

Gen Ed as Bridge: Linking School, Job, Career, and Life

Association for General & Liberal Studies

2024 Constitute

Sheraton Portland Airport Hotel

Portland, Oregon

October 3, 4, & 5

Depicted are just a few of the bridges in Portland, Oregon



Education is all a matter of building bridges.

~Ralph Ellison (American Author)

Gen Ed, as most of us refer to our work, is known by many names across colleges and universities. Liberal arts or studies, core courses or curriculum, shared experiences, etc. Gen ed is foundational, ever-changing, amorphous, central, exploratory, complement, and any other number of adjectives. It is a part of every college student's journey to the world of employment, yet often feels invisible, forgotten, or at best secondary to those of us who work every day to make it the basis for every student's future life.

Portland, Oregon is the perfect location for us to meet in 2024. The city has numerous monikers that describe its history and many facets. Commonly known as the 'City of Roses,' it is also known as Riptown, Stumptown, Biketown, and Bridge City, among others. Portland embraces the uniqueness and sustainability-mindedness of its population, entrepreneurship, and nature.

Our work is so important as the bridge we build must not simply teach work – it must teach life. It must be an education that is a beginning by producing graduates that have essential skills for work, citizenship, and social responsibility. It must be an educational desire that is lifelong providing the tools and skills for those as they go through the distinct phases of life can adapt, grow, and move across careers. It must be an education that opens the world to all its possibilities and people, serving as a bridge to deeper understanding of our humanity and of our place in the world. The whole purpose of education is to turn mirrors into windows. Obstacles to bridges.

In 2024, we want to explore how general education is the conduit that links beyond the liberal arts and the sciences. To play off a quote by Erid Kandel: general education bridges the sciences—concerned with nature—with the humanities...connecting them with the meaning of human experience.

How does or can your gen ed program serve as a bridge to the major, professional training, job, career, and life?

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FRIDAY KEYNOTE



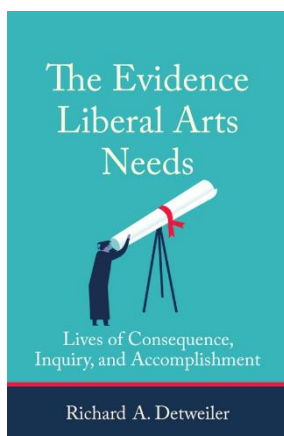
Richard Detweiler

Managing Director, HigherEdImpact.org

Building a Stronger Bridge to the Future – for General Ed and Our Students

While we have long believed in the value of a liberal education, this era's unrelenting challenges and emphasis on specialization has often left general education on the defensive, unable to make a convincing case for the power of what we do. Adopting an ecological view of higher education – understanding both its content and specific aspects of the context within which it occurs – opens a new and more accurate way of assessing the impact of the educational experience. Indeed, research data documents that there are a number of essential practices of liberal education – some obvious and some invisible or unappreciated – which significantly relate to adult lives of success as well as personal and social impact. By embracing this ecological approach and focusing our priorities we have a fresh opportunity to not only strengthen general education but to infect the full educational experience with the demonstrated power of liberal education on our graduates' futures.

Biography



Dr. Detweiler is the author of *The Evidence Liberal Arts Needs: Lives of Consequence, Inquiry, and Accomplishment* (The MIT Press, 2021). A social psychologist with a PhD from Princeton University, he is managing director of HigherEdImpact.org, president emeritus of the Great Lakes Colleges Association and of Hartwick College, founder of The Global Liberal Arts Alliance, and a foundation fellow at Oxford University's Harris Manchester College. Previously he has been vice president and professor of psychology at Drew University, founding dean of the Frye Leadership Institute at Emory University, interim president of the Council on Library and Information Resources, and Peace Corps volunteer and trainer. A frequent invited speaker and broadly published, his service has included college trusteeship and board membership on numerous higher education organizations.

