



Network for Academic Renewal

INTEGRATIVE LEARNING: Addressing the Complexities

**Westin Peachtree Plaza, Atlanta
October 22-24, 2009**

Developing students' ability to integrate and apply learning is an important piece of what makes college education relevant for today's world. On any given day, newspaper headlines point to the need for graduates who are sophisticated in their thinking, able to discern complexity in situations, and motivated to continuously seek better, more responsible, solutions to problems encountered in work, in life, and in society. Today's world demands graduates who can contribute depth of knowledge and also use a variety of sources to seek new insights. The current context also requires graduates who are creative; who can anticipate the not-yet-known, and negotiate rapid technological, cultural, and global shifts.

Integrative Learning: Addressing the Complexities will feature sessions that demonstrate how colleges and universities are helping students think and work across discrete domains of knowledge and experience. It will examine the types of activities that allow students to apply their learning to new situations, in order to practice the skills and abilities necessary for today's world. Sessions will address the kinds of learning that help students develop a sense of efficacy to tackle the deep and often entrenched problems facing us as individuals and as local and global communities.

Integrative Learning: Addressing the Complexities will focus on four major themes:

1. **Purposes.** Sessions in this track will discuss the hallmarks of integrative learning; the aims and purposes of integrative learning programs; and the ways in which integrating and applying their learning can help students move past fragmentation and develop a sense of motivation and purpose in the world.
2. **Designs.** Sessions in this track will provide models of curricular, co-curricular, community-based, and pedagogical designs that help foster integrative learning.
3. **Reality Check.** Sessions in this track will examine the kinds of institutional supports and incentives that facilitate more, and better, integrative learning opportunities.
4. **Assessment.** Sessions in this track will demonstrate practical approaches to documenting and deepening students' integrative learning through assessment.

We invite you to contribute to the discussions throughout the conference and look forward to continuing the conversations and supporting your efforts when you return to campus.

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Academic Partners are colleges, universities, associations, or non-profit organizations with missions and programs related to the conference theme. They contribute to the success of the conference in a variety of ways — developing the program, reviewing proposals, sharing information about the conference with their constituencies, sponsoring a session during the conference, and sharing materials about their organization at the conference.

Association for Integrative Studies

The Association for Integrative Studies is an interdisciplinary professional organization founded in 1979 to promote the interchange of ideas among scholars and administrators in all of the arts and sciences on intellectual and organizational issues related to furthering integrative studies. Incorporated as a non-profit educational association in the State of Ohio, it has an international membership.

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FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

General Education and Assessment: Maintaining Momentum, Achieving New Priorities	February 18-20, 2010	Seattle, WA
Faculty Roles in High Impact Practices	March 25-27, 2010	Philadelphia, PA
Diversity, Learning, and Inclusive Excellence	October 21-23, 2010	Houston, TX
Undergraduate Research	November 11-13, 2010	Durham, NC

SAVE THE DATES

AAC&U ANNUAL MEETING <i>The Wit, The Will...and The Wallet: Supporting Educational Innovation, Shaping our Global Futures</i>	January 20-23, 2010	Grand Hyatt Hotel, Washington, DC
AAC&U GREATER EXPECTATIONS INSTITUTE <i>Leadership to Make Excellence Inclusive</i>	June 16-20, 2010	Vanderbilt University, Nashville, Tennessee

For more information visit www.aacu.org/meetings or call 202.387.3760

LIBERAL EDUCATION AND AMERICA'S PROMISE FEATURED SESSIONS



The LEAP Featured Session designation is intended to spotlight the innovative work of colleges and universities that are members of the LEAP Campus Action Network (CAN). CAN brings together colleges, universities, and organizations committed to liberal education; helps them to improve their efforts to ensure that all students achieve essential outcomes; and highlights their effective practices. By recognizing Campus Action Network examples, AAC&U aims to share promising practices that help students achieve the essential learning outcomes outlined in the LEAP report. Stop by the registration desk for information about becoming a LEAP CAN member or visit www.aacu.org/advocacy/leap

Friday, October 23, 10:45 a.m. – 12:15 p.m.; Tower Room 1204

Recreating the "Real World" in the Classroom: Using Role Playing Frames to Foster Student Engagement and Integrative Learning
Drake University

Friday, October 23, 10:45 a.m. – 12:15 p.m.; Tower Room 1205

LEAPing into Excellence: Designing Integrative Courses
Southern Oregon University

Friday, October 23, 2:15 – 3:45 p.m.; Tower Room 1205

Integrative and Applied Learning: What Do We Mean? How Do We Know? Why Do We Care?
Alverno College

Friday, October 23, 2:15 – 3:45 p.m.; Tower Room 1208

Why Not a Center of Excellence for the Essential Learning Outcomes?
Bowling Green State University

Friday, October 23, 2:15 – 3:45 p.m.; Tower Room 1203

Evaluating AAC&U's Integrative Learning Meta-Rubric: Lessons Learned for Program, Curriculum, and e-Portfolio Development and Assessment
San Francisco State University

Friday, October 23, 4:00 – 5:15 p.m.; Tower Room 1206

Fate of the Earth 101: An Integrated Term for First-Semester Students
Augsburg College

SCHEDULE AT A GLANCE

Thursday, October 22, 2009

10:00 A.M. – 7:00 P.M. Conference Registration and Membership Information

1:30 – 5:00 P.M. AND 2:00 – 5:00 P.M. Pre-conference Workshops (separate registration required)

7:00 – 8:30 P.M. Keynote: Reflections on the Future of Learning
Veronica Boix Mansilla—Harvard University

8:30 – 9:30 P.M. Poster Sessions and Reception

Friday, October 23, 2009

7:30 – 8:30 A.M. Continental Breakfast

8:00 – 9:00 A.M. Concurrent Sessions

9:15 – 10:15 A.M. Plenary: Integrative Learning: Redesigning Curricula, Shifting Institutional Culture
R. Bruce Hutton—University of Denver

10:45 A.M. – 12:15 P.M. Concurrent Sessions

12:30 – 2:00 P.M. Luncheon and Panel Presentation (separate registration required)

Presentation: The AAC&U and Carnegie Foundation Integrative Learning Project: Charting and Sustaining Progress
J. Elizabeth Clark—LaGuardia Community College; Marion W. Roydhouse—Philadelphia University; and June Pierce Youatt—Michigan State University

2:15 – 5:15 P.M. Concurrent Sessions

Saturday, October 24, 2009

8:00 – 9:00 A.M. Continental Breakfast and Roundtable Discussion by Institution Type

9:15 – 10:45 A.M. Concurrent Sessions

11:00 A.M. – NOON Plenary: Supporting Integrative and Lifelong Learning through Authentic Assessment, Teaching, and E-portfolio Development
Marcia Mentkowski—Alverno College; Melissa Peet—University of Michigan; and Julia Williams—Rose-Hulman Institute of Technology

PROGRAM OF EVENTS

THURSDAY, OCTOBER 22, 2009

10:00 A.M. – 7:00 P.M.

Conference Registration and Membership

Peachtree Ballroom Foyer, Eighth Floor

1:30 – 5:00 P.M.

Pre-conference Workshop 1 *Separate registration and fee required*

Workshop 1: Ensuring Liberally Educated Business Graduates

Tower Room 1201

Why should academic administrators and faculty care about integrating liberal arts and business? How can the chasm that exists between liberal arts and business be bridged? This workshop will address these timely questions. Facilitators—representing provosts, deans, department heads, and the faculty—will share approaches that successfully blend not only liberal arts and business domains, but also liberal learning and business learning outcomes. Participants will work to develop concrete strategies for ensuring that business graduates are genuinely liberally educated.

Cheryl L. Allen, Dean, Division of Business Administration and Economics—Morehouse College; **Calvin Boardman**, Professor of Finance—University of Utah; **Peter Brown**, Senior Vice Provost—Mercer University; **Byron Chew**, Monaghan Professor of Management—Birmingham-Southern College; and **Cecilia McInnis-Bowers**, Professor of International Business—Rollins College

2:00 – 5:00 P.M.

