -- positive or less so with the experience -- can teach us something. As can academics, activists and fellow travelers who have been associated with the College, or watched us from a short distance.

I cannot document here all I have been learning from writing the Book especially from the frustration and pain of the last six years, but what I am going to do is to try to suggest where it leads me, and how I hope it can inspire others to action and engagement. CPCS as an institutional base for the narrative evaluation and noncompetitive grading of experiential learning is no more. It may or not survive as a collegiate home for a curriculum and creative teaching practices in certain selected areas of practice and social thought, but it is no longer an educationally radical institution (I will of course define this later). It has been normalized.

**However** the fact that it existed and thrived (more or less) for more than thirty years means that we have a legacy to build upon within the one public university in Boston.

What I started scribbling down at 4 AM is a proposal for a UMB-wide undergraduate academic center for the support and evaluation of experiential learning -- SEEL. This Center will be an outgrowth of CPCS, AND a respected part of the General Education sector of UMB. It will be academic in that it will involve faculty and staff who are fully empowered to provide narrative evaluations of

experiential learning that meet agreed upon criteria (building on existing CPCS competencies initially, with existing or new cross college evaluation criteria to be determined.) This Center will:

- offer credited narrative evaluations of experiential learning that meet agreed upon criteria from the initial base of recognized CPCS competencies. Initially these evaluations will be based on relevant prior experiential learning or on sponsored UMB learning activities that are not traditional course based. Later we might sponsor our own social justice experiential learning activities, or we may just support those going on throughout UMB. I want broad initial parameters on number of possible credits and placement of experiential learning credits across the curriculum here. One big thing I have learned from the history of CPCS is the value of thinking big and setting big goals from the beginning, no matter how small ones actual first actions are.
- collaborate tightly with existing entities across campus that promote and support undergraduate experiential learning within and outside of CPCS – service learning, internship programs, field based learning, CLT, athletics, prison education, most Institutes (there are many and I don't yet know them all of course). The immediate goal of this collaboration is to identify all the bases for experiential learning on campus and work together to figure out the best praxis for supporting and evaluating this learning
- develop freshman seminars on the practice and theory of experiential learning – I don't really know what is possible here but it should be targeted to “experienced” students of any age
- create a writing expectation from the beginning with instruction for students, staff and faculty regarding how to write about one experiences and how to write narrative evaluations of progress and full demonstration of experiential learning

- create a student/alumni team of Experiential Learning Docents who will advise students, staff and faculty and who will work with faculty and student across UMB to promote an understanding of experiential learning.
- work with CLT or Deans or whomever to support faculty development in all areas of the practice of experiential learning, including how to involve graduate students from the Ed School, McCormack and Nursing in appropriate roles – including dissertation/thesis projects), Maybe people from Tufts or Northeastern would be interested
- seek outside funding and outside involvement in this effort (alumni Molly Mead, folks from Tufts, Mel King, Chuck Turner, John and Mai from DSNI, etc

As my book is written and my sabbatical finished I propose myself as the Faculty Director of SEEL. I propose Sarah Bartlett as Administrative Director. Raul Ybarra as Writing coordinator. And Diane Dujon as Oracle/Consultant. And I see many other current and former CPCsers (you can guess who) as key faculty/staff on our working Advisory Board – alongside faculty/staff friends from across UMB, and some retirees. I am willing now to begin to discuss this with friends – not enemies or even doubters yet – and to begin to create a plan for funding and institutional buy in. I am sending it to you and a select group of others at this very early phase of thinking. Immediately I need advice about:

1. is this possible at all?
2. how to proceed with all due diligence while I finish my book(s) on CPCs
3. who are our closest likely supporters – if you get this I consider you such but am bcc'ing most folks because I don't want to falsely identify anyone
4. what should we definitely NOT do, or whom should we definitely not reach out to at this early stage?

5. In other words, help me think and act smartly here without giving up on some basics: narrative evaluations, criteria for well and creatively documented presentation of evidence, legitimacy of academic crediting through appropriate UMB entities, including but not limited to CPCS

I want to do this, and I want to play a leadership role. And I should not and cannot do it alone, or set all the initial rules. And I will not fight for this if there is no institutional buy in. I have had my last war with UMB provosts. I can retire, but I don't want to.

So, again, help.