SATURDAY KEYNOTE



Anne-Marie Fannon

Director, Work-Learn Institute

University of Waterloo, Ontario

Empowering Future-ready Graduates through Work-Integrated Learning

Work-integrated learning programs, such as co-ops, internships, and practicums, have long been acknowledged for their ability to assist in the transition from school to work. However, as our graduates enter a job market characterized by volatility, complexity, and change, they will require more than support in transitioning from school to work; they will need competencies to navigate career transitions throughout their lives. Join Anne-Marie Fannon, director of the University of Waterloo's Work-Learn Institute, the world's only research centre on work-integrated learning, to explore research and real-world examples illustrating how work-integrated learning programs can equip our students with the skills they need to be truly future-ready.

Biography

Anne-Marie Fannon, a passionate advocate for work-integrated learning (WIL), is the Director of the [Work-Learn Institute at the University of Waterloo](#). In this role, she sets the research and innovation agenda for the Work-Learn team. Anne-Marie is passionate about leveraging Work-Learn's research insights to inform the practice and pedagogy of WIL. For the last ten years, Anne-Marie was director of Work-Integrated Learning Programs at the University of Waterloo. In this role, she oversaw the development and delivery of curriculum that supported students in a variety of work-integrated learning opportunities including the new (WE) Accelerate program, the EDGE program and the WatPD courses.

With close to 15 years of experience in work-integrated learning, she has led WIL development and enhancement locally, nationally and internationally. Her focus is on building scalable and sustainable WIL ecosystems that benefit partners, students and higher education institutions. Anne-Marie is actively engaged with Co-operative Education and Work-Integrated Learning (CEWIL) Canada and serves as co-chair of CEWIL's Government and External Relations Committee. She was president of the association in 2016/2017 during which time she led the association through an expansion of its mandate from co-op to work-integrated learning.



DIGICATION

Make Learning Visible

FYE Seminar: Martina Gomez

Common Lit Assignment

THE LEAVES
a mystery of green and silver

DISCOVERY
the touch of cold

Reflection

In completing the Common Lit assignment on "The Power of Perseverance," I found the themes and discussions deeply resonant with my own experiences. The text highlighted various characters who faced significant challenges yet continued to strive towards their goals. This narrative not only inspired me but also prompted me to reflect on my personal journey and the moments when I felt like giving up.

General Education (System-wide authorized)	Critical Thinking 2.1.4			
VALUE Public	Benchmark 1	Milestones (2)	Milestones (3)	Capstone 4
Explanation of issues	Issue problem to be considered critically is stated without classification or description.	Issue problem to be considered critically is stated but description leaves some terms undefined, ambiguous, unexplained, boundaries undetermined, and/or backgrounds unknown.	Issue problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence (Selecting and using information to investigate a point of view or conclusion)	Information is taken from sources without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from sources with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.



The learning platform for general education courses and learning experiences.

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ePortfolios
Reflection Prompts

Changing the way learning is designed, experienced and assessed



PebblePad is the **only** ePortfolio, workbook and assessment platform **unifying** the entire learning journey.

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Explore how PebblePad supports teaching, learning and assessment ambitions across five key themes.

WATCH VIDEO



Authentic assessment and feedback



Flexible learning design



Belonging, wellbeing and success



Employable and future-ready



Professional identity and capability

Download the ePortfolio Features & Functions Guide

If you're looking for help scoping out the requirements and must-have features for your new ePortfolio platform, then this is the guide for you.

Highlights include:

- ✓ Features to scaffold learning, support reflection, record and evidence learning.
- ✓ Tools to support teaching, learning, feedback and assessment.
- ✓ Integration with LMS as core component of your digital learning ecosystem.



Download the
ePortfolio Features
and Functions guide



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THE LEARNING JOURNEY PLATFORM

Journal of General Education

A Curricular Commons of the Humanities and Sciences



Visit the Submissions tab at psupress.org/Journals/jnl_s_jge.html for additional details and submission instructions for this special issue.

The *Journal of General Education* invites submissions for a special issue scheduled for publication in January 2025.