Pre-conference Workshops 2-5 *Separate registration and fee required*

Workshop 2: Developing, Implementing, and Assessing Integrative Learning in First-Year Programs

Tower Room 1202

Integrative learning is often thought of as a practice developed in the later years of college, yet the ability to synergize multiple areas of knowledge, values, and experience to solve problems in and out of the classroom should begin early in every student's education. In this workshop, facilitators will demonstrate teaching and assessment practices from first-year programs that encourage students to make connections across disciplines and to develop skills to apply knowledge to real world challenges. Participants will develop ideas for campus plans to implement best practices that may include learning communities, service learning, integrative assignment development, reflection, and e-portfolios.

Judy P. Patton, Associate Dean, School of Fine and Performing Arts, and Professor, Theater Arts—Portland State University; and **Rhonda Mandel**, Interim Dean of Liberal Arts and Sciences—SUNY Oswego

Workshop 3: E-Portfolios: Enhancing Student Self-Authorship and Self Assessment

Tower Room 1203

E-portfolios and carefully designed rubrics have significant potential to advance student learning, identity development, cultural understanding, and social responsibility. Participants in this workshop will learn about the different ways that portfolios and rubrics can be used throughout the undergraduate experience to enhance students' knowledge, integrative learning, understanding of their place in the world, and self-authorship of the roles they will take in the workplace, community, and home.

J. Elizabeth Clark, Professor of English—LaGuardia Community College; and **Anne Warner**, Director of the Comprehensive Writing Program—Spelman College



Workshop 4: Preparing and Supporting Faculty for Integrative Teaching and Learning

Tower Room 1204

When an institution pursues integrative learning as a curricular goal, the ability of the faculty to act on that goal will be the single most important determinant of success or failure. Faculty members create the curriculum and teach the courses, yet they are seriously underprepared for both of these responsibilities. This workshop will identify and explore central issues of faculty development, culture, rewards, and organizational structure that can empower or inhibit faculty efforts to create integrative learning across the curriculum.

L. Dee Fink, *Senior Associate—Dee Fink and Associates*; and **Carolyn Haynes**, *Director, Honors and Scholars Program and Professor of English—Miami University*

Workshop 5: Usable Knowledge: Assessing and Improving Integrative Learning

Tower Room 1205

If “integrative learning” means “synthesizing learning from different domains of knowledge and applying learning to new situations,” then the assessment of integrative learning requires integrative learning. This workshop will introduce participants to an array of approaches to assess integrative learning, maintaining a focus on the practical application of assessment results for improving that learning. Participants will work on developing an assessable definition of integrative learning in the context of their own institutions; identify the ways assessment evidence might improve what their institutions are currently doing to foster integrative learning; consider a variety of existing instruments for gathering that evidence; and receive suggestions for developing campus-specific instruments.

Jo M. Beld, *Director of Evaluation and Assessment—St. Olaf College*

7:00 – 8:30 P.M.

Keynote Address

Peachtree Ballroom ABC, Eighth Floor

Reflections on the Future of Learning

Fundamental transformations are shaping the lives of young people, imposing unprecedented demands on higher education worldwide. Globalization is redrawing the cultural composition of classrooms and work and intensifying intercultural contact through migration and the media. A new global economy is redrawing aspirations and anxieties among young people world-wide. The digital revolution is giving rise to learning styles where students become dynamic agents of multi-media knowledge production in real and simulated experiential learning. In this session, Veronica Boix Mansilla will examine several enduring questions in education—Who are our learners? What matters most for them to learn? How and where will they learn best—vis-à-vis the future of learning? Boix Mansilla will address the key role that integrative learning can play in preparing today’s young people for the work of their generation.

Veronica Boix Mansilla, *Lecturer, Graduate School of Education, and Principal Investigator and Research Associate, Project Zero—Harvard University*

8:30 – 9:30 P.M.

Posters and Reception

Peachtree Ballroom DEF, Eighth Floor

Assessment: Across Different Experiences and Over Time

POSTER 1: Using Experiential Learning for Graduate Outcomes Assessment

Like many colleges and universities, Keuka College has identified a set of graduate outcomes for its students—the knowledge and skills that all graduates should possess, such as written and oral communication, breadth and depth of knowledge, and social and personal responsibility. Assessment of these outcomes is done through the major programs, but the College, a national leader in experiential learning, also uses cross-cutting activities to assess graduate outcomes. This poster will outline two approaches—the co-curricular transcript and the Field Period (internship)—and show how data is being collected through these programs to help assess graduate outcomes. The co-curricular transcript is a tangible display of the transferable skills gained through students’ co-curricular, experiential learning activities. The Field Period is required for every student each year that they are at Keuka, and involves self-initiated placement,

an intensive experience, and multi-faceted evaluation. Assessment is conducted through group meetings, surveys, and student self-evaluations, as well as through direct measures such as the Work Study and Field Period Supervisor Evaluations.

Jeanine T. Santelli, Associate Vice President for Academic Programs, and **Valerie Webster**, Co-Curricular Transcript Coordinator—both of Keuka College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 2: Three Phases of Curricular Development in Support of Integrative Learning

Traditions can anchor the development of connected, integrative learning experiences by framing new initiatives in the context of an institution's history and identity. This poster will illustrate Curry College's movement through three phases of curricular development in support of integrative learning—tradition, innovation and growth, and sustained transformation. Curry's traditions include strong roots in oral communication, individualized learning, experiential learning, and collaborative learning. Yet traditions alone provide only the context within which a college can create transformative learning experiences for all students. The college also underwent a critical period of innovation and growth through the mid-2000s, expanding from 900 to almost 2,000 undergraduates, increasing the number of full-time faculty by 56%, and adopting a new mission statement and liberal arts core. Most recently, Curry has entered a stage in which sustained transformation is the goal. Integrative learning as a framework is providing an outcomes orientation, helping the campus to align previously disparate initiatives, and rooting change efforts within the faculty, all while maintaining an institutional vision that is true to its traditions.

Lisa Ijiri, Associate Dean of Academic Affairs—Curry College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 3: The Dialogues of Learning Core Curriculum

The AAC&U's *Greater Expectations* report (2002) suggests that integrative learning opportunities such as first-year seminars and interdisciplinary studies programs should be embedded throughout students entire four years. Lynn University has developed a general education model that uses a thematic approach to the perennial "big questions" and goals of liberal education. In this poster facilitators will present the integrative learning model developed for the new general education core curriculum and highlight several important structural and institutional components that helped overcome challenges and facilitated the successful launching of the new Dialogues of Learning general education core curriculum at Lynn. Lynn University will serve as a case-study for the Friday afternoon special workshop on developing integrative curricula.

Cynthia Patterson, Academic Vice President, and **Katrina Carter-Tellison**, Chair, Center for Liberal Education and Dialogues of Learning—both of Lynn University

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 4: An Integrated Four-Year General Education Model

Seeking to help its students understand the purposes and values of a liberal arts education, Monmouth College developed a four-year series of integrated courses, a spine upon which each student's education can be anchored. In addition to a modification to its long-running first-year experience course, Monmouth added a "Global Perspectives" menu for the sophomore year, a number of "Reflections" courses in the junior year, and a set of courses under the rubric "Citizenship: Responsible Action" for the senior year. This sequence allows for an intentional exploration of self and world, building over the four-year arc. The Monmouth College Integrated Studies model of general education helps students move from seeing themselves as atomized individuals struggling with "college" to collective teams working on real world issues. This poster will share details of the curriculum. The presenters will follow-up with information on the development and implementation of the curriculum in the Friday afternoon special workshop on developing integrative curricula.

Ken Cramer, Professor of Biology and Director of Integrated Studies, and **Mark Willhardt**, Associate Professor of English and Coordinator for Introduction to the Liberal Arts (FYE)—both of Monmouth College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 5: The River Rendezvous: Using Community-Based Monitoring to Foster Integrative Learning

Research experience has become an unspoken prerequisite for many graduate science programs. Conducting research engages students in the actual process of science, hones their technical skills, and allows them to apply what they have learned to novel situations. However, most opportunities are structured to involve only the student researchers and their supervising mentors, especially at smaller colleges and universities, and projects are often confined to campus, isolated from the surrounding community. In contrast, the River Rendezvous fosters an integrative learning experience in which students not only participate in scientific research, but also lead or join teams alongside community members to address a locally-relevant concern. This poster will: (a) describe the River Rendezvous project; (b) detail student collaboration with various community groups; (c) outline the challenges inherent in this type of learning experience; and (d) demonstrate how this project can be modified for different types of institutions, educational experiences, and local habitats.

