Association of American Colleges and Universities

PROGRAM OF EVENTS
2017 Institute on Integrative Learning and Signature Work

TUESDAY, JULY 11	
3:00 pm – 7:00 pm *Mundelein Auditorium*	**Institute Registration and Check-In** *(with AAC&U staff)*
12:00 pm – 9:00 pm ***Regis Hall, Fordham Hall, and Santa Clara Hall***	**Residence Hall Check-In** *(with 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 24 for bios of the faculty and speakers)*	**Welcome and Introduction of the Faculty** *Amy Jessen-Marshall, Vice President for Integrative Liberal Learning and the Global Commons, AAC&U* **Opening Plenary: A New Paradigm Shift: Student-Centeredness in an Era of Diversity** *Terrell Strayhorn, Do Good Work Educational Consulting LLC*
7:00 pm – 8:45 pm *Mundelein Auditorium*	**Opening Reception and Poster Session**
WEDNESDAY, JULY 12	
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.***

10:00 – 10:30 am *Outside Cuneo 109*	**Coffee Break / Snacks**
10:30 – 11:45 a.m.	**Concurrent Sessions I**
Cuneo Hall 002 *GEMs Principle(s):* *Proficiency* *Agency and Self Direction*	*Theme 1: Innovative Pedagogies for Integrative and Global Learning* *Theme 4: Faculty and Administrative Leadership for Integrative Learning* **UNDERSTANDING THE THEORY AND PRACTICE OF INTEGRATIVE LEARNING** *Ann Ferren* Few faculty have an opportunity to study in depth the principles that support integrative learning. As a result they may underestimate the importance of basic strategies such as inquiry assignment design, regular feedback, student reflection, repetition, or high expectations in helping students achieve their potential. Participants in this session will review the numerous approaches campuses employ to prepare students for active engagement in a complex world and address such questions as: • How important is it to design curricula based on students' experience and capacities? • Why are interdisciplinary seminars effective in promoting critical analysis? • Why do intentionally sequenced courses lead to deeper conceptual learning? • How does signature work promote synthesis of both cognitive and affective competencies? Participants will share examples from their experience of effective curricular design strategies and pedagogical approaches that strengthen the links between General Education and the major and links among learning outcomes within the major.
Cuneo Hall 218 *GEMs Principle(s):* *Agency* *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 outcomes and goals into existing curricular and co-curricular experiences, examine the dimensions that make GL and SL high-impact practices, and 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.
Mundelein Hall 1410 *GEMs Principle(s):* *Proficiency* *Transparency and Assessment*	*Theme 3: Assessment and Integrative Learning* **DESIGNING INTEGRATED LEARNING PATHWAYS** *Kim Filer* Participants will use the principles of integrative learning design to develop plans of study aligned to outcomes. These design principles begin with the learner and the learning goals of a liberal education and encourage participants to use existing (or redesigned) course offerings in new ways to create curricular structures. Creating coherent plans of study offers the opportunity to consider student learning beyond single courses, with a programmatic approach that encompasses integrated methods and natural connections between teaching and assessment.

Dumbach Hall 120 *GEMs Principle(s):* *Equity* *Transparency and Assessment*	*Theme 3: Assessment and 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 for activating and empowering 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 power of these resources can help educators enact appropriate success visions and outcome promises 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), the *improve*-driver (continuous development towards inclusive excellence) and the *innovate* driver (creatively engaging emergent complexities). Fully embracing these systematic inquiry drivers provides generative complements to the ever-present "accountability-compliance" *prove*-driver that initially spurs many institutions into doing assessment. We will especially focus on the WHO domains—human systems dynamics—as opposed to the more conventional WHAT domains (curriculum and pedagogy). More specifically, how do we provide "Helpful-Help" that facilitates learning and development via contextually-responsive challenge and support strategies?
Cuneo Hall 311 *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 217 *GEMs Principle(s):* *Equity* *Transparency and Assessment*	*Theme 3: Assessment and 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.

