PROGRAM OF EVENTS

2016 Institute on Integrative Learning and the Departments

TUESDAY, JULY 12	
12:00 pm – 6:00 pm *Regis Hall Multipurpose Room*	**Institute Check-In** *(AAC&U staff)*
12:00 pm – 9:00 pm *Regis Hall*	**Residence Hall Check-In** *(Loyola University of Chicago Staff)*
4:00 – 4:45 pm *Mundelein Auditorium*	**Team Leader Meeting**
5:30 pm – 7:00 pm *Mundelein Auditorium* *(See Page 23 for bios of the faculty and speakers)*	**Welcome and Introduction of the Faculty** *Kathy Wolfe, Vice President for Integrative Liberal Learning and the Global Commons, AAC&U* **Opening Plenary:** **Lynn Pasquerella, President, AAC&U**
7:00 pm – 8:45 pm *Mundelein Auditorium*	**Opening Reception and Poster Session**
WEDNESDAY, JULY 13	
7:30 am – 8:30 am *Simpson Dining Hall*	**Breakfast** *Participants may enjoy breakfast in Simpson Dining Hall anytime between 7:30 and 9:00 am. You will need your AAC&U name badge to access the dining hall without additional payment.*
8:45 am – 10:00 am *See "Faculty Rooms and Advising Assignments" for locations—Page 7.*	**8:45 – 9:15 am** **Combined Team Advising with Faculty Advisors** **9:15-9:30 / 9:30-9:45 / 9:45-10:00 am** **Individual Team Advising with Faculty Advisors** *Each team is assigned an advisor from among the Institute faculty. The advisor's role is to be a point person with whom to share updates on progress, discuss challenges that arise, and obtain suggestions for faculty consultations. Teams should plan to check in with their advisors as needed, informally over meals or during team time.* *During this session, campus teams will meet as a group with their advisor in the faculty's assigned room. Following the Combined Team Advising, the advisor will meet with each team individually. Other teams are welcome to stay or can return at their assigned time.*

10:00 – 10:30 am *Outside Cuneo 109*	**Coffee Break / Snacks**

10:30 – 11:45 a.m.	**Concurrent Sessions I**
Cuneo Hall 210 *GEMs Principle(s):* *Agency and Self-Direction* *Integrative Learning and* *Problem-Based Inquiry*	*Theme 1: Innovative Pedagogies for Integrative and Global Learning* **Designing for Agency in the Global Digital Learning Ecosystem** *Rebecca Frost Davis* What skills, abilities, and habits of mind do today's graduates need for their careers and to solve complex problems in a constantly changing, globally-connected world? How do we integrate liberal education with learning in a digital context? The future of liberal education depends upon an integrative vision of digitally-informed learning that is not merely content delivery online but rather is reshaped in the same ways that digital learning has already fundamentally changed our culture. This session will engage participants in developing a curriculum that scaffolds self-directed digitally-augmented problem-solving from introductory to capstone level courses. Participants will explore innovative pedagogies, interrogate effective models for integrating authentic learning opportunities shaped by digital tools and resources at all levels, and work collaboratively to develop a toolkit and to-do list for encouraging this type of learning on their own campus. Please bring your laptops, tablets, and/or smart phones.
Cuneo Hall 117 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction* *Equity*	*Theme 1: Innovative Pedagogies for Integrative and Global* Learning **Voices of Discovery Intergroup Dialogue Program** *Jesús Treviño* As the college domain of teaching and learning continues to integrate technology as a way of reaching more students in different and effective ways, our traditional "technology" of face to face interaction continues to be de-emphasized and underutilized. Intergroup dialogues, involving students in small diverse groups talking to each other, building intercultural relationships, exploring issues of diversity and concepts in a safe environment, is a powerful tool for both classroom and extracurricular learning. Students who participate in diversity dialogues learn and develop listening skills, perspective taking, civil discourse, empathy, and critical thinking. Critical to the intergroup dialogue process is engaging students in the practice of taking action including creating videos, writing papers, producing pamphlets, organizing diversity events, and numerous other creative projects designed to enhance the intergroup dialogue process.
Cuneo Hall 218 *GEMs Principle(s):* *Equity* *Transparency and Assessment*	*Theme 2: Civic Engagement: Applied Community-Based Learning* **Equity-Driven Community-Based Learning: What We Can Learn from Civic, Diversity, and Global Practices** *Caryn McTighe Musil* Rather than starting to invent applied community-based learning as if it were a new pedagogy, what can be learned from the recent fields that pioneered equity-driven collaborative investments in and with communities: US diversity, civic engagement, and global learning? What might be learned from the approaches and content—as well as their admitted mistakes-- of these three educational reform movements that might enrich, embolden, and sharpen your current ILD plan for applied community-based learning? This session will identify some of the distinguishing and overlapping markers of each that informed their community-based learning practices as well as the consequences to students' sense of agency, equity, social responsibility, and capacities to be adept boundary crossers. Specific examples of community-based practices and programs will be woven throughout the session.

