

The Association of American Colleges and Universities invites applications to the



Institute on General Education and Assessment

MAY 29 – JUNE 3, 2009

**University of Minnesota – Twin Cities
Minneapolis, Minnesota**



*Association
of American
Colleges and
Universities*

APPLICATION DEADLINE: FEBRUARY 20, 2009



About the Institute

For eighteen years, two- and four-year colleges, universities, and state systems have sent teams to AAC&U summer institutes to advance their campus goals for general education. Through Institute participation, more than four hundred institutions have worked to develop general education programs that are more coherent, provide powerful learning experiences for students, and integrate learning goals with majors and pre-professional studies.

Admission to the Institute is competitive and limited to approximately thirty teams of five. All accredited two-year and four-year institutions are encouraged to apply.

The central goals of the Institute on General Education are:

- to provide an understanding of contemporary general education in the context of the entire curriculum and of the Liberal Education and America's Promise (LEAP) vision for student learning;
- to facilitate the building of a campus learning culture based upon clear goals, intentional curricula, powerful instruction, and assessments that improve learning;
- to help campus teams refine and substantially advance campus projects on general education and its assessment;
- to help teams plan strategies for successful implementation of curricular change.

The 2009 Institute also includes a special emphasis on assessment and campus efforts to more visibly demonstrate achievement of general education outcomes at the classroom, program, and institutional levels.

Applicant campuses may be at any stage in their efforts to strengthen general education. Applications benefit from evidence of prior campus planning and work. Projects may center on any set of issues or problems encountered or anticipated in the redesign process. Teams attending the Institute will have extensive opportunities to work as a group, with other teams, and with the experienced faculty/consultants who are available throughout the Institute. The program creates a supportive, stimulating environment, allowing teams to make substantial progress in their general education reform efforts. *Teams are expected to be in residence for the entire Institute.*

Institute Faculty

The Institute faculty members will be in residence throughout the Institute, bringing experience from a variety of institutional settings, disciplines, and academic responsibilities. Some are scholars of educational change, while others are campus-based implementers of innovative curricular programs. Consultants to colleges and universities of all types, the Institute faculty members offer expertise on an impressive range of topics, many of which appear as scheduled, interactive presentations in the Institute curriculum.

Depending upon the needs and projects of the selected teams, other faculty members may be added to the following list:

J. Herman Blake ▪ *University of South Carolina Beaufort* ▪ faculty development, first-year programs, learning communities, diversity issues, retention and graduation of minority students, making excellence inclusive

Helen Chen ▪ *Stanford University* ▪ e-portfolios and “folio thinking,” Web 2.0 applications and strategies, classroom design

Scott Evenbeck ▪ *Indiana University-Purdue University Indianapolis* ▪ first-year experience, learning communities, learning outcomes, K–16 support for learning, faculty involvement with new students

Bret Eynon ▪ *City University of New York–La Guardia Community College* ▪ e-portfolio, faculty development, student success, English language learners, integrative learning

Ann Ferren ▪ *American University in Bulgaria* ▪ models, use of resources/costing out models, politics and strategy, improving teaching, strengthening curricula

Paul Gaston ▪ *Kent State University* ▪ curriculum, implementation, continuous improvement, connecting gen ed and the major

Lee Kniefkamp ▪ *Teachers College, Columbia University* ▪ student intellectual and moral development, learning styles, pedagogy, diversity and intercultural communication, integrating student and academic affairs

Devorah Lieberman ▪ *Wagner College* ▪ process of reform, civic engagement, service learning, personal and social responsibility, faculty development

Peggy Maki ▪ *Educational Consultant* ▪ assessment issues and practices; aligning teaching, learning, and assessment; culture of assessment, mapping and inventories

Laura I. Rendón ▪ *Iowa State University* ▪ student access, retention and graduation; holistic pedagogy; first-generation and low-income student success

Terrel Rhodes ▪ *Vice President, AAC&U* ▪ e-portfolios, learning communities, integrative learning, institutional transformation, transfer students

Carol Geary Schneider ▪ *President, AAC&U* ▪ learning outcomes, connecting liberal and major/professional studies, engaging with gen ed reform, personal and social responsibility outcomes

Barbara Wright ▪ *Western Association of Schools and Colleges* ▪ principles and practices in assessment, qualitative assessment, accreditation, expectations for the quality of student work

Institute Curriculum

The institute curriculum is designed to provide an ideal environment for campus planning and extensive time for substantive team work, interaction with colleagues from other campuses, and private consultations with resident faculty.

While the curriculum is revised each year based upon the stated needs of the participating institutions, the Institute typically includes the experiences described below.

- An opening plenary on national trends in general education reform and frameworks and recommendations from AAC&U's Liberal Education and America's Promise (LEAP) initiative
- A formal curriculum organized around "tracks":

Track 1: The Process of General Education Change

Simply developing good ideas does not guarantee successful change. This track will help teams analyze campus dynamics, politics and culture, and relations with internal and external entities. Together with a final session on implementation strategies, this track will focus on supporting your good ideas with strategic change processes.