Creating the Shift: Contributions from the Field of General Education to Re-Solving Wicked Problems
Editor: J.R. "Jones" Estes, Portland State University
Guest Editor: Paul Hanstedt, University of Minnesota, Rochester

Over fifty years ago Rittel and Webber first articulated the concept of "wicked problems" to encapsulate both the complexity and nature of social problems as "ill-defined; and they rely upon elusive political judgment for resolution. (Not 'solution.' Social problems are never solved. At best they are only re-solved—over and over again)" (Policy Sciences, 4(2), p. 160).

In the decades since, the number, complexity, and social impact of wicked problems has only increased. Twenty-five years into the twenty-first century, some students in some majors learning about wicked problems is inadequate preparation for the future. Rather all students need to develop a variety of facilities, such as cooperating and communicating across disagreement; developing, implementing, and evaluating "solutions" as phases in a never-ending process; and articulating the consequences of ambivalence.

In its mandate that all students complete courses from across disciplines, general education is uniquely suited to provide the learning opportunities for students to engage with the people, research, materials, and processes that addressing wicked problems requires. But the reiterative necessity of re-solving rather than the expectation of solving is a paradigm shift that most of our institutions and systems have yet to make. This special issue seeks to highlight articles that exemplify general education efforts—whether imagined, proposed, successful, or unsuccessful—that contribute to the shifting practices required to prepare all graduates to engage ethically and effectively with wicked problems.

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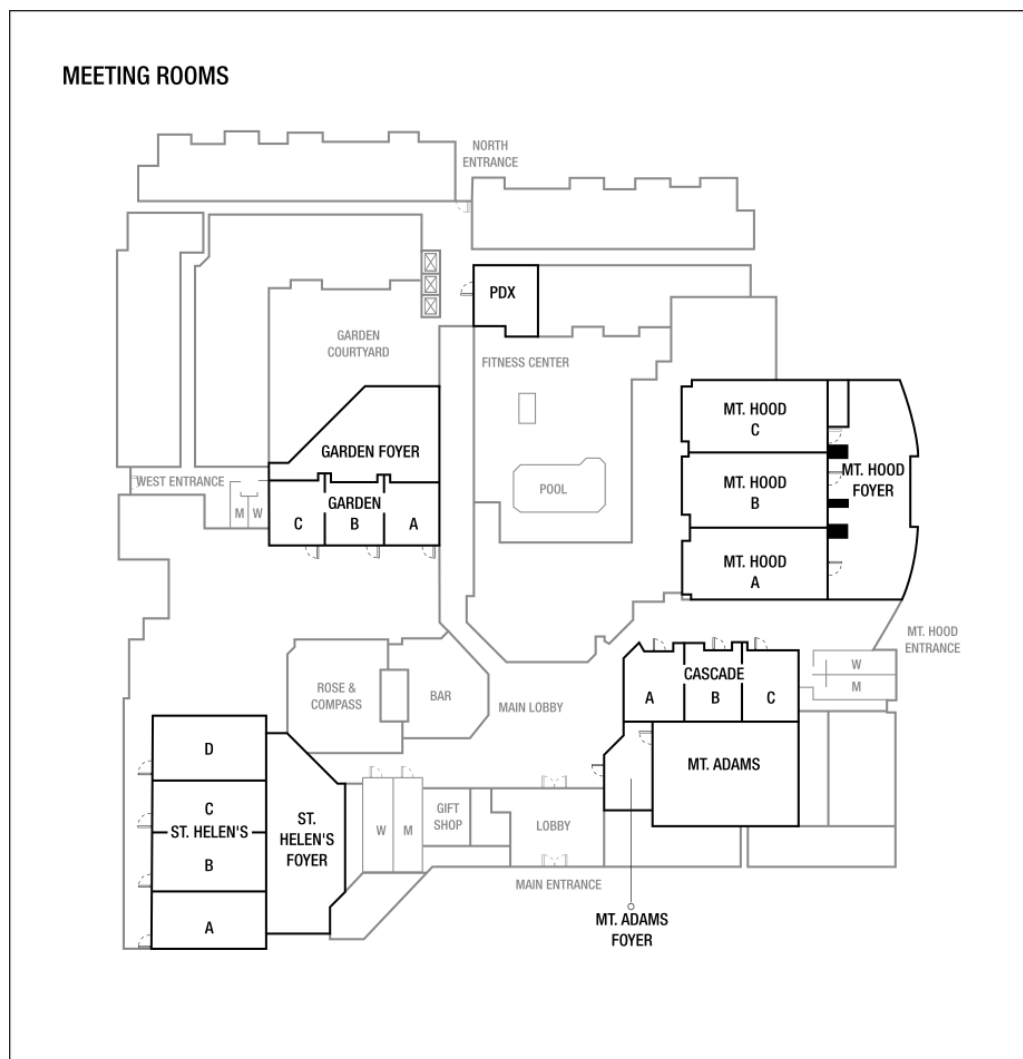
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HOW TO READ THE SCHEDULE