Dumbach Hall 122 *GEMs Principle(s):* *Transparency and Assessment*	*Theme 4: Faculty and Administrative Leadership for Integrative Learning* **THE SHARED COLLEGE: Faculty Leadership and Institutional Change in a Learning College** *J. Elizabeth Clark* Sometimes, faculty feel lost or disconnected from institutional change as initiatives reshape the curriculum, the college, and approaches to student learning and life on campus. What role does faculty leadership play in these initiatives? How can we shape faculty work to include leadership in institutional change? How do we build and sustain faculty leaders? How do we ensure that changes aren't top down, but are uniquely integrated into the fabric of college life? How do we help create institutional leadership models that include faculty at the table as an essential component of institutional change? This hands-on workshop will focus on developing faculty leadership and inclusive leadership models.
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 324 *GEMs Principle(s):* *Proficiency* *Integrative Learning and Problem-Based Inquiry* *Transparency and Assessment*	*Theme 1: Innovative Pedagogies for Integrative and Global Learning* **SIGNATURE AND CAPSTONE WORK: Defining, Organizing, and Scaling Signature and Capstone Work on Your Campus** *Nancy Budwig* The LEAP Challenge offers colleges and universities the invitation to make signature work a goal for *all* students- not just the very best. Drawing on cumulative learning, in signature work students pursue a significant project related to a problem she or he defines. Carried out for at least one semester, the student demonstrates increasing agency, taking the lead and producing work that expresses insights and demonstrates the outcomes of their learning. Faculty and other mentors provide support and guidance. While signature work is critical to student development, it is not easy to design and scale this work and no one solution will work across institutions given the diversity of campus cultures. With funding from the Arthur Vining Davis Foundations, AAC&U launched a consortium of eight schools to work collaboratively over the past two years. This session will briefly review the overarching goals of signature work, and share what the consortium has been learning about different ways schools define, organize, and scale signature work, as well as some of the common issues that have arisen as this work has unfolded and best practices for keeping campus efforts to implement signature work moving forward.
Cuneo Hall 218 *GEMs Principle(s):* *Integrative Learning and Problem-Based Inquiry*	*Theme 2: Civic Engagement: Applied Community-Based Learning* **PROMOTING PUBLICLY ACTIVE SCHOLARSHIP** *Lynn Pasquerella* This session offers three models for developing signature work around publicly active scholarship—one involving a multidisciplinary, inter-institutional project at the international level, another building upon a general education curriculum designed to connect curriculum to career, and a final one focused on community-based learning within the context of a specific discipline. Each program illustrates an approach to integrative learning, while fostering a more equitable society by breaking down barriers and establishing a bilateral relationship between research expertise and local epistemologies, public and private, scholar and citizen. Beyond exploring innovative pedagogies and curricula, we will address how faculty can develop narratives that emphasize the value of publicly active scholarship, leading to institutional structures that ensure its sustainability as a high-impact practice.

Dumbach Hall 122 *GEMs Principle(s):* *Integrative Learning and Problem-Based Inquiry* *Transparency and Assessment*	*Theme 1: Innovative Pedagogies for Integrative and Global Learning* *Theme 3: Assessment and Integrative Learning* **LONG-TERM IMPACTS OF INTEGRATIVE PROJECT WORK** *Rick Vaz* This session will highlight findings from an 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.
Mundelein Hall 1410 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction* *Equity*	*Theme 2: Civic Engagement: Applied Community-Based Learning* **SERVICE LEARNING EXPERIENCES: Strategies for Effective Implementation** *Jann 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.
Dumbach Hall 117 *GEMs Principle(s):* *Proficiency* *Transparency and Assessment*	*Theme 2: Civic Engagement: Applied Community-Based Learning* *Theme 3: Assessment and Integrative Learning* **CITIZEN ASSESSMENT: How Logic Models Can Make Sense of Your Civic Mission** *Ashley Finley* The desire for students to become educated citizens means looking beyond a single outcome or a single practice. The complexity of students' experiences, reflections, and levels of understanding around civic engagement makes assessment particularly challenging, in part because there is so much to untangle and distill. In this session, we will look at how logic models can be used to organize programs into assessable and intentional pathways for student learning and development. By keeping the ultimate goals in mind, logic models provide space to explore the other necessary ingredients that make programs successful, such as outputs (e.g. signature work), well-designed activities (e.g. high-impact practices), and resources. Logic models are also tools that can be applied at the course, program, and institutional levels to create an assessment structure that is connected and cohesive. Participants will learn the basics for mapping programs using a logic model and how to position civic engagement within this framework.