Nancy Dalman, Assistant Professor of Biology, **Karrie Ann Fadroski**, Instructor of Biology, and (contributor, not attending) **Ralph Hitt**, Assistant Professor of Biology—all of North Georgia College and State University

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 6: Bridging the Gap: An Integrative Approach to Health Promotion in Underserved Families

Research indicates that health promotion and disease prevention services are severely limited for underserved and medically uninsured populations. This poster will highlight an integrative service-learning opportunity at North Georgia College and State University, which houses the Appalachian Nurse Practitioner Clinic. Graduate nursing students participate in a program to increase healthy behaviors in not only patients of the clinic but also their families. In the program, students complete an in-depth family assessment, identify health and social support needs, develop a resource book, and organize a meeting with the family to discuss recommendations and answer questions. Data is then collected through telephone interview with families on the usefulness of the resource materials and students' recommendations. The poster will detail the program components and facilitators will engage participants in considering how such a program could be adapted for undergraduate students interested in medical fields or in contributing to community, more broadly.

Carolynn A. DeSandre, Assistant Professor of Nursing, and **Toni O. Barnett**, Head of Department of Nursing—both of North Georgia College and State University

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 7: Integrative Learning through Online Collaboration

The ability for students to connect, learn, and communicate with a larger community on a project has been altered by the tools provided in a web 2.0 environment. This poster will document two research projects that explored the concept of online design collaboration across diverse user groups. The projects applied tested methods of learning, group dynamics, and guided inquiry to the often leaderless web through staging activities and allowed users to generate collaborative content. The first study involved connecting elementary school students and professionals with graduate students and staff at the University of Oklahoma through an online hub regarding the school's renovation. The second study involved creating an online hub between undergraduates at Drury University and staff at the White River Historical Society, which educated the students about the pragmatic needs of a client and educated the staff about the architectural process. The use of the online hub created a paradigm shift in the typical process of discussion and filtration of ideas, creating consensus across groups rather than a system of democratic voting or totalitarian decisions on design options. The process also moved away from the typical passive understanding of the internet (sit, read, look) to an active environment of play and exploration conceived by college students. This approach is readily adaptable to business courses within architecture and design, as well as to other courses across the disciplines.

David R. Beach, Visiting Instructor, Hammons School of Architecture—Drury University

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 8: Assessing Integrative Learning with E-portfolios

The Massachusetts College of Liberal Art's (MCLA) core curriculum culminates with a project-based capstone course that integrates two or more disciplines and addresses complex issues in today's world. As a way of assessing the capstone core course, MCLA has piloted the use of e-portfolios. This poster session will focus on the e-portfolios of two capstone courses, "Berkshire Art, Industry, and Tourism" and "The Physics Circus." These capstones, though different in both subject matter and format, are designed to meet the same learning outcomes. Participants will have a chance to review e-portfolios for these courses as well as the MCLA core curriculum, sample syllabi, summary assessment reports from the e-portfolio pilot project, and an outline of future plans for developing e-portfolio assessment across the core and major programs.

Nancy Ovitsky, Professor of Business Administration, and (contributor, not attending) **Adrienne Wooters**, Associate Professor of Physics—both of Massachusetts College of Liberal Arts

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 9: Developing, Implementing, and Assessing Pathways to Student Engagement

This poster will describe four "pathways to student engagement" at the University of Delaware: the undergraduate research program, the office of service learning, the McNair Scholars program, and the ArtsBridge Scholars program. Participants will learn about the development, implementation, and assessment of these programs, with special focus on the qualities that make them integrative experiences for students. The programs are housed within one administrative structure, thus enhancing the opportunity for developing unique collaborations, creating new innovative programs, and enhancing existing programs. The poster will be of interest to participants interested in the design, implementation, and assessment of specific student engagement structures.

Lynnette Young Overby, Faculty Director, Undergraduate Research and Service Learning—University of Delaware

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 10: Creating Leaders for Life: An Integrative, Liberal Arts Approach to Developing Business Leaders

This poster will illustrate Morehouse College's model of an undergraduate, liberal arts business program to assist other business faculty and staff in developing a more holistic approach to educating their students. The mission of the business program is to develop skills requisite for excellence in leadership while emphasizing the importance of ethical behavior, civic engagement, and the pursuit of graduate studies. Given the department's liberal arts setting, faculty members embrace integrative learning as the foundation from which to teach and develop students. Participants will learn about specific ways in which the model connects curricular, co-curricular, and career services components into a comprehensive program that successfully prepares students for immediate employment or for the pursuit of graduate degrees. They will also have the chance to review samples of students' work, including reflection papers and portfolios.

Belinda Johnson White, Associate Professor of Business, and **Cheryl L. Allen**, Dean, Division of Business Administration and Economics—both of Morehouse College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

POSTER 11: "The Spoken Word" Learning Community: Reframing the College Experience

Learning communities have been in existence at Cleveland State University, a diverse urban institution, since 2006. Used in the first-year program, learning communities came into being as a result of a Title III grant designed to support interdisciplinary collaboration within thematically clustered courses to meet a wide range of student needs. The themes often focus on contemporary issues that require students to integrate what they are learning, including local and global problems of business and society, leadership and civic engagement, demystifying math and science, energy and the city, and spoken word drawn from hip-hop culture. This poster will highlight the last of these topics as a way to discuss the benefits of this program model for students, for the institution, and for communities. Preliminary assessment data, both formal and

informal, indicate that learning communities represent an impetus to think in new ways about college education, both in terms of strategic planning and student engagement.

Marius Boboc, Director of Student Learning Assessment, **Holly Holsinger**, Assistant Professor of Theater, and **Charleyse Pratt**, Director of Learning Communities Activities—all of Cleveland State University

Reality Check: Institutional Support and Incentives

POSTER 12: Tech to Teaching: Preparing Future Faculty to be Integrative Educators

This poster will address the issue of faculty development and how to help faculty become more integrative educators. The most efficient method of faculty development is to reach individuals before they are set in their faculty ways. Georgia Tech's NSF-supported Tech to Teaching program is designed to prepare STEM graduate students to be faculty at a range of higher educational institutions. This poster will describe the program and how the different elements are designed to help future educators take a learner-centered, integrative approach to education. The information will be particularly useful to participants at research universities with graduate programs in STEM fields, while certain elements will be relevant to postdocs and newer faculty at all types of institutions.

Donna C. Llewellyn, Director, **Beth Mauldin**, Tech to Teaching Higher Education Coordinator, and (contributor, not attending) **Lydia Soleil**, Assistant Director for Teaching Assistant Programs and Graduate Student Development—all of the Center for the Enhancement of Teaching and Learning, Georgia Institute of Technology

FRIDAY, OCTOBER 23, 2009

7:30 – 8:30 A.M.

Continental Breakfast

Twelfth Floor Foyer

Participants may visit the continental buffet and take their breakfast to the session of their choice during the 8:00 – 9:00 a.m. time frame.

8:00 – 9:00 A.M.