Track 2: An Approach to Learning Improvement

Developing clear learning outcomes or expectations is a powerful first step to learning improvement. This track moves from goals into building curricula to achieve general education outcomes and follows with a look at pedagogies particularly effective for student learning and development.

Track 3: Assessment and Communication

Campuses need useful assessments of student learning to serve multiple purposes and that do not overburden faculty. Techniques and strategies for assessing learning outcomes from course to program to institutional levels will be addressed, along with strategies for communicating how results are used in a variety of ways to demonstrate quality learning.

(Teams may attend any or all tracks according to their interests and needs. An additional track may be added depending upon participants' needs.)



Selected Concurrent Sessions

Concurrent sessions complement the core curriculum tracks through concentration on specific issues related to general education reform:

Student learning goals in general education and across the curriculum

- **integrative learning** in general education
- **connecting general education to departmental majors and pre-professional programs**
- **diversity** and its integral role in learning – locally and in a global society
- **development of student intellectual, personal, and social responsibility**

Program design process

- **models** of general education
- **allocating resources** for general education
- **engaged practices, e.g. community-based learning, research and inquiry, and learning communities** as components of general education

Assessing student learning

- **e-portfolios:** purposes and processes
- **approaches** to demonstrating student learning for multiple audiences and purposes
- **assessment rubrics** for all liberal education outcomes

Improving teaching and learning

- **effective learning practices**
- **faculty development** as a strategy for improving general education
- **issues of student transfer**
- **technology and the Internet**



(Ad hoc discussions can also be organized on other topics in response to team requests.)



Application Procedures

Visit the AAC&U Web site at www.aacu.org/meetings/institute_gened to apply online.

Note: Five-person teams must include a senior academic officer and faculty members from a range of disciplines, and reflect a campus's diversity.

Questions to be addressed in the narrative portion of the application:

1. Need: What is your current general education model and what has motivated a desire for redesign? Have assessment results prompted the review or do you need help creating an assessment plan? What work already has been accomplished and by whom? What resource or political issues are at play in the process? Has a unified vision of the planned redesign emerged?

2. Goals: What high-priority tasks do you expect your team to work on during the Institute? These should be the tasks that, if advanced substantially during the Institute, would lead your team and campus to judge your efforts a success.

3. Team characteristics: In what ways do your team members reflect the range of concerns surrounding general education redesign on your campus? How do they reflect the diversity and the various interest groups on your campus?

4. Contributions: What do you believe your institution can contribute to the Institute?

The narrative should be clear and concise—no more than five pages in length.

Application Deadline:

Applications should be received by February 20, 2009.

- Notification will be sent by March 10, 2009.

For additional information contact Gretchen Sauvey, 202-884-7413 or sauvey@aacu.org.

Fees

The registration fee for the Institute covers room, most meals, tuition, materials, and team consultations with the Institute faculty. Meals begin with breakfast on Saturday, May 30, and continue through breakfast on June 3. On Sunday and Monday evenings, no dinner is served so participants can enjoy the excellent restaurants in the area.

- **\$6,500** per five-member team from AAC&U member institutions
- **\$7,200** per five-member team from AAC&U non-member institutions

Campuses can request to send additional team members whose participation costs will be pro-rated.

Selection Criteria

Applications will be judged on the extent to which the Institute can assist the applying institution in its general education initiative. Reviewers will also balance a number of other considerations to assure a representative group of participants—for example, institutional type and project focus.

Minneapolis and the University of Minnesota Campus:

The University of Minnesota–Twin Cities, the oldest part of the state’s university system, offers an ideal location for the team and reflective work of the Institute. Housing, meals, and sessions for the 2009 Institute will be concentrated in the west bank section of the Minneapolis campus. Located just a few blocks from downtown Minneapolis, overlooking the Mississippi River, this area of campus is home to the West Bank Arts Quarter, Carlson School of Management, and the Hubert H. Humphrey Institute of Public Affairs. Participants will have free time on Sunday and Monday afternoons to visit the city’s attractions including the many restaurants and shops in the area.

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AAC&U Summer Institutes

AAC&U summer institutes offer campus teams a time and place for sustained collaborative work on a project of importance—away from the daily pressures of campus life. Participants learn from new research, national trends, other campus' efforts, and consultations with distinguished institute faculty to develop campus action plans that are thoughtful, research-based, and feasible.

General Education and Assessment

May 29 – June 3, 2009 | University of Minnesota–Twin Cities

—for campuses working on redesign and assessment of general education programs

Greater Expectations Institute

June 17 – 21, 2009 | University of Vermont

—for campuses seeking to increase student engagement and achievement and make excellence inclusive

Engaging Departments

July 8 – 12, 2009 | University of Pennsylvania

—for deans, department chairs, and faculty working to advance integrative and engaged learning in and across disciplines, and to assess student learning outcomes



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