Cuneo Hall 217 *GEMs Principle(s):* *Proficiency* *Transparency and Assessment*	*Theme 3: Assessment and Integrative Learning* **TIPS AND TRICKS FOR MAKING THE VALUE RUBRICS WORK AT EVERY LEVEL OF ASSESSMENT** *Kate McConnell* Rubrics are heralded as the answer to any number of assessment and accountability questions facing faculty and administrators today. This interactive workshop will empower participants to fully utilize rubrics on their campuses. Participants (1) gain exposure to rubric best practices and resources using the AAC&U VALUE rubrics, and (2) will develop rubrics and/or rubric-related "tools" (such as a draft of a rubric customized for grading, course-based, and program assessment, a plan for engaging faculty in rubric calibration, or the development of a rubric "from scratch") and will return to their campuses primed to implement rubric strategies appropriate to their institutional context.
Dumbach Hall 120 *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.
Cuneo Hall 302 *GEMs Principle:* *Agency and Self-Direction*	*Theme 4: Faculty and Administrative Leadership for Integrative Learning* **LEADERSHIP FOR ADAPTIVE CHALLENGES: A Personal Exploration** *Kathy Wolfe* In this reflective and interactive seminar, participants will consider their role as change agents at their institutions, in the context of curricular reform. We will explore questions about: • purpose and motivation (what calls you to attempt this work?); • personal and professional risk (whose expectations might you be defying? What responses might you expect?); • skills and strengths (what gifts will help you move the reform effort forward? Are there any "dark sides" to those strengths?); • conflicting loyalties (to whom are you responsible?); and • scope of authority and expectations (what resources do you have? What allies do you need?)
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.*
Damen Student Center *Multipurpose Room* *South* *(second floor)*	**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 ePortfolios*.
Damen Student Center *Multipurpose Room* *North* *(second floor)*	**AAC&U LINGO 101** *Amy Jessen-Marshall* 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, or – if you are an AAC&U veteran – a quick refresher.
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 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.*

8:30 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 in a place of their choosing.
Cuneo Hall 217	**Equity 101** *Hazel Symonette* Join Hazel and ILSW colleagues in an informal, deliberative open space for exploring questions, issues, concerns, strategies related to equity, diversity, and inclusive excellence in higher education.
Cuneo Hall 218	**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.
9:30 am – 10:45 am	**Concurrent Sessions III**
Cuneo Hall 217 **GEMs Principle(s):** **Agency and Self-Direction** **Integrative Learning and Problem-Based Inquiry** **Equity**	*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? How might the ePortfolio be a signature work opportunity in the curriculum? How might the ePortfolio be a space to showcase signature work? 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 (Wednesday at 3:15).*
Dumbach Hall 122 **GEMs Principle(s):** **Integrative Learning and Problem-Based Inquiry** **Transparency and Assessment**	*Theme 2: Civic Engagement: Applied Community-Based Learning* *Theme 3: Assessment and Integrative Learning* **OUTCOMES ASSESSMENT AND PROGRAM EVALUATION FOR INTEGRATIVE LEARNING** *Rick 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.