Concurrent Sessions

Assessment: Across Different Experiences and Over Time

The Implementation of a University-wide ePortfolio Program for Learning and Assessment

Tower Room 1201

In 2005, a Clemson University taskforce began a dialogue regarding the use of ePortfolios to assess the newly adopted general education curriculum. Through ePortfolios, Clemson's 14,000 students are encouraged to make connections across disciplines, demonstrate how experiences outside of the traditional classroom relate to their field of study, and self-assess changes in their understandings over time. Students typically begin the process with ePortfolio assignments that are built into first-year courses. Beginning in the sophomore year, students are provided feedback on their ePortfolios using an assessment system called CuePort. In CuePort, students tag artifacts (evidence) to Clemson's general education competencies. Peer and faculty assessors then review the selections and provide formative feedback to the students. This system, when compared to the system previously in use, has been described by student users as "a million times easier than a commercial software system." Multiple levels of learning become evident as students develop their ePortfolios. Moreover, faculty members have revised the general education competencies, the rubrics used for evaluating them, and their syllabi and course assignments based on data from the assessment of students' ePortfolios. In this session,



the facilitators will discuss: (a) the ePortfolio Program, (b) the CuePort assessment system, and (c) how these two processes have contributed to a more integrative learning environment.
Gail Ring, Director of the ePortfolio Program, **Todd Miller**, Graduate Student in Computer Science, and **Eric Anderson**, Undergraduate Student in Computer Science—all of Clemson University

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Integrative Learning and Academically Under-Prepared Students

Tower Room 1202

This session will provide participants an opportunity to explore how integrative learning can work for academically under-prepared students. The discussion will be lead by a professor of English and of Biology who taught linked Biology and Composition courses during the spring semester of 2009 at the University of Texas, Brownsville, an open-admissions university with a high percentage of second language learners and first-generation college students. The discussion will focus on optimal ways of teaching core skills that can be reinforced in both courses, and how to sequence the teaching of these skills to maximize student learning. The discussion will draw on recent research concerning how English language proficiency affects the acquisition of science content knowledge.

Lyon Rathbun, Assistant Professor, English and Director, Sabal Palms Writing Project, and **Michael Lehker**, Professor and Chair of Biological Sciences—both of the University of Texas, Brownsville

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Walking the Talk: Integrative Learning in Human Services

Tower Room 1203

This session will highlight integrative strategies across a major curriculum that require students to apply theoretical understandings to real-world experiences. In the human services major at Saint Joseph College, sophomores are trained to carefully document observations and write non-judgmental, evidence-based reports that illustrate theoretical concepts. Junior students completing required field studies and internships write weekly reports applying their experiences to coursework and share insights in integrative seminar discussions. Seniors in capstone seminars participate in a collaborative action research investigation integrating internship experiences and curricular knowledge, while a second capstone project requires the application of advocacy and social justice skills to a collaborative mock legislative briefing. Finally, all students are then required to pass oral and written comprehensive exams. Participants will learn about the program components and work on a case study as a means of stimulating questions, ideas, and in-depth discussion of integrative learning. They will also review descriptions of assignments, rubrics, and student outcomes data and will have the opportunity to consider how this integrative scaffolding can be translated to other departments/majors.

Patrick Nickoletti, Assistant Professor of Human Development, and **Vivian J. Carlson**, Associate Professor of Family Studies—both of Saint Joseph College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Building Students' Experiences in Personal and Social Responsibility: A Focus on the First Year

Tower Room 1205

This session will focus on what the University of Alabama at Birmingham is doing to foster integrative learning for first-year students through its "Impacting Community through Service Learning" first-year learning community. Participants will be encouraged to discuss how to implement a service learning component within a first-year course; the essential components of engagement, reflection and integration; and challenges and successes in attaining the identified learning goals for a service-learning course. This work in the first year is part of UAB's larger efforts within AAC&U's Core Commitments Initiative to integrate academic instruction and cumulative experience in personal and social responsibility throughout students' undergraduate

years, and participants will also be encouraged to consider how first-year experiences can be a foundation for personal and social responsibility learning over time.

Norma-May Isakow, Director of Office for Service Learning—University of Alabama at Birmingham

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Integrative Community–University Learning Partnerships

Tower Room 1206

For over 25-years, the Hammons School of Architecture at Drury University has been a leader in promoting integrative liberal arts/professional education. The school emphasizes community-based, problem-oriented, applied learning experiences that reach out to the broader institution and regional community to create integrative community–university learning partnerships. All students complete a community-based studio during the fourth year of the five-year professional program. These community studios are coordinated by the school's center for community studies in partnership with the University of Missouri-Extension. In this session, the facilitators will discuss the development, management, and assessment of integrative community–university learning partnerships from the perspectives of a student, a faculty member, and an extension specialist. This session will be of particular interest to those wanting to develop or refine integrative, community-based educational opportunities on their own campuses.

Jay G. Garrott, Director, Center for Community Studies, and **David Mosser**, Fifth Year Architecture Student—both of Hammons School of Architecture, Drury University; and **Jeff R. Barber**, Regional Housing, Environmental Design, and Sustainability Specialist—University of Missouri-Extension

Purposes: Hallmarks of Integrative Learning

Expanding Democracy: Integrative Learning, Citizenship, and Education

Tower Room 1207

In this session, the facilitators will draw on critical theory, community engagement scholarship, and notions of citizenship and civil society to initiate dialogue about the role of education and integrative learning in strengthening and expanding democracy's promise. Focusing on civic engagement strictly at the college level risks the development of a civically engaged elite rather than expanded participation in civic life. This discussion, in contrast, will focus on the role the academy can play in integrating civic engagement throughout all levels of education. Such a model would help students from a young age to develop into scholars interested in expanding democracy's reach and in the process help them build skills in critical analysis, understanding of citizenship in an intercultural social system, and commitment to social responsibility. The facilitators hope to form a working group that will develop a holistic, scholar-practitioner driven model of learning linking all levels of education in building deep democracy as part of a global civic culture.

Tom Matyok, Assistant Professor of Conflict Studies and Dispute Resolution, and **Cathryne Schmitz**, Professor of Social Work and Women's Studies—both of University of North Carolina at Greensboro

Reality Check: Institutional Support and Incentives

If Academic and Student Affairs Partnerships Promote Integrative Learning, Why Don't We Have More of Them?

Tower Room 1208

The AAC&U statement on integrative learning implores colleges and universities to help students pursue their collegiate experiences in more connected ways, which it suggests can be generated through collaboration between academic and student affairs staff. In this discussion—led by a faculty member and a student affairs educator—participants will explore how such partnerships can produce integrative learning and stimulate student success. Special emphasis will be given to real and imagined barriers to collaboration and the institutional conditions needed to overcome these barriers. The facilitators will begin with provocative questions designed to uncover the potential for faculty, general education leaders, and student affairs educators to create integrative learning opportunities.

Lee Ward, Director of Career and Academic Planning, and **Kenn Barron**, Associate Professor of Psychology—both of James Madison University

9: 15 – 10:15 A.M.

Plenary

Peachtree Ballroom ABC, Eighth Floor

Integrative Learning: Redesigning Curricula, Shifting Institutional Culture

Students today face an increasingly complex world that will demand more of their education. How can colleges and universities prepare students for answering questions that have no clear answers, for undertaking jobs not yet created, for using technologies not yet invented, and for solving problems not yet identified? Institutions must adopt new content, pedagogy, and modes of inquiry that help students successfully address these complexities. Part of the challenge lies in shifting institutional culture to recognize the *need* for integrative capacities to address subjects such as sustainable development and globalization. R. Bruce Hutton will discuss a comprehensive approach to redesigning the curriculum to prepare students for the great issues of our time—and shifting institutional culture to sustain it.

R. Bruce Hutton, *Dean Emeritus and Piccinati Professor in Teaching Innovation, Daniels College of Business, University of Denver*

10:45 A.M. – 12:15 P.M.

Concurrent Sessions

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Developing Students' Integrative Abilities While Developing Our Own: Adventures in Diversity/Global Interdisciplinary Studies

Tower Room 1201

The guiding principles of this discussion are that successful team-taught interdisciplinary classrooms can: (a) strengthen one's ability to think integratively and creatively; (b) deepen students' and instructors' understanding of the disciplines involved in the course; and (c) foster students' ability to distinguish among the missions of various disciplines while experiencing how disciplines interact to address persistent concerns like racism and religious conflict. Collectively, the session facilitators have worked with five interdisciplinary models and six disciplines other than their own. Yet their struggle to fulfill the promise of these principles continues. During this session, they will discuss two recent interdisciplinary courses (a philosophy/literature pairing and a history/literature pairing), raise issues about integrative teaching and learning, and engage participants in a discussion on teaching and learning to think integratively, with a focus on the humanities.