Cuneo Hall 003 *GEMs Principle(s):* *Agency and Self-Direction* *Transparency and Assessment*	*Theme 3: Assessment of Integrative Learning* **Make Assessment Work for You and Your Student Success Vision: It Works If You Work It!** *Hazel Symonette* Assessment and evaluation are rich natural resources that can facilitate and empower student learning, development, and success. Such resources are especially crucial given the complexity of many expected educational outcomes vis-à-vis significant heterogeneity within and across student populations. Assessment and evaluation have important contributions to make at all phases of the teaching/learning process. Unleashing the illuminative power of these resources can help educators enact appropriate success visions and outcome promises that resonate with and engage a wider spectrum of learners, in addition to documenting the usual outcomes-attainment profiles. To do so requires intentional uses of assessment AS and FOR learning and not simply post-mortems OF learning. This workshop will magnify the intrinsic benefits of responsive assessment and evaluation by spotlighting the inform-driver (relevant knowledge creation) and the improve-driver (continuous development towards inclusive excellence). Mindfully embracing these drivers provides generative complements to the ever-present "accountability-compliance" prove-driver which initially spurs many institutions into doing assessment. We will especially focus on key WHO domains—the teacher- and learner-related human systems dynamics—as opposed to the more conventional WHAT domains, notably, the curriculum, cocurriculum and pedagogy. More specifically, how do educators provide "Helpful-Help" that activates and supports learning via contextually-responsive challenge and support strategies, from multiple vantage points?
Cuneo Hall 203 *GEMs Principle(s):* *Transparency and Assessment*	*Theme 3: Assessment of Integrative Learning* **Actionable Assessment in Academic Programs: Principles and Practices for Usable Results** *Jo Beld* This session introduces a "utilization-focused" model of assessment in departments and programs that will promote intentionality and transparency in teaching and learning. Participants will consider several examples of this model in practice in a variety of academic programs, and think about prospective uses of assessment evidence in their own departments. They will then review a wide array of specific instruments and approaches that can generate actionable evidence, including rubrics, nationally- and locally-developed questionnaires, course-embedded approaches, and adaptation of institutional-level instruments. At the conclusion of this session, participants will be able to identify a variety of possible uses for assessment data, understand the similarities and differences between grading and assessment, and identify a wide array of methods for gathering evidence of student learning. The session blends presentation with paired discussion and general Q&A.
Cuneo Hall 217 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction*	*Theme 4: Faculty and Administrative Leadership for Integrative Learning* **Departments as a Center of Energy—Not a Barrier to Change** *Ann Ferren* Significant new initiatives such as General Education reform, undergraduate research, and e-portfolios often are started as campus-wide strategies to ensure clarity in goals, broad communication, and evidence that many voices and ideas are included. In such institutional initiatives, too often colleges and departments are seen as insular and, thus, barriers to change. By focusing on collaborative leadership, effective change can happen by working both from the "outside in" as well as from the "inside out." This session is designed around the department's role in supporting integrative liberal learning, including: - honoring the variety of ways integrative learning is defined, practiced, and assessed - creating opportunities for faculty development and sharing of innovative practices - adapting one's leadership style and role as department chairs to promote change - using technology to track and connect the work of faculty and students across units