- Time listed gives you the beginning and ending time of the session
- Letter in bracket indicates the track: [A] = assessment [R] = reform [B] = building bridges [PD] = AGLS offering [S] = sponsor session
- *Italics* indicates the title
- Red words indicate the room of the session

**ALL MEETING SPACE IS LOCATED ON THE LOBBY LEVEL OF THE HOTEL.
BELOW IS A LAYOUT OF THE FLOOR.**



THURSDAY SCHEDULE

2:30 PM to 4:30 PM

Get Ready! A Practical Guide for Using Assessment Thinking During Gen Ed Reform [A]
Cascade AB Tisha Paredes (Paredes Assessment Accreditation Consulting) and
Stephen Biscotte (Virginia Tech)

5:00 PM to 6:30 PM

We are the Leaders We've Been Waiting For [PD] **Cascade AB** Margaret 'Meg'
Mulrooney (James Madison U) and Rowanna Carpenter (Portland State U)

7:00 PM to 8:30 PM

All-Conference Welcome Reception **St. Helen's Foyer**
Join us for light snacks, a beverage, and meet a local celebrity!

FRIDAY SCHEDULE

7:00 AM to 5:00 PM

Registration and Information Desk **St. Helen's Ballroom**

7:00 AM to 10:00 AM

Morning Coffee! **St. Helen's Ballroom**

8:00 AM to 9:00 AM

Opening Plenary -- *Journey & Bridges: What Is Your Gen Ed Leadership Story?* [PD]
St. Helen's Ballroom Stephen Biscotte (Virginia Tech) and Joyce Lucke (AGLS)

9:15 AM to 10:15 AM

Artifacts and Assessment [A] **Cascade B** Christine Cobb (Middle Tennessee State
U)

GE Assessment Culture Change: Slow, Stumbling, and Worthwhile? [A] **Garden C**
Michele Baranczyk, Megan O'Byrne, Meganlyn Norris, Alexander Hernandez (Kutztown U
of Pennsylvania)

Culturally Relevant Voices: Transforming First-Year Writing at an HSI [R] **Garden A**
Sheila Bauer-Gatsos and Gema Oretga (Dominican U, River Forest, IL)

Flipping the Script: Integrating the Study of Work into General Education [B] **Garden B**
Katy Hanggi, Virginia Wray Totaro, Chris Martiniano, and Bonnie Boaz (Virginia
Commonwealth U)

Shifting from Menu-Based Gen Ed to Program-Based, and Then Back Again [R] **Cascade A** David Beach (Radford U)

10:30 AM to 11:30 AM

Cross-Institutional Collaboration to Benefit Transfer Students [R] **Cascade B** Micol Hutchison (Virginia Community College System) and Jolie Lewis (James Madison U)

Assessing Oral Communication in General Education: From Technical Woes to Recognizing Student Confidence in Speech [A] **Garden C** George McHendry, Jr. and Faith Kurtyka (Creighton U)

The Grass is Always Greener on the Other Side of the Bridge, Right? An Examination of How Institutional Cultures Impact Gen Ed Structure and Reforms [R] **Garden A** Christine Beaulé (U of Hawaii) and Lynn Hogan (Florida State U)

Creative Class Culture [R] **Garden B** Ritu Sharma (Purdue Global)

General Education—Plus! [R] **Cascade A** Kevin Hermberg (Dominican U New York)