Jane H. Oitzinger, *Professor of English and Philosophy*, and **Jennifer M. Stolpa Flatt**, *Associate Professor of English and Spanish and Associate Dean—both of University of Wisconsin-Marquette*; and **Margaret (Peggy) Rozga**, *Professor of English—University of Wisconsin-Waukesha*

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Advancing Integrative and Lifelong Learning through the Power of Mentoring

Tower Room 1202

Mentoring is widely recognized as a key to preventing high-school attrition and encouraging perseverance in undergraduate and graduate education. In this session, the facilitators will review the research on effective models of support through mentorship. They will highlight strategies developed by mentoring organizations to encourage integrative learning among high school and college students and to effectively use technology to further student success. Participants will have the opportunity to consider these strategies with the goal of strengthening their own mentorship programs.

Keith D. Parker, *Professor of Sociology*, and **Joyce Bell**, *Assistant Professor of Sociology and African American Studies—both of University of Georgia*; **Julia Menefield**, *Neighborhood Revitalization and Grants Manager—East Athens Development Corporation*; **Kedra Bailey**, *Assistant Principal—Cedar Shoals High School*; and **Belisa Gonzalez**, *Assistant Professor of Sociology—Ithaca College*

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

An Interdisciplinary Curriculum: What Does It Look Like?

Tower Room 1203

Faculty and administrators involved in developing interdisciplinary curricula frequently ask: "What exactly does an interdisciplinary course look like?" This hands-on workshop directly addresses this question. Designed for both faculty new to interdisciplinary teaching and those involved in developing interdisciplinary courses and majors, the facilitators will: (a) emphasize the importance of developing a local understanding of interdisciplinary studies; (b) explain how to identify student learning outcomes that are more characteristic of interdisciplinary learning than traditional approaches to learning; and (c) offer examples of syllabi, grading rubrics, and other assessment instruments. Two discussion groups will address the specific needs of interdisciplinary general education programs and interdisciplinary courses and programs under development. Discussion will include developing an interdisciplinary studies assessment regime and designing integrative courses and capstones for interdisciplinary studies majors. Participants will also learn more about resources from the Association for Integrative Studies, such as reports, position papers, and general education guidelines.

Pauline Gagnon, *President of the Association for Integrative Studies and Professor and Chair of Mass Communications and Theatre—University of West Georgia; and Allen Repko*, *Vice-President for Relations of the Association for Integrative Studies and Director, Interdisciplinary Studies Program—University of Texas at Arlington*

Sponsored by the Association for Integrative Studies



LEAP Featured Session

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Recreating the "Real World" in the Classroom: Using Role Playing Frames to Foster Student Engagement and Integrative Learning

Tower Room 1204

All college faculty members face the challenge of creating integrative experiences in the classroom. The AAC&U report, *College Learning for the New Global Century*, describes the need for pedagogies that can help students integrate learning into a coherent whole; provide practical skills in critical thinking, teamwork, and problem solving; engage students with civic issues and diverse cultures. This workshop will introduce faculty and administrators to the use of deeply engaging role playing games as a means to bringing some of the best effects of confrontation with "real world" problems into individual classrooms. Participants will be plunged into a different world—playing a mini-version of a simulation called *Reacting to the Past*—and then discuss how to construct and use in-depth role playing games to foster student engagement and integration.

John M. Burney, *Vice Provost for Academic Affairs and Professor of History, and Jennifer McCrickerd*, *Associate Professor of Philosophy and Chair of Philosophy and Religion—both of Drake University*



LEAP Featured Session

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

LEAPing into Excellence: Designing Integrative Courses

Tower Room 1205

Courses that inspire students to deepen their cross-curricular knowledge, think critically, and take civic action are often referred to as integrative, and are a hallmark of liberal arts curricula. In this session, participants will learn about an integrative course design model at Southern Oregon University where a subject's "essential" questions provide the architecture for each course and specific types of critical thinking prompts, core texts, and literature circles are then integrated into the course design. Assignments are designed to assist students in creating personal connections and insights to enhance integration of course content and inspire civic action. Formative assessments are woven throughout the course, and summative assessments are conducted using a final performance task. The facilitator will provide an example of one course designed using this model and share a user-friendly template for the design of integrative courses.

Kay M. Sagmiller, *Associate Professor of Education—Southern Oregon University*

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Organizing an Integrative First-Year Experience: Freshman Academies

Tower Room 1206

In order to provide a structured and highly supportive learning environment for all first-year, full-time students, campus leaders at Queensborough Community College (City University of New York) developed six freshman academies, in the areas of business; education; health-related sciences; liberal arts; science, technology, engineering, and mathematics; and visual and performing arts. The program uses academy-based freshman coordinators and systematically incorporates five high-impact instructional strategies to ensure that—to an extent not previously evident—the academies: (a) provide a coordinated student services and academic undergraduate experience; (b) improve student persistence and graduation rates; (c) build students' commitment to their future education and lifelong careers; and (d) facilitate student learning of the college's general education outcomes and development of integrated knowledge. This “private college approach in a public institutional environment” provides a useful model for organizing a more meaningful and more effective first-year experience for students.

Eduardo J. Marti, President, **Michele Cuomo**, Assistant Dean for Academic Affairs, and **Susan Mikkelsen Curtis**, Director of New Student Enrollment Services—all of City University of New York Queensborough Community College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Food for Thought: Designing an Integrative Cluster of Courses across Natural and Social Science Disciplines

Tower Room 1207

“Food for Thought” is a cluster of natural and social science courses centered on the common theme of the science and politics of food information, food consumerism, nutrition, and health from the perspective of individual courses. Through cooperative efforts of participating faculty, students from chemistry, biology, sociology, economics, and health and wellness courses engage in common projects to learn about the multidisciplinary complexities of the theme. In this session, facilitators will: (a) discuss the successes and challenges of designing and implementing an interdisciplinary effort to engage students holistically in an interconnected group of courses, (b) demonstrate their strategy for assessing student learning in the cluster and (c) provide a platform for participants to develop interdisciplinary clusters on a topic that matches their interests and areas of expertise.

Leah Mathews, Associate Professor of Economics, **David Clarke**, Associate Professor of Biology, and **Jason Wingert**, Assistant Professor of Health and Wellness Promotion—all of University of North Carolina at Asheville

Purposes: Hallmarks of Integrative Learning

Communicating Effectively About Integrative Liberal Education to Colleagues, Students, and External Constituents

Tower Room 1208

This session will draw on new research conducted as part of AAC&U's Liberal Education and America's Promise (LEAP) initiative. The facilitator will: (a) share the latest trends in curricular reform and assessment as revealed in a recent survey of AAC&U members and (b) discuss public opinion research that highlights how students, recent graduates, and business leaders view the most important outcomes of college and the importance of integrative learning. Participants will also be introduced to messages and language proven effective in making the case for liberal education to a variety of constituents. They will learn what employers see as the most promising approaches to assessment and will be introduced to AAC&U resources designed to help institutions communicate effectively and align their practices with the messages they send through a variety of means—including curriculum, admissions, Web sites, and external relations.

Debra Humphreys, Vice President for Communications and Public Affairs—Association of American Colleges and Universities

12:30 – 2:00 P.M.

Luncheon and Panel Presentation

Peachtree Ballroom DEF, Eighth Floor

Separate registration and fee required

The AAC&U and Carnegie Foundation Integrative Learning Project: Charting and Sustaining Progress

In 2004, AAC&U and The Carnegie Foundation for the Advancement of Teaching partnered on a joint [Integrative Learning Project](#), noting, “fostering students’ abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges of higher education.” In this panel, representatives from project campuses will examine the ways in which institutions can successfully advance and sustain integrative learning over time and across departments and units. They will address concrete strategies and challenges associated with making integrative learning a central part of campus culture and fostering leadership for these efforts.

J. Elizabeth Clark, Professor of English—LaGuardia Community College; **Marion W. Roydhouse**, Dean School of Liberal Arts—Philadelphia University; and **June Pierce Youatt**, Senior Associate Provost—Michigan State University

2:15 – 5:15 P.M.