	The peer relationships and close faculty-student interactions in successive years within a department provide a unique opportunity to personalize learning, facilitate faculty collaboration, build on individual interests and strengths, make connections across courses, and mentor students' best work. Utilizing these strengths can sustain campus-wide change.
Cuneo Hall 109 GEMs Principle(s): Proficiency	**Theme 4: Faculty and Administrative Leadership for Integrative Learning** **Promoting Integrative Learning Across the Whole Campus** *L. Dee Fink* All of the teams at this Institute are interested in promoting Integrative learning [perhaps along with other kinds of learning] throughout their entire educational program. This session will lay out a conceptual framework that identifies four important sets of tasks that need to be addressed by any institution attempting this kind of learning-centered change in their educational program. Following a brief introduction to the framework, the facilitator will identify the action implications involved in each of the four levels. The third portion of the session will consist of participants either sharing examples or posing questions about how to deal with the tasks at a particular level.
12:00 – 1:15 pm Simpson Dining Hall	**Lunch** *Participants may enjoy lunch in Simpson Dining Hall anytime between 11:30 am and 1:30 pm. You will need your badge and meal card to access the dining hall without additional payment.*
1:30 pm – 2:45 pm	**Concurrent Sessions II**
Cuneo Hall 203 GEMs Principle(s): Equity Transparency and Assessment	**Theme 1: Innovative Pedagogies for Integrative and Global Learning** **Integrative Learning and the 21st-Century Student: Diverse, Older, and Transfers** *Anny Morrobel-Sosa* Nearly half of all undergraduate students in the United States begin their post-secondary education at community colleges. While many of them do so with the aspiration of transferring to a four-year institution after obtaining an associate degree, many others transfer without completing the associate degree. Ensuring liberal education throughout all 4 years requires intentional mapping and articulation of curricula between two-year and four-year institutions, with special attention to the co-curricular needs/expectations of culturally diverse, older, and multi-lingual students. This session will showcase a new program—"Going Forward in Reverse: The Reverse Transfer Program for CUNY in the Bronx"—with examples of the policies and procedures to facilitate timely student achievement through reverse transfer and articulations of integrative learning and general education. Reverse transfer is a process by which academic credits for course work completed by a student at a four-year institution are transferred back to his or her 2-year originating community college for completion of the requirements toward the associate degree, thus combining academic credits from each institution. The three colleges highlighted in this session are Hispanic-serving and Minority-serving institutions with predominantly non-traditional and first-generation students.
Cuneo Hall 218 GEMs Principle(s): Proficiency Integrative Learning and Problem-Based Inquiry	**Theme 2: Civic Engagement: Applied Community-Based Learning** **Global Service Learning: Integrating Two Powerful Practices Across Disciplines** *Dawn Whitehead* This session will focus on the integration of global learning (GL) and service learning (SL) around big global questions that require multiple disciplinary perspectives. Participants will explore definitions and descriptions of GL and SL, practice integrating GL and SL in existing student learning outcomes and/or creating GL and SL learning outcomes, and examine incorporating GL and SL into curricular and co-curricular experiences. Participants will consider models of student-focused investigation of real world challenges in both local and international communities to provide students with global experiences at home and abroad.

Cuneo Hall 117 *GEMs Principle(s):* *Integrative Learning and Problem-Based Inquiry*	*Theme 2: Civic Engagement: Applied Community-Based Learning* **Implementing Integrative Service Learning Experiences: Best Practices to Achieve Learning Outcomes** *Jann H. Adams* Best practices in implementing integrative service learning experiences will be demonstrated through an examination of multiple models of "service learning" implementation, best practices in implementation, and successful strategies in enhancing the impact of these experiences. Reviewed models are distinctive in their approach to integration of learning and provide insights into the implementation of service learning related integrative learning to facilitate achievement of learning outcomes across multiple disciplines. The presentation will clarify basic and successful models of service learning, including the P.A.R.E. (Preparation, Action, Reflection, Evaluation) Model, as well as strategies for maximizing the impact of service experiences. Examples of successful implementations will be highlighted as exemplars of high impact learning experiences through service. Review of these models and examples will allow a critical examination of the challenges and benefits of implementing service learning based integrative learning models in the undergraduate curriculum.
Cuneo Hall 003 *GEMs Principle(s):* *Proficiency* *Integrative Learning and Problem-Based Inquiry*	*Theme 3: Assessment of Integrative Learning* **Integrating Across the Curriculum: Shared Learning Outcomes** *Amy Jessen-Marshall* One way to intentionally encourage integration across the curriculum is through the establishment of shared learning outcomes which can then be mapped across the curriculum in both majors as well as general education with common and shared assessments. We'll explore two different campus experiences in developing learning outcomes to encourage integration as case studies for how to write and develop learning outcomes. One example includes a focus on global learning through shared outcomes across a core integrative general education curriculum. The second example includes a broader development of outcomes across the curriculum beginning with the AAC&U LEAP Essential Learning Outcomes.
Cuneo Hall 202 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction* *Transparency and Assessment*	*Theme 3: Assessment of Integrative Learning* **Long-Term Impacts of Integrative Project Work** *Richard Vaz* This session will highlight results from a recent alumni study looking at the long-term impacts of two required integrative projects at Worcester Polytechnic Institute. One project is a 9 credit hour interdisciplinary research requirement that is central to the university's general education strategy. The second is a 9 credit hour capstone research or design project in the major. In each activity, students work in small teams under faculty direction to address open-ended problems, usually for external sponsors. Survey and interview results from 38 years of alumni of the program reveal a wide range of long-term impacts related to professional skills, world views, and personal enrichment. We will focus on the learning outcomes, assessment results, and lessons learned, with particular emphasis on how evidence of long-term impact can be used to persuade decision-makers of the merits of integrative learning.
Cuneo Hall 116 *GEMs Principle(s):* *Transparency and Assessment*	*Theme 4: Faculty and Administrative Leadership for Integrative Learning* **Cultivating Faculty Friends: Turning Curricular Reform (and Assessment!) into an Engaging and Transformative Faculty Development Opportunity** *Kate McConnell* The success of any major curricular reform—and its attendant approach to assessment—hinges upon faculty participation and buy-in. This workshop will help participants create a faculty development toolkit. This "nuts and bolts" session will help participants create approaches to authentic faculty development that are designed to not only address faculty