Dumbach Hall 120 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction* *Integrative Learning* *Problem-Based Inquiry*	*Theme 1: Innovative Pedagogies for Integrative and Global Learning* *Theme 2: Civic Engagement: Applied Community-Based Learning* **COMMUNITY-ENGAGED SIGNATURE WORK IN THE DIGITAL 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 and authentic learning experiences with our digitally-networked context? What does community-engagement look like in a virtual community? In this session participants will consider case-studies of technology-enhanced community-engaged learning drawn from *Digital Pedagogy in the Humanities: Concepts, Models, and Experiments* (co-edited by the session leader) with a focus on digital pedagogy keywords such as, Community, Digital-Divides, Fieldwork, Public, Race, and Social Justice. Participants will develop 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.
Dumbach Hall 117 *GEMs Principle(s):* *Proficiency* *Integrative Learning and Problem Based Inquiry* *Transparency and Assessment*	*Theme 3: Assessment and Integrative Learning* **COMMON GROUND:** **Using Rubrics to Create Dialogue, Collaboration, and Meaningful Assessment** *Ashley Finley* Campuses are increasingly integrating direct assessment of student learning into their assessment protocols. Many campuses are using the AAC&U VALUE rubrics to help guide these efforts, particularly around the assessment of signature work. Essential to successful adoption and implementation of the rubrics, however, is engaging faculty and staff in critical discussions that help to move direct assessment from an individual "grading" exercise to a collaborative effort to improve student learning. In this session, participants will engage in a calibration ("norming") exercise using the Integrative Learning VALUE rubric and a sample of student work. By walking through the steps of calibration, participants will have an opportunity to explore the utility of faculty and staff discussions around the interpretation rubrics, application of performance levels to measure learning over time, and the use of results to inform the improvement process. Campus examples of calibration, implementation of the rubrics, and the use of evidence from direct rubrics to improve student learning will be shared.
Cuneo Hall 218 *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.

Mundelein Hall 1410 *GEMs Principle(s):* **Integrative Learning and Problem Based Inquiry** **Transparency and Assessment**	***Theme 4: Faculty and Administrative Leadership for Integrative Learning*** **LEADING EFFECTIVE INTEGRATIVE LEARNING INTERVENTIONS** *Jann 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.
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 218
 	
GEMs Principle(s):
 	
Transparency and Assessment
	CURRICULAR REFORM AS ADAPTIVE CHALLENGE: OBSERVING, INTERPRETING, INTERVENING
	Kathy Wolfe
	
	In this interactive workshop, participants will analyze curricular reform as an example of what Heifetz, Grashow, and Linsky term "adaptive change," which can not only accomplish integrative learning reform, but also develop a campus's culture of continuous learning. We will:
	
	• examine some of the differences between adaptive and technical challenges, identifying adaptive and technical aspects of curricular revision; and
	• walk through some of the processes of adaptive change.
	    o observing the situation (history of curriculum reform on your campus, prevailing narratives and assumptions, relationships and alliances, institutional behavior patterns, structures and cultural norms);
	    o interpreting the situation (gaps between aspirations and reality, how the reform challenge is responding to internal and external changes, the relevant stakeholders' differing fears and resources, what mechanisms have impeded progress); and
	    o intervening in the situation (determining timelines, crafting ideas, analyzing emerging factions, staying connected to stakeholders, addressing tensions).

Dumbach Hall 117 *GEMs Principle):* *Equity*	*Theme 2: Civic Engagement: Applied Community-Based Learning* **ADOPTING AN "EQUITY MINDSET" FOR ACHIEVING EXCELLENCE THROUGH INTEGRATIVE LEARNING, SIGNATURE WORK, AND OTHER BUZZWORDS OF THE ACADEMY** *Terrell Strayhorn* We've all heard them—wildly popular buzzwords of the academy. Student-centered. Integrative Learning. Writing across the curriculum. Signature Work. Inclusive Excellence...and the list goes on. But these *must be* more than mere words and phrases that we use in academic journals, websites, curriculum guides, and assessment rubrics—they are useful benchmarks, goals, and frameworks for steering our work in higher education, building inclusive department cultures, and engaging promising practices for increasing students' learning capacities as well as their success in college. And despite decades of work on these various topics, still today there are sizeable racial achievement gaps, staggering retention rate differences, and looming post-college disparities in employment, earnings, and satisfaction that underscore the importance of adopting an "equity mindset" in our work. The presenter will reintroduce a few of these terms with a critical perspective that reveals equity gaps, outlines the core components of what he calls an "equity mindset," and will highlight promising examples of this applied to practice from campuses across the country. Come willing to think and share; leave inspired to act and *pursue equity* for all.
Dumbach Hall 120 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction* *Transparency and Assessment*	*Theme 3: Assessment and Integrative Learning* **THE POWER OF REFLECTIVE PRACTICE:** **Making Integrative Learning Transformative and Measurable** *Kim Filer* Sometimes our best intentions lead to unexpected outcomes in learning environments. And, sometimes students fail to make connections across courses and other learning experiences. Reflective practice is an amazingly simple process that has been shown to enhance overall performance, innovation, creativity, and achievement. Participants will use tools to support the systematic integration of reflective practice. Applicable to many learning contexts, both curricular and co-curricular, the reflective practice tools move students from learning opportunity to transformative learning. Participants will learn and discuss the application of foundational frameworks to generate, deepen, and assess learning.