Special Workshop

Reality Check: Moving Integrative Curricula from Theory to Practice

Tower Room 1201

Faculty and administrative teams from three institutions at various stages in implementing innovative and integrative general education curricula will facilitate this workshop. Participants will engage in case study discussions to explore multiple challenges relevant to all stages of curricular review and reform. Participants will brainstorm and share strategies for successfully negotiating change in the following areas: (a) the importance of design; (b) the search for common language; (c) integration and disciplinary rigor; (d) faculty roles and shared responsibility; (e) tactical considerations; and (f) sustainable commitments.

Tammy Birk, Assistant Professor and Chair of Women’s Studies, and **Amy Jessen-Marshall**, Dean of College Programs, Associate Vice President for Academic Affairs, and Associate Professor of Life Sciences—both of Otterbein College; **Ken Cramer**, Professor of Biology and Director of Integrated Studies, and **Hannah Schell**, Professor of Religious Studies—both of Monmouth College; and **Cynthia Patterson**, Academic Vice President, and **Katrina Carter-Tellison**, Chair, Center for Liberal Education and Dialogues of Learning—both of Lynn University

2:15 – 3:45 P.M.

Concurrent Sessions



LEAP Featured Session

Assessment: Across Different Experiences and Over Time

Evaluating AAC&U’s Integrative Learning Meta-Rubric: Lessons Learned for Program, Curriculum, and e-Portfolio Development and Assessment

Tower Room 1203



Recent studies have shown that one of the most effective ways to evaluate integrative learning within undergraduate interdisciplinary programs is through the holistic and longitudinal assessment of student e-portfolios. In this session, the facilitators will: (a) highlight the benefits and challenges of utilizing AAC&U’s integrative learning metarubric, developed through its VALUE (Valid Assessment of Learning in Undergraduate Education) Project, to assess integrative learning; (b) recommend strategies for assessing integrative learning in an introductory course; and (c) share experiences of how one undergraduate liberal studies program

evaluated the VALUE project integrative learning metarubric by using it to assess student e-portfolios. In so doing, faculty members were able to assess how well a newly launched introductory course was meeting course, program, and university learning objectives. Participants will explore implications for implementing the metarubric at their own institutions, and they will be invited to share their own institutional experiences and promising strategies related to the assessment of integrative learning.

Tanya Augsburg, Assistant Professor of Liberal Studies, and **Maggie Beers**, Director, Academic Technology—both of San Francisco State University

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Strategies for Integrating Research and Teaching to Address Acute Disparities

Tower Room 1202

This session will engage participants in a roundtable discussion with leaders from the National Science Foundation, who will talk about how their programs can help campus leaders integrate research and teaching opportunities in support of faculty and students of color. Special attention will be paid to funding opportunities available to members of the Minority Serving Institution academic community.

Keith Parker, Professor of Sociology—University of Georgia; **Melvinia Turner King**, Assistant Professor of Leadership Studies and Curriculum Development Coordinator—Morehouse College; **Carmen Sidbury**, Program Director, Graduate Research Fellowship Program, **Claudia Rankins**, Program Director, Historically Black Colleges and Universities Undergraduate Programs, **LaJoyce Debro**, Program Director, Division of Molecular and Cellular Biosciences, and **Tyrone Mitchell**, Program Director, Directorate for Mathematics and Physical Sciences Programs—all of the National Science Foundation

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Integrative Learning and Criticality: Enhancing Complicated Understanding

Tower Room 1206

Ronald Barnett has argued that critical thinking, as an aim of education, is distinctly uncritical. In this session, the facilitators will help participants address the distinction between critical thinking and the process of thinking critically. This discussion is designed to explore the linkages between criticality and integrative learning. The facilitators will provide four examples of courses that introduce criticality within the management discipline—an individual class session on Wal-Mart, an interdisciplinary course comprised largely of liberal arts students on globalization, a capstone action research course, and a co-taught cross-disciplinary course involving an outside client. Participants will engage in small-group conversations about the viability of incorporating criticality within their own disciplines. The session will conclude with a larger discussion about how criticality can be incorporated into strategies for effective teaching and student learning.

Gordon E. Dehler, Associate Professor of Management—College of Charleston; and **M. Ann Welsh**, Professor of Management—University of Cincinnati

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Integrating Insights Drawn from Different Perspectives

Tower Room 1207

Most efforts at integrative learning focus on providing structured opportunities for students to learn from interaction with other people (as distinct from assigned readings or classroom instructors), but the task of integrating what they learn from those interactions is typically unexamined and left to students to figure out for themselves. This session will confront head on the challenge of evaluating and integrating insights from different perspectives. Participants will learn about newly developed techniques of interdisciplinary integration that can apply not just to disciplines but also to perspectives based on, for example, race and ethnicity, class, gender, sexual orientation, culture, geographical region, and religion. Participants will work together to apply those techniques to a variety of integrative learning experiences such as collaborative

learning, problem-based learning, service learning, learning communities, study abroad, residential learning, and experiential learning. Discussions will focus on how to teach these techniques to students.

William H. Newell, *Professor of Interdisciplinary Studies—Miami University*; and, **Allen F. Repko**, *Director of Interdisciplinary Studies—University of Texas at Arlington*



LEAP Featured Session

Purposes: Hallmarks of Integrative Learning

Integrative and Applied Learning: What Do We Mean? How Do We Know? Why Do We Care?

Tower Room 1205

AAC&U president Carol Geary Schneider observed that three categories of AAC&U's essential learning outcomes (knowledge, intellectual and practical skills, and personal and social responsibility) reframe enduring liberal arts goals for our time. "But the fourth category, integrative and applied learning, is a truly twenty-first century liberal art," she noted. "Students must now know how to apply knowledge and to use it in new contexts." AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) Project has developed a rubric for integrative learning and educators are currently testing its usefulness. This session will extend these efforts by examining the connection between integrative and applied learning. Research shows that students see integration of knowing and doing as an ongoing, interactive process in which both knowledge and experience are repeatedly transformed. This kind of learning can be assessed as a meaningful whole if there is some consensus around frameworks, and if it is feasible with new technologies such as e-portfolios. Participants will explore alternative conceptual frameworks for integrative and applied learning. The facilitator will then discuss a growing consensus around the meaning of these terms and highlight strategies to help students connect their integrative and applied learning.

Marcia Mentkowski, *Professor of Psychology and Director of Educational Research and Evaluation—Alverno College*



LEAP Featured Session

Purposes: Hallmarks of Integrative Learning

Why Not a Center of Excellence for the Essential Learning Outcomes?

Tower Room 1208

The Center of Excellence for the Essential Learning Outcomes has its roots in recent Bowling Green State University initiatives (e.g., university learning outcomes, student achievement assessment committee, critical thinking about values initiative) and efforts in AAC&U's Core Commitments and Greater Expectations initiatives. The Center of Excellence provides an integrated, coherent, institutional structure that demonstrates and documents integrative learning and adds value for BGSU students, while speaking to an emerging statewide and national vision for quality transformation in higher education. In this session, participants will: (a) learn about BGSU's proposed integrative learning center as part of the State of Ohio's Centers of Excellence initiative; (b) gain an appreciation for the need to integrate academic and co-curricular campus areas; (c) explore the challenges and successes in having those areas collaborate; and (d) discuss and give feedback on a student scenario that may apply to their institutional situations.

Stephen J. Langendorfer, *Director of the BG Perspective (general education) Program and Professor of Kinesiology*, **Bonnie Fink**, *Director of the Center for Teaching and Learning*, and **Joseph A. Oravec**, *Associate Vice President for Student Affairs—all of Bowling Green State University*

Concurrent Sessions

Assessment: Across Different Experiences and Over Time

You Get What You Ask For: Connecting Assessment of Integrative Thinking to Assignment Revision

Tower Room 1205

Learning community programs across the country have been struggling with the question of how to assess integrative learning. At Kingsborough Community College, the session facilitators developed an instrument to assess integrative thinking in student work. Findings showed that students were often making interdisciplinary connections only at a surface level, so these leaders turned their attention to the assignments that prompted the work. They recognized the need for a way to guide faculty in assessment-based revision of assignments. As a result, they developed a series of hierarchical questions in the form of a decision tree to guide faculty toward identifying successive levels of deeper and more extensive integration. In this session, participants will be guided through hands-on assessment of student work and assignment revision using this decision tree. The session will close with a discussion of how participants might modify the process and instruments for use on their own campuses.

