



*Association
of American
Colleges and
Universities*

*The Association of American Colleges and Universities
in collaboration with
The University of North Carolina at Asheville
is pleased to announce*

*THE THIRTEENTH
ASHEVILLE
ON INSTITUTE
GENERAL EDUCATION*

FROM THE CO-DIRECTORS

ABOUT AAC&U

AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. Since its founding in 1915, AAC&U's membership has grown to nearly 800 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local level and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

ADDITIONAL AAC&U SUMMER INSTITUTES

Two other summer institutes offered by AAC&U feature participation through campus teams. Information and applications are available as noted below.

Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement

Building faculty and administrative capacity to sustain learning-centered innovations by embedding them in campus cultures

June 25-29, 2003

Denver, Colorado

www.aacu.org/meetings

SENCER Summer Institute

Connecting science with civic engagement by teaching through complex and unsolved public issues

August 8-12, 2003

Santa Clara University, California

www.aacu.org/SENCER

Dear Colleagues,

The Association of American Colleges and Universities (AAC&U) and the University of North Carolina at Asheville (UNCA) collaborate to bring you the Asheville Institute on General Education, a professional development program designed to help colleges and universities navigate the complexities of general education reform. Now in its thirteenth year, the Asheville Institute provides reflective work time for teams of faculty and senior academic administrators from campuses that are reviewing their general education programs.

With a philosophical commitment to coherent, integrated general education that interconnects with major and pre-professional studies, as well as to learning goals and assessment, the Institute draws upon many innovative models to help participants strengthen undergraduate learning. Formal sessions address a comprehensive range of issues, including the process of curricular change and the design of general education programs. The schedule also allows extensive time for team discussions, interaction with colleagues from other campuses, and consultation with the Institute's resident experts on curricular reform.

Over the past dozen years, as a feature of AAC&U's commitment to educational renewal, the Asheville Institute has served as a principal resource for over two hundred fifty colleges and universities. Most teams have been rewarded with significant advancement of their plans as a result of participation.

If you have ever wished you could "buy more time" for your campus's general education reform efforts, consider applying to the 2003 Asheville Institute. This community of colleagues dedicated to improving student achievement provides just such an opportunity.

ANDREA LESKES

Vice President for Education and Quality Initiatives

AAC&U

MARGARET J. DOWNES

Professor of Literature and Language

UNCA

THE THIRTEENTH ANNUAL ASHEVILLE INSTITUTE ON GENERAL EDUCATION ***MAY 31 - JUNE 4, 2003***

The Asheville Institute on General Education is a collaborative venture between AAC&U and the University of North Carolina at Asheville. Colleges and universities participate in the Institute through a five-person team, reflective of campus diversity, that includes a senior academic officer and faculty from a range of disciplines. Admission is competitive and limited to approximately twenty teams. All accredited two- and four-year colleges and universities are encouraged to apply.

The central goals of the Asheville Institute on General Education are

- to provide an understanding of contemporary general education in the context of the entire curriculum;
- to discuss strategies for successful implementation of curricular change; and
- to help teams refine and substantially advance general education projects of importance to their particular campuses.

Teams may be at any stage in their efforts to strengthen programs, from initial planning to final review. Their proposed projects may center on any set of issues or problems encountered or anticipated in the process. They will have opportunities to work by themselves, with other teams, or with the experienced faculty consultants who will be available throughout the Institute. *Teams are expected to be in residence for the entire Institute.*

INSTITUTE FACULTY AND CURRICULUM: As a group, the Institute faculty brings experience from a variety of institutional settings and a range of disciplines and academic responsibilities. Some are scholars of educational change, others campus-based implementers of innovative curricular programs. They offer expertise in the following areas, many of which will be featured in the Institute's curriculum:

- principles of general education
- goals for general education programs and for student learning
- the interrelationships of goals, pedagogy, curriculum, and assessment
- trends and models
- strategies for advancing curricular innovation
- politics of effecting change
- faculty development
- diversity education
- global preparedness
- student intellectual development
- interdisciplinarity
- assessment of student learning
- program assessment
- learning communities
- service learning
- technology in general education

RESULTS: Reports from teams that have attended the Institute attest enthusiastically to the lasting value of participation. One comment from a team leader at the first Institute has often been echoed since in the evaluations: "We accomplished in one week what it would have taken us two years to do on our own campus." The curriculum is adjusted each year to reflect participating institutions' needs.

DAILY SCHEDULE: The daily schedule typically includes presentation/discussions led by Institute faculty, team working times, and opportunities to meet with Institute faculty or campus teams. One afternoon will be scheduled as free time for optional outings in the Asheville area. Popular recreational options offered in the past to individual participants (at a small additional cost) have included whitewater rafting on the French Broad River, an afternoon at the Biltmore Estate, and a guided tour of downtown Asheville

ASHEVILLE AND UNCA CAMPUS FACILITIES: Asheville is set amidst the splendor of the Blue Ridge Mountains of western North Carolina. For their stay in Asheville, team members are provided private rooms with semi-private baths in a modern, air-conditioned UNCA dormitory. Most meals are served in the adjacent campus dining center.

APPLICATION GUIDELINES AND FEES

INSTITUTE FEE: The registration fee for the Institute will cover room, board, tuition, most materials, and Institute faculty assistance:

- \$ 5,100 per five-member team from AAC&U member institutions
- \$ 5,800 per five-member team from AAC&U non-member institutions

SELECTION CRITERIA: Each application will be judged principally on the evidence it presents pertaining to how the Institute will 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, a variety of types of institutions and team projects.

