

## IRA THREE-YEAR PROGRAM REVIEW QUESTIONS

College of BSS

Please answer the following questions for review by the IRA Advisory Committee. Limit your responses to no more than a total of two typed pages.

1. All IRA funded programs are outgrowths of the CSU, Chico educational curriculum. The IRA fee revenue dollars fund co-curricular activities to further the educational opportunities of students.
  - a. List each of your IRA programs and its faculty advisor.

Museum Studies - Georgia Fox

Butte Creek Outdoor Classroom – Don Hankins

Model United Nations – John Crosby
  - b. Explain how each IRA program relates to your college/unit's educational mission and how co-curricular activities impact the college/unit and the students.

*The three IRA programs within the College of BSS mirror the interdisciplinary nature of the college and diversity found in global communities. The Anthropology Museum, Butte Creek Outdoor Classroom, and Model United Nations provide rich opportunities for our students to learn by doing. Aligned with university strategic priorities, the programs embrace a student-centered, problem-based approach to learning. The faculty advisors are highly knowledgeable, innovative, and talented in their academic areas, which provides students with hands-on experiences through applied labs, fieldwork, service learning, and community and global engagement.*

**I. The Valene L. Smith Museum of Anthropology** was created to serve as the laboratory to facilitate hands-on learning for the Museum Studies Program. Students apply what they learn in the classroom to such activities as creating museum exhibitions, cultural heritage management, and educational programming. Approximately 25 students annually are responsible for researching, designing, and installing an exhibition from a basic theme or concept to a final product. Student Assistants and Work Study student employees funded through IRA learn the basics of museum operations and program development. The Museum Studies Program introduces students to current standards and practices in all aspects of museum work. Increasingly, these standards include innovative ways to meaningfully incorporate new technology such as sound tubes and iPads to create immersive experiences for visitors. Additionally, students are brought along to meet community collaborators, such as other museum professionals, local donors, and civic organizations. The museum is committed to promoting respect and appreciation for human cultural diversity and is actively committed to identifying untold narratives of the North State and beyond

**II. The Model United Nations program** is a life changing experience for the students who participate. Located within the Political Science department and designed primarily to appeal to International Relations majors within the department, the program nevertheless attracts students far outside the discipline for a number of reasons. Students acquire impressive research, writing, debate, speech and diplomatic skills. Model UN students from Chico State are nationally recognized as being routinely in the top 5% of all Universities and Colleges participating. Chico State competes nationally and wins consistently year after year.

Another key facet to the program is the student-officers. The student officer and student dynamic create multiple levels of pressure and support for the typical student initially entering the program in the fall semester. By the time of the spring competition the team is cohesive, well

prepared and highly supportive of each other. As a result of the pressure, competition and support, students in the program typically make life-long friends.

The Model United Nations Program is vibrant and active. The program attracts and animates dozens of students each year in an immersive international relations experience. The program, combining both an intellectual and social outlet, forms lasting collegiate friendships not only at the University but also within the larger global academic community.

**III. The Outdoor Classroom (OC)** is supportive of virtually every strategic goal for the College of Behavioral and Social Sciences. Most significantly, the OC related to those highlighted below, and provides high impact experiences for our students beyond the college and university.

#### 1. Promote student success

The OC provides student employees the opportunities to extend their classroom learning through engagement with the K-12 outdoor education program and/or land stewardship activities. The opportunities provide valuable experience which promote further interest in academic and career success through applied opportunities. The OC attracts students from across campus, thus there is great interdisciplinary exchange.

#### 2. Maintain and develop innovative and high-quality learning experiences that provide skilled graduates to our North State service region, the State of California, and beyond.

Students who have been afforded opportunities with the OC have placed great value on their experiences. In recent years, such students have gone on to being agency land managers in the local region, field research staff for global organizations, and restoration technicians and crew leaders for local organizations.

#### 3. Maintain, develop and grow community service and research partnerships that enhance student learning and community involvement.

OC student employees have been involved in furthering partnerships with public and private entities and building awareness through research and outreach activities. One specific area that is notable is through fire management and monitoring activities, which has also engaged agency interest (e.g., Bureau of Land Management, US Forest Service, Bureau of Indian Affairs, Sierra Nevada Conservancy), NGO's (e.g., Fire Safe Councils, Sacramento River Watershed Program, Terra Fuego Resources), and Tribal entities (e.g., Mechoopda Indians of Chico Rancheria).

#### 5. Promote excellence in faculty teaching, research, and service.

By having a diverse pool of OC participants from across campus, there is a feedback mechanism between students and their faculty mentors, which has enhanced collaboration opportunities across academic units.

#### 7. Maintain, promote, and support inclusivity.

Where appropriate, the OC has sought opportunities to promote and support inclusivity, including opportunities for women and minorities, which are traditionally under-represented in outdoor fields. Additionally, we work collaboratively with local tribal organizations (e.g., Mechoopda) on some projects, which fosters cross-cultural learning. As a whole, the working environment is conducive to learning, applying, and discussing diversity and inclusion in a variety of ways ranging from physical abilities which might necessitate workplan revisions for a given day, to cultural perceptions related to outdoor learning and stewardship activities.