	concerns but to stimulate active and engaged participation as change agents. The workshop will address structural, organizational, pedagogical, and epistemological challenges and opportunities faced during curricular reform, with special attention to the sticky issues assessment presents within interdisciplinary, integrative approaches to teaching and learning.
Cuneo Hall 002 *GEMs Principle(s):* *Integrative Learning and Problem-Based Inquiry* *Transparency and Assessment*	*Theme 4: Faculty and Administrative Leadership for Integrative Learning* **Integrative Learning and Change: Large-Scale Reform and the Learning College** *J. Elizabeth Clark* What does a learning college look like? How does large-scale institutional change happen? This session will share an extended case study of LaGuardia Community College's work on integrative learning from individual courses to large-scale institutional reform. This session will focus on the process of change including curriculum, professional development, technology, and assessment. It will show how LaGuardia used paired courses, learning communities, ePortfolio, accreditation visits, an evolving assessment process and participation in projects like AAC&U's Integrative Learning Project and Project VALUE as critical steps along the way. It will also focus on the slow pace of large-scale change and the significant considerations important to a cultural shift.
2:45 – 3:15 pm *Outside Cuneo 109*	**Coffee Break / Snacks**
3:15 – 4:00 pm	**"101" Sessions and Team Time** *The "101" sessions are short, beginning level sessions that offer an introduction to the topic. Participants are welcome to attend to learn the basics, discuss the topic, and raise burning questions in a friendly, informal environment.* *Teams may also use this time to process session information and/or work on their action plan. Teams may meet in a place of their choosing.*
Cuneo Hall 002	**ePortfolio 101: How ePortfolios Jumpstart Integrative Learning** *J. Elizabeth Clark* Although ePortfolio has been a widely-used term in higher education for the better part of a decade, there are myriad definitions and assumptions about ePortfolios. This session will serve as a primer, answering basic questions about ePortfolios in higher education, providing definitions and examples of portfolio practice, answering questions about platform selection, and showing a wide range of ePortfolio approaches. Participants will learn about key ePortfolio resources for further study on local campuses. Once basic definitions and practices have been established, this session will emphasize the role of ePortfolio in jumpstarting student-centered integrative learning. *Please note: this session is suggested for participants who have limited familiarity with ePortfolio.*
Cuneo Hall 210	**AAC&U Lingo 101** *Kathy Wolfe* Being asked to LEAP into GEMs but don't know HIPs from ELOs? We won't judge you! This brief session is for anyone new to AAC&U: how we are organized, the kinds of work we do, and the meaning of some of our many acronyms. Join us to learn the basics.

4:15 pm – 5:15 pm	**Team Time and Consulting Time**
See "Faculty Rooms and Advising Assignments" for locations—Page 7.	**Teams may use this time to process session information, work on their action plan, or consult with Institute Faculty.** **If scheduled to meet with a faculty member, please meet in the faculty room listed on "Faculty Rooms and Advising Assignments."** **Otherwise, teams may meet in a place of their choosing.**
5:15 pm –	**Dinner on your own** *(optional evening team time or meetings with other teams)*
THURSDAY, JULY 14	
7:30 am – 8:30 am *Simpson Dining Hall*	**Breakfast** *Participants may enjoy breakfast in Simpson Dining Hall anytime between 7:30 and 9:00 am. You will need your AAC&U name badge to access the dining hall without additional payment.*
8:30 am– 9:15 am	**"101" Sessions and Team Time**
	The "101" sessions are short, beginning level sessions that offer an introduction to the topic. Participants are welcome to attend to learn the basics, discuss the topic, and raise questions in a friendly, informal environment. ***Teams may also use this time to process session information and/or work on their action plan. Teams may meet in a place of their choosing.***
Cuneo Hall 002	**Global Learning 101** *Dawn Whitehead* This session is an introduction to global learning. In the session, a brief history of global learning, key terms, activities, campus models, learning outcomes, and assessment of global learning will be introduced. During this informal session, participants are welcome to bring questions about developing and enhancing global learning on their own campuses as well as ideas and examples of successful global learning opportunities on their own campuses.
Cuneo Hall 210	**Equity 101** Hazel Symonette and Jesús Treviño Come join us and ILD colleagues in an informal, deliberative open space for exploring questions, issues, concerns, strategies related to equity, diversity, and inclusive excellence in higher education.