11:45 AM to 1:25 PM

All Conference Lunch and Keynote [B] **St. Helen's Ballroom**

Building a Stronger Bridge to the Future – For General Ed and Our Students

Richard Detweiler (HigherEdImpact.org)

While we have long believed in the value of a liberal education, this era's unrelenting challenges and emphasis on specialization has often left general education on the defensive, unable to make a convincing case for the power of what we do. Adopting an ecological view of higher education – understanding both its content and specific aspects of the context within which it occurs – opens a new and more accurate way of assessing the impact of the educational experience. Indeed, research data documents that there are a number of essential practices of liberal education – some obvious and some invisible or unappreciated – which significantly relate to adult lives of success as well as personal and social impact. By embracing this ecological approach and focusing our priorities we have a fresh opportunity to not only strengthen general education but to infect the full educational experience with the demonstrated power of liberal education on our graduates' futures.

1:40 PM to 2:40 PM

General Education Reform Round Robin Topics [R] **Cascade A**
Facilitator: Christopher 'Kit' Murphy (The C of New Jersey)

MTSU Blueprints: Choosing Topics for Pathways in the Core Susan Myers-Shirk
(Middle Tennessee State U)

How Do Interest and Engagement Influence Emergent Student-Driven Courses?
Elisabeth Johnston and Laura Tilghman (Plymouth State U)

*Critical Language Awareness: A Missing Piece in Gen Ed's Diversity, Equity, and
Inclusion Puzzle* Karen Guendel (Boston U)

Assessing Core Education at Oregon State University [A] **Garden C** Kristin Nagy
Catz and Health Henry (Oregon State U)

*It was Greek to Them: One University's Efforts to Translate the Language of Career
Competencies to Their General Education Curriculum* [B] **Cascade B** Kenneth
Purcell (U of Southern Indiana)

Move Those HIPS Right into Gen Ed: Contexts, Challenges, and Awesomeness [R]
Garden A Christine Beaulé (U of Hawaii), Stephen Biscotte (Virginia Tech), Jenni
Gallagher (Virginia Tech), and Brad Knight (American U)

2:55 PM to 3:55 PM

Advancing Equity in the General Education Curriculum: A Case Study at Elon University
[R] **Garden A** Jessica Carew and Matthew Buckmaster (Elon U)

When Gen Ed Becomes the 'Junk Drawer' of Your Institution [R] **Cascade A** Mary
Frances 'Mimi' Pipino (Ursuline C) and Lynn Hogan (Florida State U)

Refining After Reform: Bringing Cohesion and Promoting Meaning in General Education
[R] **Cascade B** Candyce Reynolds, Matt Recla, and Kay Wingert (Boise State U)

4:10 PM to 5:10 PM

*ConnectED Brick By Brick: Building Bridges Between Gen Ed Assessment and Learning
Opportunities to Empower Students and Faculty* [A] **Garden C** Christy Tyndall,
Virginia Wray Totaro, and Carolina Yaber (Virginia Commonwealth U)

*Delivering What Students Really Need: Delineating the Essential Skills for General
Education Courses* [B] **Garden B** Christopher 'Kit' Murphy (The C of New Jersey)

What Does Gen Ed Do for You? Transparency In Essential Skills And Outcomes [B]
Cascade B Ashley Ireland (Murray State U)

Translating Gen Ed Reform: Creating a Communication Playbook [R] **Garden A**
Hannah Shinault Deuyour, Jenni Gallagher, and Will Rizzo (Virginia Tech)

6:00 PM to ???

AGLS Night Out -- Night out at Cirque du Soleil--Kooza (by advance ticket only)

SATURDAY SCHEDULE

7:00 AM to 5:30 PM

Registration and Information Desk **St. Helen's Ballroom**

7:00 AM to 10:00 AM

Morning Coffee! **St. Helen's Ballroom**

8:00 AM to 9:00 AM

Building Bridges I Round Robin Topics [B] **Cascade B**

Facilitator: Kenneth Purcell (U of Southern Indiana)

Building Bridges From Classroom to Workplace: Energizing the Impact of Experiential Learning Beth Kramer, Rick Cole, and Jenai Engelhard (Boston U)