Janine Graziano-King, Director of Center for Teaching and Learning, **Marissa R. Schlesinger**, Coordinator of Faculty Development for Opening Doors Learning Communities, and **Christian Calienes**, Institutional Research Analyst—all of City University of New York Kingsborough Community College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Transferable Approaches: A Modular Design for Transcending Disciplines

Tower Room 1203

In 2008, campus leaders at Bennington College launched a series of one-credit short courses focusing on “transferable approaches” for first-year students. These three-week modules do not attempt to compress a longer course into something more compact, but rather emphasize something essential about an approach or tools used in a discipline that every student should know and be able to transfer to other disciplines. A faculty member noted, “Modules are not about absorbing specific information...but rather are about trying out new modes of thinking through the process of grappling with a given idea or issue in biology or literature or sculpture.” In this session, the facilitators will discuss the project from faculty, student, and administrator perspectives, including: (a) challenges faced by faculty in developing and teaching the modules, (b) how students are using what they learned, (c) assessment strategies and results, and (d) plans for future development and sustainability. Finally, they will engage participants in exploring how the conceptual approach and module structure can be adapted to other institutions.

Elissa Tenny, Provost and Dean, **Dana Reitz**, Member of the Faculty, Dance, **Andrew McIntyre**, Member of the Faculty, Mathematics, and **Insiyah Mohammed**, Student—all of Bennington College



LEAP Featured Session

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Fate of the Earth 101: An Integrated Term for First-Semester Students

Tower Room 1206

How can higher education effectively engage students in developing the attitudes, skills, and practices needed as citizens in order for life on the planet to survive? This session will feature an innovative first-semester program, “Fate of the Earth 101: Consumption of Food, Fuel, and Media in Contemporary Culture,” the current theme of Augsburg College’s pilot Integrated Term (iTerm). The program incorporates AAC&U’s LEAP objectives into an integrated learning community involving a large cohort of first-year students; six faculty from English, History, Religion, and Sociology; and library, IT, and student support services staff. The iTerm includes experiential and problem-based learning as well as traditional disciplinary and cross-disciplinary approaches and comprises the students’ and the faculty’s entire courseload for the semester. In this session, the

facilitators will discuss the program's creation, and participants will have ample opportunity to discuss the provocative John Tagg question, "What is college for?" and to imagine (or share) the kinds of integrative programs that would best reflect the mission and vision of their own institutions.

Lori Brandt Hale, *Director of General Education and Associate Professor of Religion*, and **Beverly Stratton**, *Director of AugSem and Professor of Religion—both of Augsburg College*

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

The City as Text: Integrative Course Design and Assessment

Tower Room 1202

Major curriculum changes in general education at Gallaudet University have created both new opportunities for faculty to develop interdisciplinary courses that emphasize integrative learning and the need to design and implement a unique set of assessment tools. This session will highlight integrative course design and assessment through one new course, *The City as Text: Museums, Monuments, and Memorials*, which provides first-year students with critical visual learning opportunities and emphasizes ways of integrating historical research and film production. The facilitators will: (a) highlight the use of technology in helping students make connections across different disciplines; (b) offer strategies and examples of course assignments and projects that enable students to integrate their learning; and (c) share a set of assessment tools that Gallaudet faculty are using to inform, guide, and enhance teaching and learning in newly developed and developing interdisciplinary courses set within the context of major institutional curriculum change. Participants will be encouraged to share their own experiences developing integrative learning courses and assessment tools as part of larger curriculum reform.

Joseph G. Kinner, *Associate Professor of History*, and **Marina Dzougoutov**, *Assistant Professor of Art—both of Gallaudet University*

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Life-Wide Learning through a Life-Wide Curriculum

Tower Room 1204

The Surrey Centre for Excellence in Professional Training and Education is dedicated to helping people develop the knowledge, understanding, and dispositions necessary to be successful in a complex world. In this session, the facilitator will describe the steps involved in developing a "life-wide learning" award at the University of Surrey and introduce the concepts underlying the life-wide curriculum model. Drawing on participants' diverse experiences, discussion will form around: (a) designing and building a framework to encourage, facilitate, value, and recognize experiential learning through a life-wide curriculum; (b) the ways in which informal learning from diverse experiences can be recognized and valued; (c) integrating pedagogy and technology to achieve efficient and effective experiential learning environments; and (d) engaging an institution to create the conditions to implement a life-wide curriculum.

Norman Jackson, *Director, Surrey Centre for Excellence in Professional Training and Education—University of Surrey*

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Transforming Campus Culture through Integrative Learning

Tower Room 1207

Integrative learning is transforming North Georgia College and State University, and it is enabled and mutually reinforced through four structures: a new strategic plan, common learning outcomes, an information literacy focus in reaccreditation, and a deepening commitment to service-learning. For NGCSU, the prominent role of integrative learning in the new strategic plan provides credibility and demonstrates institutional commitment to this learning goal. Additionally, the campus has embraced five common learning outcomes for the core curriculum, major curriculum, and co-curriculum, including integrative learning. Information literacy is the topic of the university's Quality Enhancement Plan, a required part of the SACS re-accreditation process, and information literacy standards are woven throughout the curriculum. Finally, service-learning pedagogies reinforce the common learning outcomes while helping students to integrate theoretical concepts with concrete experiences. Session facilitators will present information and

examples for each structure and pose discussion questions to guide participants in thinking about how to better use these structures on their own campuses to promote integrative learning.

Denise Y. Young, *Executive Director of Institutional Effectiveness*, and **Donna Gessell**, *Executive Director of Regional Engagement—both of North Georgia College and State University*

Reality Check: Institutional Support and Incentives

Collaborative Teaching Grants: Faculty Development for Integrative Teaching and Learning

Tower Room 1208

Integrative learning is becoming widely recognized as an essential element of education for the 21st century. However, many faculty members have little experience connecting their classes to other academic and field-based experiences. At Roanoke College, the Collaborative Teaching Grant (CTG) program has succeeded in promoting integrative learning by supporting deliberate, sustainable faculty interaction across disciplinary lines. In this session, the facilitators will: (a) describe the structure, goals and outcomes of the CTG program, focusing on sustainability and assessment of integrative goals; (b) present results and lessons learned from two sample projects, one linking a sociology capstone course to grant writing for nonprofits and the other contextualizing a physics lab for non-majors to focus on biological applications; and (c) share assessment instruments used in the project. The facilitators will discuss particular elements that have been key to the success of this program, and participants will explore adaptations and extensions for their own institutions.

Adrienne Bloss, *Assistant Dean and Director of General Education*, **Matthew Fleenor**, *Assistant Professor of Physics*, and **Daniel Sarabia**, *Assistant Professor of Sociology—all of Roanoke College*

SATURDAY, OCTOBER 24, 2009

8:00 – 9:00 A.M.

Continental Breakfast and informal discussions by institution type

Peachtree Ballroom ABC, Eighth Floor

9:15 – 10:45 A.M.

Concurrent Sessions

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Achieving Better Horizontal and Vertical Integration in the Liberal Arts Curriculum

Tower Room 1201

The session will present Bridgewater College's signature program, the Personal Development Portfolio (PDP), as a model and focus for a larger discussion about practical methods for achieving better horizontal and vertical integration in the undergraduate curriculum. Bridgewater's mission is to "educate the whole person," and the PDP serves as a vehicle for making that education more coherent and intentional for students than traditional liberal arts programs typically achieve. Using critical reflection as a pedagogical foundation, the PDP helps students experience their liberal arts education in a more holistic way, to make connections within the curriculum as well as between the curriculum and co-curriculum—including required service learning hours—throughout all four years. The facilitators will lead a workshop-style session to guide participants in their efforts to achieve better curricular integration at their own institutions.