9:30 am – 10:45 am	Concurrent Sessions III
Cuneo Hall 002 *GEMs Principle(s):* *Agency and Self-Direction* *Integrative Learning and* * Problem-Based Inquiry*	*Theme 1: Innovative Pedagogies for Integrative and Global Learning* **ePortfolios & Integrative Learning: Using ePortfolios to Overcome the Academic Disconnect** *J. Elizabeth Clark* Too often, students encounter their educations as a series of disconnected courses informed by disciplinary silo thinking. How do we engage students in making meaningful connections between core courses and their academic majors, particularly when faculty members work in separate departments? How can the ePortfolio serve as an integrative tool for also connecting co-curricular life and experiences outside of the academy? This session will focus on ways to use ePortfolio as a sequential, social pedagogy in an integrative curriculum rather than as a stand-alone tool for advising, credentialing, or showcasing of completed work. This session will present an overview of ePortfolio as social pedagogy as well as case studies from a range of institutions and programs to demonstrate the integrative potential of ePortfolios. ***Please note: This is an advanced ePortfolio session, presuming some familiarity with ePortfolios. If you are new to ePortfolio, and your schedule allows, please consider attending the ePortfolio 101 session prior to this one.***
Cuneo Hall 202 *GEMs Principle(s):* *Proficiency* *Transparency and Assessment*	*Theme 2: Civic Engagement: Applied Community-Based Learning* **Outcomes Assessment and Program Evaluation for Integrative Learning** *Richard Vaz* This session will use a particular integrative assignment – a community-based research project – as a case study in outcomes assessment and program evaluation. First, we will explore how the assignment maps into institutional learning outcomes. Second, we will consider what forms of evidence the assignment generates, how that evidence can be evaluated using a rubric, and how that rubric can be used to help students understand what's expected of them. Third, we'll consider ways in which the success of the assignment can be evaluated at a programmatic level, and how those evaluation results can inform program improvement.
Cuneo Hall 116 *GEMs Principle(s):* *Transparency and Assessment*	*Theme 3: Assessment of Integrative Learning* **Got Data—Now What?** *Kate McConnell* Faculty have sometimes (justifiably) characterized our current assessment climate as "assessment-palooza"—with institutions seemingly stuck on the spin cycle of data collection. Drawing on best practices from the scholarship of teaching, learning, and assessment as well as data visualization, this session will address this challenge by providing pragmatic approaches for (1) making meaning of the various data points available at the course, program, and institutional level, and (2) using that data to enhance curricular structures and pedagogical approaches designed to enhance the learning of all students.
Cuneo Hall 117 *GEMs Principle(s):* *Integrative Learning and* * Problem-Based Inquiry*	*Theme 4: Faculty and Administrative Leadership for Integrative Learning* **Leadership of Effective Integrative Learning Interventions** *Jann H. Adams* Integrative learning is characterized by opportunities to develop competencies, insights and experiences that can be applied to lifelong learning and problem solving. Many approaches require students to engage multiple disciplines to solve problems/address real-world issues, assist students in the development of specific competencies (critical thinking/quantitative literacy) that can be applied across disciplines, and engage students in learning activities that allow them to apply and integrate multiple competencies (targeted learning outcomes) in a novel way or to solve new problems (e.g. capstone courses). Effective institutional interventions are created when administrators incentivize and reward innovation, build