Cuneo 217 *GEMs Principle(s):* *Agency and Self Direction* *Equity*	***Theme 1: Innovative Pedagogies for Integrative and Global Learning*** ***Theme 4: Faculty and Administrative Leadership for Integrative Learning*** **DEVELOPING AND SUSTAINING INTEGRATIVE LEARNING FOR <u>ALL</u> 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 redesigning curricula and engaging all students, for example: • designing outcome measures anchored to key decision points for all students • periodically reviewing in-class and co-curricular integrative practices through an equity lens • strengthening support structures that enhance student development and self-assessment • gathering institutional research data on student participation in various opportunities Intentional design, innovative pedagogy, and evidence-based planning must be a shared responsibility of faculty and staff. Participants will share their experiences with both formal and informal processes they have used to engage their colleagues in ensuring integrative learning is a priority for all students.
Mundelein Hall 1410 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction* *Equity* *Transparency and Assessment*	***Theme 3: Assessment and 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 resource 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, it is most congruent with **Assessment AS Learning** and its groundings in metacognition. In becoming engaged self-assessors, students gain the ability to monitor and regulate what they are learning given specified expectations. They can use internal and external feedback to make real time adjustments as well as changes in what they do, or do not, understand. Students can make sense of data and information through relating it to prior knowledge and 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 self-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 spotlight the importance of educators understanding who they are perceived as being in relation to their students and their curricular/cocurricular content.

Dumbach Hall 122 *GEMs Principle(s):* *Proficiency* *Agency and Self-Direction* *Integrative Learning and Problem Based Inquiry*	*Theme 4: Faculty and Administrative Leadership for Integrative Learning* **CULTIVATING CAMPUS LEADERSHIP FOR STUDENT CENTERED INTEGRATIVE LEARNING AND SIGNATURE WORK** *Nancy Budwig* Integrative liberal learning offers the student the opportunity to have a more holistic student experience that positions students well for leading lives of purpose. It turns out to be difficult for many institutions to facilitate student centered integrative learning- whether linking general education and the majors, or integrating across the curriculum and co-curricular experiences. How does a campus move from planning into implementation and what sort of professional development is needed? This session shares a case study of how Clark University in Massachusetts moved from planning to implementation of a new integrative curricular framework as part of a multi-year initiative aimed at developing a more holistic student experience involving signature work. Drawing on my own training as a developmental and learning scientist, our work has been infused with the science of learning, study of adolescent development, and what is known about organizational learning. We will discuss an open-ended change process that is neither top down nor bottom up, but rather draws on the collective and diverse talent of an institution in ways that simultaneously facilitates the integration that is necessary. The development and use of tools and artifacts for professional development was central to our work and will be shared during the session. Time will be allocated to allow session participants to consider how to take the processes, tools and artifacts discussed in the session back to their own campuses.
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 14	
7:00 am – 9:00 am *Regis Hall, Fordham, and Santa Clara Halls*	<u>**RESIDENCE HALL CHECK OUT**</u> ***All participants must check out of their residence halls <u>before 9:00 am on Friday</u>. A secure space to store your luggage will be available in Regis Hall.*** ***ACCESS CARDS AND ROOM KEYS MUST BE RETURNED BY 10:00 AM.*** ***LOST ACCESS CARDS WILL BE ACCESSED A $255 FINE.***
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.*
8:15 am – 9:00 am	**Team Time—Finalize Action Plan Presentations**
9:15 am – 11:15 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.)*
11:30 am – 12:30 pm *Mundelein Auditorium*	**Luncheon and Closing Remarks**
12:30 – 1:30 pm *Regis Hall*	***Participants can retrieve their stored luggage from Regis Hall***