APPLICATION PROCEDURES: Applications include two parts: a narrative (described below) and the cover sheet (see next page).

QUESTIONS TO BE ADDRESSED IN YOUR NARRATIVE:

- **Need:** What is your current general education model? What is motivating your campus's desire for general education reform? 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 reform emerged?
- **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.
- **Team characteristics:** In what ways do your team members reflect the range of concerns surrounding general education reform on your campus? How do they reflect the diversity and the various interest groups on your campus?
- **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 MARCH 14, 2003

- Notification will be sent by March 28, 2003.
- Please send four copies of the entire application.

For additional information contact Ross Miller, 202.884.0803
or miller@aacu.org

INSTITUTE FACULTY FOR SUMMER 2003

J. HERMAN BLAKE

Director of African-American Studies
Professor Sociology
Professor of Educational Leadership and Policy Studies
Iowa State University

MARGARET J. DOWNES

Professor of Literature and Language
Director of the Key Center for Service-Learning
University of North Carolina at Asheville

STEPHEN C. EHRMANN

Director of the Flashlight Program
The Teaching, Learning, and Technology Group

ANN S. FERREN

Professor of Educational Studies
Radford University
Senior Fellow, AAC&U

JERRY G. GAFF

Senior Scholar, AAC&U

PAUL GASTON

Provost
Kent State University

ANDREA LESKES

Vice President for Education and
Quality Initiatives, AAC&U

JACK MEACHAM

SUNY Distinguished Teaching Professor
Department of Psychology
University at Buffalo – The State University of
New York

ROSS MILLER

Director of Programs, Office of Education and
Quality Initiatives, AAC&U

MERRITT MOSELEY

Professor of Literature and Language and
Director of the Honors Program
University of North Carolina at Asheville

KAREN M. SCHILLING

Professor and Chair
Department of Psychology
Miami University, Ohio

CAROL GEARY SCHNEIDER

President, AAC&U

BARBARA WRIGHT

Educational Consultant
Assessment Coordinator
Eastern Connecticut State University

APPLICATION COVER SHEET: 2003 ASHEVILLE INSTITUTE ON GENERAL EDUCATION

Please complete this cover sheet and attach it to a narrative statement conforming to the guidelines on the previous page. Mail **four copies** of the entire application so it arrives by **March 14, 2003** to:

**Asheville Institute on General Education
Association of American Colleges and Universities
1818 R Street, NW
Washington, DC 20009**

Institution: _____

Address: _____

City/State/Zip: _____

TEAM LEADER

Name: _____

Title: _____

Campus Address: _____

Phone: _____ Fax: _____ E-mail: _____

OTHER TEAM MEMBERS Note: Teams must include a senior academic officer and faculty members from a range of disciplines.

1 Name: _____
Title (including discipline): _____
Campus Address: _____
Phone: _____ Fax: _____ E-mail: _____

2 Name: _____
Title (including discipline): _____
Campus Address: _____
Phone: _____ Fax: _____ E-mail: _____

3 Name: _____
Title (including discipline): _____
Campus Address: _____
Phone: _____ Fax: _____ E-mail: _____

4 Name: _____
Title (including discipline): _____
Campus Address: _____
Phone: _____ Fax: _____ E-mail: _____

PRESIDENT'S AUTHORIZATION

If selected, my institution will attend the Asheville Institute on General Education, meet all terms of participation spelled out in the enclosed materials, and accept financial responsibility for the Institute fee.

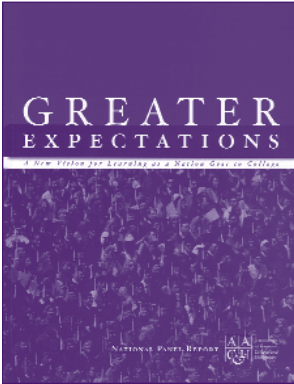
SIGNATURE: _____

TYPED NAME: _____

(President or Chief Executive Officer)

AAC&U PHONE NUMBER: 202.387.3760

AAC&U PUBLICATIONS



GREATER EXPECTATIONS: A New Vision for Learning as a Nation Goes to College

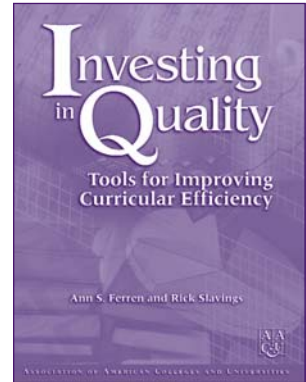
This newly released report of the Greater Expectations National Panel calls for a new focus on excellence to better prepare students for the 21st century world. The report recommends the creation of a New Academy characterized by high expectations, a focus on learning, commitment to demonstrated achievement, intentional practices, and an engaged, practical liberal education for all students.

(2002/60 pp) \$15

INVESTING IN QUALITY: Tools for Improving Curricular Efficiency

"Ann Ferren and Rick Slavings combine plain good sense with a genuine sensitivity to both the nuances of curriculum and the organizational realities of academic management. They pose the question that many outside the academy insistently ask: Why can't we have both quality and efficiency? Their answer is, we can." — Peter Ewell, National Center for Higher Education Management Systems

(2000/46pp) \$18



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