	capacity/infrastructure for successful implementations, support the development of comprehensive evaluations of implementations, assist in the management of challenges associated with implementation, and address issues related to dissemination of findings. In sum, administrators are the architects of institutional culture change. Faculty are charged with applying their disciplinary and other areas of expertise as well as best practices in the implementation of innovative approaches, building collaborations with faculty within and outside of their disciplines and areas of expertise, serving as ambassadors to faculty and administrators, conducting evaluations that assess the learning outcomes and program implementation, responding to assessment results with appropriate program modifications, and providing insight into the practices that are essential to effective implementation and replication. This session will highlight approaches to navigate the challenges faced by administrators and faculty interested in building and institutionalizing integrative learning models. Faculty and administrative leadership issues that will be addressed include: building infrastructure for implementation and institutionalization, culture change and collaboration among faculty and administrators, and evaluation and adaptation of implementation.
Cuneo Hall 003 *GEMs Principle(s):* *Proficiency* *Integrative Learning and* * Problem-Based Inquiry*	***Theme 4: Faculty and Administrative Leadership for Integrative Learning*** **Managing the Process and Politics of Curricular Change and Supporting Faculty Along the Way** *Amy Jessen-Marshall* Wide scale curricular change is full of challenges. In this session we'll discuss how to think through the politics you may encounter and how to plan a thoughtful process that will increase your likelihood of success. I'll share examples from two different curricular reform efforts, one successful, the other more difficult, in order to highlight why one worked while the other met with more resistance. Then we'll focus on faculty support, as a key piece of every successful curriculum change and we'll discuss various models of faculty development. Ultimately, encouraging faculty to work across disciplinary lines in order to share pedagogies, consider interdisciplinary and integrative courses, and develop a shared vocabulary to support curriculum requires intentional effort. I'll highlight faculty learning communities as one model to bring faculty together in these conversations.
Cuneo Hall 203 *GEMs Principle(s):* *Integrative Learning and* * Problem-Based Inquiry*	***Theme 4: Faculty and Administrative Leadership for Integrative Learning*** **From Convergence to Implementation: Using Integrative Learning and Design Thinking to Move Institutional Strategic Initiatives** *Anny Morrobel-Sosa* The development of institutional and departmental strategic plans typically involves multiple constituencies interested in establishing a unified vision for the future. And sometimes, because of competing interests or needs, the outcomes of such a process are predictable: an affirmation of the past, a justification for the present, and a repositioning for the future. It is in a discussion of the latter when we face the question: in differentiation, do we improve or do we innovate into the future? This session will introduce 'design thinking' as an intentional approach to developing a set of ideas and action plans for a given strategic initiative. Based on the need for a desired outcome and empathy with the intended users, each team (typically comprised of individuals with different roles, expertise, and learning styles) will be immersed in the process through a layered set of questions that help define the issue/problem, viewed from multiple perspectives, brainstorm possible solutions, select the 'best' solution and develop a prototype to test, assess, and make decisions on if, how and when to implement. This approach to problem-solving by teams is intended to move possible solutions from concept to implementation, improvement and/or innovation with an embedded assessment plan for change when needed. This session will showcase a recent example of institutional prioritization of all academic and administrative programs to inform strategic planning and repositioning for the future.

10:45 am – 11:15 am *Outside Cuneo 109*	**Coffee Break / Snacks**
11:15 am – 12:15 pm	**Team Time and Consulting Time**
See "Faculty Rooms and Advising Assignments" for locations—Page 7.	**Teams may use this time to process session information, work on their action plan, or consult with Institute Faculty.** **If scheduled to meet with a faculty member, please meet in the faculty room listed on "Faculty Rooms and Advising Assignments."** **Otherwise, teams may meet in a place of their choosing.**
12:30 pm – 1:30 pm *Simpson Dining Hall*	**Lunch** *Participants may enjoy lunch in Simpson Dining Hall anytime between 11:30 am and 1:30 pm. You will need your AAC&U name badge to access the dining hall without additional payment.*
1:45 pm – 3:00 pm	**Concurrent Sessions IV**
Cuneo Hall 109 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction*	*Theme 1: Innovative Pedagogies for Integrative and Global Learning* **Developing Faculty Capabilities to Support Integrative Learning** *L. Dee Fink* If a college or university wants to support better student learning, it will be necessary to encourage and support better faculty teaching. This does not mean a one-time, major improvement in teaching; it means a continuous, regular, and substantial faculty investment of time learning about and learning how to use new and more powerful ideas about teaching and learning – year after year. What might institutional leaders do, to encourage and support such a level of faculty investment in their own development as professional educators? We will explore some of the organizational and policy actions this might involve, for example: work load issues [Do they have time for faculty development?], establishing or strengthening a campus-based teaching/learning center, incorporating "professional development" into the annual evaluation of faculty work or the evaluation of teaching, encouraging faculty engagement in SoTL, et cetera.
Cuneo Hall 117 *GEMs Principle(s):* *Integrative Learning and* *Problem-Based Inquiry* *Equity*	*Theme 1: Innovative Pedagogies for Integrative and Global Learning* **Interactive Techniques for Examining Diversity Concepts** *Jesús Treviño* Some of the most challenging concepts to explore with students, in particular those from dominant groups, are related to diversity and social justice. Power, privilege, worldview, implicit bias, and systemic oppression are but a few diversity frameworks that can engender resistance, misunderstandings, conflict, anger, and stress when presented to students in the classroom. What are teaching techniques that minimize some of the negative side effects of teaching about social justice concepts? What can instructors do to create greater understanding about diversity issues while minimizing defensiveness, anger, and conflict? Storytelling, group dialogues, props, theatre, simulations, and interactive group are a few techniques that can be utilized to maximize learning and engagement of students in diversity work.