Edward W. Huffstetler, *Associate Dean for Academic Affairs*, **Nan R. Covert**, *Associate Professor of Art and Art History*, **Catherine L. Elick**, *Professor of English*, and **Harriet E. Hayes**, *Associate Professor of Sociology—all of Bridgewater College*

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Making Connections: Curriculum-Inspired Research and Integrative Learning

Tower Room 1202

Integrative learning throughout the undergraduate curriculum is a central design element of a Wheaton College education. Instead of traditional breadth requirements, all students take “Connections”—sets of courses from a range of departments focused on a theme or issue (e.g., “World Music and Culture” or “The Edge of Reason: Math and Science Fiction”) that allow students to explore different areas of knowledge and different approaches to problems. And instead of teaching a traditional diversity requirement, the full faculty have committed to “Infusion”—curriculum transformation focused on race/ethnicity and its intersections with gender/sexuality, class, religion, and technology. These curricular innovations have in turn inspired new directions in pedagogy and research. In this session, three faculty members from diverse disciplines will discuss the impact of these innovations on both students and faculty, emphasizing the integration of research, curriculum design, and pedagogy. They will engage participants in considering how they might adapt these innovations to their home institutions. **Kersti Yllo**, Coordinator of Faculty Development and Professor of Sociology, **Kim Miller**, Coordinator of Women's Studies and Assistant Professor of Women's Studies and Art History, **Gabriela Torres**, Assistant Professor of Anthropology, and **Bill Goldbloom-Bloch**, Professor of Mathematics—all of Wheaton College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Sparkling Connections and Success through a Peer Scholar Leadership Program

Tower Room 1203

Over the past four decades, a growing body of literature has indicated that student leaders can positively influence peer attitudes and behaviors. Despite this research, however, peer instructors are involved in just over 10 percent of learning communities nationally. Jacksonville University's first-year learning community program, the Freshman Interest Network (FIN), is an integrative learning opportunity that links core courses taught by faculty and a first-year experience course taught by undergraduate peer scholars. The Peer Scholars Leadership Program features criteria-based participant selection, comprehensive training, varied assessments, and rewards. In this session, participants will learn about: (a) the Freshman Interest Network, including successful engaged learning strategies; (b) the peer scholar component and other peer leadership models; (c) the faculty experience of working with peer scholars; and (d) the student experience of being a peer scholar, including the training program, the relationships that develop with professors and first-year students, and the rewards and challenges of participation. The facilitators—the FIN program director, a FIN professor, and a peer scholar—will engage participants in small group discussions with similar institutions for either initial planning or refinement of a peer leadership program component.

Charlot L. Wedge, Director of Academic Engagement, **Lois S. Becker**, Senior Vice President for Academic Affairs and Professor of History, and **Shanda Larson**, Peer Scholar—all of Jacksonville University

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Connecting Academic Advising and Career Exploration to Enhance Integrative Learning

Tower Room 1204

By integrating academic advising, career development, learning communities, and courses in the majors and in general education, colleges and universities can help students make critical connections between in-class and out-of-class experiences and develop the intellectual skills needed to meet the complex demands of adult life. In this session, the facilitators will: (a) provide a brief overview of the role of advising and career development within integrative learning; (b) illustrate integrative learning practices employed at James Madison University to help students make complex academic and career decisions; (c) provide relevant assessment data and materials; (d) help participants explore opportunities for integration within the context of their own campuses; and (e) synthesize ideas about the institutionalization of strategies that promote high-impact educational practices.

Lee Ward, Director of Career and Academic Planning, and **Kenn Barron**, Associate Professor of Psychology—both of James Madison University

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

Integrative Learning: Making It Happen for ALL Students

Tower Room 1205

One of the major challenges facing colleges and universities that want to promote integrative learning is how to move their campus initiatives beyond a few good programs that only affect a subset of students. This session will feature three colleges that are making curricular changes designed to support integrative learning for all students. Part of the time will be devoted to hearing from the three institutions about: (a) the ways in which they are setting up their curriculum for this kind of learning and (b) the organizational processes they are using to get this done. The rest of the time will be devoted to participant discussion about how they can apply these ideas to their own campuses.

Amy E. Jessen-Marshall, Dean of College Programs and Vice President for Academic Affairs, Associate Professor of Life Sciences—Otterbein College; **L. Dee Fink**, Senior Associate—Dee Fink and Associates; **Larry Miners**, Director of Center for Academic Excellence and Associate Professor of Economics—Fairfield University; and **Bob Haak**, Director of the Center for Vocational Reflection—Augustana College

Design: Curricular, Co-Curricular, Community-Based, Pedagogical

The Connective Tissue of Integration: Deepening the Impact of Integrative Initiatives beyond the Integrative Course

Tower Room 1206

Small colleges and universities can provide an experimental laboratory for examining and monitoring connections within the curriculum and beyond the classroom. This panel, sponsored by the Association for Integrative Studies and representing three such campuses, will explore what might be called the “connective tissue” within a learning-centered campus—the locus points that invite and sustain integrative inquiry and reflection beyond the patchwork of discrete course experiences required of every student. The facilitators will first draw on the literature of AIS, AAC&U, and New American Colleges and Universities to establish a vocabulary and framework for considering the nature of such interstices. Then, they will examine the outcomes of three very different initiatives in which the first-year seminar—typically the place in which an institution’s vision of integration is first articulated—is conceptually repositioned within a wider framework of intertwining learning experiences. These case studies will highlight the challenges of isolating integrative learning projects and the benefits of drawing upon assessment and new contexts to re-visit and advance earlier innovation. Multiple examples drawn from the literature of higher education will serve as a springboard for participants’ problem solving, exchange of ideas, and exploration of metaphors of connection.

Francine G. Navakas, Associate Academic Dean and Bramsen Professor in the Humanities—North Central College; **Cheryl R. Jacobsen**, Provost and Academic Dean—Loras College; and **Margaret P. Monteverde**, Associate Professor of English and Associate Dean, School of Humanities—Belmont University

Sponsored by the Association for Integrative Studies

Reality Check: Institutional Support and Incentives

PALs at Work: A Blueprint for Integrative Learning across Campus and in the Community

Tower Room 1207

The Partners in Active Learning (PALs) initiative at Georgia Gwinnett College integrates learning not only across the college community but also in conjunction with organizations from the surrounding community. Using sample materials from two PALs projects, “BioQuest: Genetically Modified Foods and Organisms” and “Talking Trash in Gwinnett,” the facilitators will guide participants through the process of developing, propagating, and sustaining a PALs initiative on their own campuses. The facilitators will model each phase of PALs, from planning, implementing, and assessing cross-disciplinary collaborative projects; to action plans identifying learning principles; to building cooperation from institutional authorities and key stakeholders in

college and community organizations. Participants will engage in targeted activities to help them identify strategies suitable for their own campuses and will leave with the tools necessary to begin creating PALs of their own, linking faculty, staff, and students with community agencies.


Candace Timpfe, Associate Professor of Biology, **Jennifer N. Wunder**, Assistant Professor of English, and **Thomas Hancock**, Assistant Professor of Psychology—all of Georgia Gwinnett College

11:00 A.M. – 12:30 P.M.

Closing Plenary

Peachtree Ballroom ABC, Eighth Floor

Supporting Integrative and Lifelong Learning through Authentic Assessment, Teaching, and E-portfolio Development

 AAC&U's VALUE project (Valid Assessment of Learning in Undergraduate Education) seeks to contribute to the national dialogue on assessment of student learning. It builds on a philosophy of learning assessment that privileges multiple expert judgments of the quality of student work. Three members of leadership campuses from the VALUE project will discuss interpretations of integrative learning and examine broad issues that are likely to emerge when faculty and their institutions begin to take up the teaching, learning, and assessment of integrative learning.

Marcia Mentkowski, Professor of Psychology and Director, Educational Research and Evaluation—Alverno College; **Melissa Peet**, Research Associate—University of Michigan; and **Julia Williams**, Professor of English and Executive Director, Institutional Research, Planning and Assessment—Rose-Hulman Institute of Technology

