

The Association of American Colleges and Universities invites applications to the



20th Anniversary of the
**Institute on General Education
and Assessment**

JUNE 4-9, 2010

**University of Vermont
Burlington, Vermont**



*Association
of American
Colleges and
Universities*

APPLICATION DEADLINE: FEBRUARY 19, 2010



About the Institute

For the past nineteen 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 preprofessional 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 2010 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 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 have campus-based experience as leaders and innovators in curricular and institutional change. As consultants to colleges and universities of all types, faculty members offer expertise on a range of topics.

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

Institute Faculty

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

Brian Bridges ▪ *Ohio University* ▪ diversity initiatives, institutional goal alignment, academic excellence, student access, retention

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–LaGuardia Community College* ▪ e-portfolios, 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 general education and the major

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

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

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

AAC&U Faculty

Ashley Finley ▪ *Director of Assessment for Learning, AAC&U* ▪ assessment strategies, implementation, communication, assessment of engaged learning pedagogies and civic engagement, connecting learning and student well-being

Kevin Hovland ▪ *Director for Global Learning and Curricular Change, AAC&U* ▪ global learning outcomes and opportunities, civic engagement initiatives, diversity

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

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

Institute Curriculum

The institute 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.

The curriculum is designed to address a range of current and recurring topics associated with general education reform and development. For example, campus teams working on integrating global issues or ethical action in their general education goals and curriculum might connect with other campuses with a similar focus. Topic areas (or “Tracks”) allow participants to engage with resident faculty and colleagues from across the country in a workshop-style atmosphere intended to promote both depth of learning and discovery.

An opening plenary presents national trends in general education reform, frameworks, and recommendations from AAC&U’s Liberal Education and America’s Promise (LEAP) Initiative.

Workshops combine intensive small group discussion on multiple dimensions of general education reform with guidance from faculty who serve as group leaders and discussion facilitators.

Overview of Curriculum Tracks

The Process of General Education Change

Simply developing good ideas does not guarantee successful change. Workshop discussions focus on the analysis of campus dynamics, politics, and culture, and relations with internal and external entities to help project teams develop and support ideas for strategic change on their campuses.



Models of General Education Organization and Delivery for Improved Learning

Developing clear learning outcomes or expectations is a powerful first step to learning improvement. Building curricula to achieve integrative liberal education outcomes is often more challenging. Ways of structuring and delivering general education will be examined.

Building Institutional Capacity: Making Excellence Inclusive

A number of issues can complicate the path toward developing clear learning outcomes essential to improving general education curricula. Workshops survey a number of current issues that affect the reform process, such as:

- The integration of transfer students
- Articulating and implementing diversity and global knowledge and engagement
- Ethical reasoning and civic involvement in action
- Effective pedagogies for student learning and development in the twenty-first century
- Working with e-portfolios and the use of technology to enhance student learning

Assessment and Communication

The assessment of student learning should be both meaningful and strategic. Participating teams will be introduced to various assessment techniques and strategies, including rubrics and portfolios of student work for organizing current and future assessment agendas, communicating data on campus, and using results to create change and advance institutional goals.

Overview of Concurrent Sessions

Concurrent sessions are intended to provide the opportunity to engage in more concentrated discussions within particular topic areas or issues. Concurrent session topics typically include:

- Connecting departmental majors and preprofessional programs to general education goals
- Allocation of resources
- Using institutional data to advance learning and campus communication
- Faculty development
- Integrating the curriculum and cocurriculum



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 19, 2010.

- Notification will be sent by March 10, 2010.

For additional information, contact Norma Toussaint, 202-884-7404 or toussaint@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, June 5, and continue through breakfast on June 9. 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.

Burlington and the University of Vermont Campus

Located in Burlington—perennially voted one of America’s most exciting small cities—the University of Vermont is set in a valley on the shores of Lake Champlain between the Adirondack and the Green mountain ranges. The university’s new Dudley H. Davis Student Center is the first student union to receive LEED Gold certification from the U.S. Green Building Council.

The campus is approximately 3.5 miles from Burlington Airport. For more information on airlines serving the city, visit the Burlington International Airport Web site. The approximate drive time to Burlington is three hours from downtown Boston and six hours from New York City.



Photos courtesy of: University of Vermont; Wagner College, photographer Paul O’Mara; Southern Illinois University, photographer Rusty Bailey

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.

Institute on General Education and Assessment

June 4 – June 9, 2010 | University of Vermont

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

Greater Expectations Institute

June 16 – 20, 2010 | Vanderbilt University

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

Engaging Departments Institute

July 7 – 11, 2010 | 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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