Cuneo Hall 218 *GEMs Principle(s):* *Proficiency* *Integrative Learning and* *Problem-Based Inquiry*	*Theme 2: Civic Engagement: Applied Community-Based Learning* **Civic Prompts: Integration, Milestones, and Signature Projects in Departments** *Caryn McTighe Musil* The fertile, untilled soil of the major is ripe for creating more visible, sustained civic pathways by opening up fresh ways of conceiving what civic questions about the public good and civic agency might look like in different disciplines. As a response to a recommendation in A Crucible Moment: College Learning and Democracy's Future (2012), this session will invite participants to answer a set of civic prompts for their own department in order to define civic inquiries most urgent to explore and the civic pedagogies most amenable to their disciplines. The ultimate integrative challenge is "to infuse civic leaning outcomes progressively across the major," while building upon civic learning outcomes for students in general education. Together, we will examine case studies of departments that have opted to do just that by designing a series of experiences for students in their department that reflect milestone civic learning and culminate in signature projects that demonstrate students' abilities to apply what they are learning to address shared local or global needs.
Cuneo Hall 203 *GEMs Principle(s):* *Integrative Learning and* *Problem-Based Inquiry* *Transparency and Assessment*	*Theme 3: Assessment of Integrative Learning* **Beyond "Closing the Loop": Using Assessment to Advance Student Success** *Jo Beld* As challenging as it is to gather credible evidence of student learning, doing so is only part of the story. Actually using the evidence to sustain and improve learning is just as challenging, if not more so. Interpreting and using assessment evidence requires collective integrative thinking, with faculty and staff collaborating to synthesize assessment findings from multiple sources and to connect lessons learned with the realities of teaching and learning. Through a blend of presentation and hands-on work, this session will help participants develop practical strategies for interpreting and using assessment to advance all the principles of student success: proficiency, agency and self-direction, integrative learning, equity, and transparency.
Cuneo Hall 003 *GEMs Principle(s):* *Agency and Self-Direction*	*Theme 3: Assessment of Integrative Learning* **Educators As Boundary-Spanning Excellence Facilitators: Engaging Students As Active Agents, Architects, and Partners in Their Learning Journey** *Hazel Symonette* Assessment and evaluation practices work best when we mindfully work them for the greater good of student agency and efficacy! Such practices magnify their illuminative powers while providing generative supports for student empowerment. *Developmental Evaluation* is a capacity-building approach that enables both the educator and the learner as well as the teaching/learning intervention. It supports dynamic assessment and judgment-making processes that have utility at all phases of the student learning/development life cycle. For individual learners, this approach is most congruent with **Assessment AS Learning** and its groundings in metacognition and self-regulation. In becoming engaged self-assessors, students gain the ability to monitor and regulate what they are learning given specified expectations. Responsive feedback, both internal and external, helps students to discern and make real time adjustments as well as changes in what they do, or do not, understand. How can we better nurture these processes that help students make sense of data and information by relating it to prior knowledge and then using it for new and/or reconfigured learnings? This workshop introduces a holistic ***Self-in-Context*** assessment resource that helps learners—educators as well as students—activate critical and creative analyses, reflection and reflexive praxis. We will explore this contextually-responsive Developmental Evaluation framework for unpacking and activating the WHO? complexity at the heart of WHAT? agendas. More specifically, we will explore who we are perceived as being in relation to our students and our curricular/cocurricular content vis–à–vis who we need to be/become for the greater good.

Cuneo Hall 217 *GEMs Principle(s):* *Agency and Self-Direction* *Equity*	***Theme 4: Faculty and Administrative Leadership for Integrative Learning*** **Developing and Sustaining Integrative Liberal Learning for All Students** *Ann Ferren* As colleges and universities design a wide variety of initiatives to support inquiry-based, interdisciplinary, applied, and integrative learning, they must also create the infrastructure necessary to ensure that the initiatives are not just available, but are a part of every student's undergraduate experience. This session will consider some of the tools institutions have found useful to track their success in engaging all students, for example: • designing outcome measures anchored to key decision points for all students • strengthening support structures that enhance student development and self-assessment • periodically reviewing in-class and co-curricular integrative practices through an equity lens • gathering institutional research data on student participation in various opportunities Intentional design, creative pedagogy, and reliable information, however, are not enough. Faculty leadership is essential to promote the campus-wide collaboration and professional development necessary to develop, extend, and sustain integrative learning as a priority for all students. Participants will share their experiences with both formal and informal processes they have used to engage their colleagues in connecting their commitment to inclusive excellence to integrative learning.
Cuneo Hall 210 *GEMs Principle(s):* *Agency and Self-Direction* *Equity*	***Theme 4: Faculty and Administrative Leadership for Integrative Learning*** **New Faculty Roles in the Emerging Digital Ecosystem** *Rebecca Frost Davis* If all information is available online and the best professors are giving their lectures away for free, do we really need so many faculty members? This questioning underlines our need to redefine the faculty role in a way that advances the goals of liberal education. Rather than merely being repositories of content knowledge, faculty must help students progress along the path to mastering life-long learning. Terminal degrees indicate not only content expertise, but also the transferable learning skills of a master-learner, including synthesis, analysis, evaluation, and creativity. The key faculty roles, then, are mentoring and modeling learning, collaborating with students as they build learning networks, and helping students learn to self-evaluate as they develop the agency to become life-long learners. This session will explore alternate models for understanding the faculty role drawn from digital learning models and strategies for promoting that role at the individual, departmental, and institutional level. It will also examine the role of contingent faculty in this ecosystem. Participants will collaboratively create a toolkit for redefining faculty roles on their own campus. Please bring your laptops, tablets, and/or smart phones.
3:00 pm – 3:30 pm **Outside Cuneo 109**	**Coffee Break / Snacks**
3:30 pm – 4:30 pm *See "Faculty Rooms and Advising Assignments" for locations—Page 7.*	**Team Time and Consulting Time** **Teams may use this time to process session information, work on their action plan, or consult with Institute Faculty. If scheduled to meet with a faculty member, please meet in the faculty room listed on "Faculty Rooms and Advising Assignments" (Page 7).** **Otherwise, teams may meet in a place of their choosing.**

4:45 pm – 5:45 pm *See "Faculty Rooms and Advising Assignments" for locations—Page 7.*	**Action Plan Check-In with Faculty Advisors** *Campus Teams will meet with their faculty advisors—and with other teams assigned to that advisor—to rehearse their presentations and discuss their progress. This will be a valuable opportunity to exchange ideas with your faculty advisor and others, to discuss outstanding issues, help finalize your action plan, and prepare for Friday's presentation.*
5:45 pm	**Dinner on your own**
FRIDAY, JULY 15	

7:00 am – 9:30 am
 	
Regis Hall
	REGIS HALL CHECK OUT
	
	All participants must check out of Regis Hall <u>before 10:00 am on Friday</u>. A secure space to store your luggage will be available.
	
	        ACCESS CARDS AND ROOM KEYS MUST BE RETURNED BY 10:00 AM.
	        LOST ACCESS CARDS WILL BE ACCESSED A $255 FINE.
	
	(Regis Hall check in/check out is available 24 hours a day, but participants are asked to check out between 7:00 am and 10:00 am.)

7:30 am – 9:00 am *Simpson Dining Hall*	**Breakfast** *Participants may enjoy breakfast in Simpson Dining Hall anytime between 7:30 and 9:00 am. You will need your AAC&U name badge to access the dining hall without additional payment.*
8:30 am – 9:30 am	**Team Time—Finalize Action Plan Presentations**
9:45 am – 11:45 am *See "Campus Action Plan Presentations—Team Clusters" for room locations—Page 8.*	**Action Plan Presentations** *Each team will present its action plan for continuing its work back on campus to two Institute faculty members and other teams. (Please see Action Plan template for instructions.)*
12:00 pm – 1:30 pm *Mundelein Auditorium*	**Luncheon and Closing Plenary** Patrick M. Green, Director, Loyola University Center for Experiential Learning
1:30 – 2:30 pm *Regis Hall*	*Participants can retrieve their stored luggage from Regis Hall*