Scaling Up Research Opportunities: Infusing Project-Based Learning into an Interdisciplinary Course about Work Virginia Wray Totaro (Virginia Commonwealth U)

Building That Bridge: Critical Reading Pedagogy in the General Education Classroom Wynn Yarbrough (The U of the District of Columbia)

A Hands-On Demonstration of Two Better Ways to Introduce Students to the Value of General Education [B] **Garden C** Christopher 'Kit' Murphy (The College of New Jersey)

Equity, Diversity, Inclusion, and Justice—Under the Radar [R] **Garden B** Kevin Hermberg (Dominican U New York)

Building Bridges: Connecting Faculty to Your General Education Program [R] **Cascade A** Tricia Wilson and Laura Wheeler Poms (George Mason U)

Student Advisors for General Education Assessment [A] **Garden A** Rowanna Carpenter (Portland State U)

9:15 AM to 10:15 AM

Enhancing Student Learning in Gen Ed Courses Through AI-Driven Reflection [S] **St. Helen's Ballroom** Jeffrey Yan (Digication)

Explore the transformative potential of AI in fostering deeper learning and critical thinking through personalized reflection in general education courses. This session will demonstrate how AI tools can provide tailored feedback, guiding students through a reflective process that enhances their understanding and application of concepts and skills. We'll delve into how AI can support students in meeting general education outcomes by helping students analyze their work, identify areas for improvement, and recognize growth and achievement. Join a conversation about the benefits of AI-driven reflection in gen ed, such as increased engagement and more nuanced feedback, and discuss challenges, including data privacy concerns. Live examples will showcase how AI tools can be integrated and customized, offering a practical look at their impact on learning outcomes. Leave with actionable strategies for implementing these technologies in your own gen ed teaching practices.

Everyone's First Major: Student Professional Development and General Education [B]
Cascade A Brooke Buffington and Matthew Buckmaster (Elon U)

Applying Business Model Innovation Tools to General Education Reform [R] **Garden B**
Dustin Kidd (Temple U)

Building Bridges to 21st Century Education: A Framework for General Education Reform
[B] **Garden C** McKenzie Huber and Lori Kayes (Oregon State U)

Redesigning First Year Gen Ed for Student Success [R] **Garden A** Meredith
Michaud, Joel Bettridge, Alex Sager, and Sarah Dougher (Portland State U)

Reform Under Pressure: The View from Florida [R] **Cascade B** Joseph Ross
(Florida Gulf Coast U)

10:30 AM to 11:30 AM

Fostering Equity and Engagement: Partnerships that Elevate General Education [S]
Garden B Melissa Pirie (PebblePad)

In today's rapidly evolving educational landscape, innovative partnerships are reshaping General Education (Gen Ed) programs, emphasizing the integration of high-impact practices (HIPs) to enhance student learning. PebblePad, in collaboration with our partner institutions, plays a pivotal role in fostering creative teaching and assessment strategies that connect diverse disciplines and majors, while also focusing on career readiness and maximizing student engagement and success. This presentation will explore our collaborative approach to inspiring meaningful reforms in liberal education. By prioritizing access, equity, diversity, inclusion, and justice (AEDIJ), we have introduced tools and frameworks that embrace diverse voices and foster an inclusive curriculum, ensuring every student thrives. We will share examples of how we have woven AEDIJ principles into our practices, transforming these values into impactful learning outcomes that engage students in their educational journeys.

Measuring and Increasing Motivation in Gen Ed Courses: A Case Study [A] **Garden A**
Jenni Gallagher, Saylor Bane, and Austin Council (Virginia Tech)

Will Students and Campuses Gain from Gainful Employment? [B] **Garden C** David
Stewart (D'Youville U)

*How to Build a Better Bridge: A Case Study of a Common Reading Program Redesigned
with Students in Mind* [R] **Cascade A** Paula Patch (Elon U)

*Two Steps Forward, One Step Back: General Education Reform at Four Year Public
Comprehensive University* [R] **Cascade B** Alicia Schatteman (Northern Illinois U)

11:45 AM to 1:25 PM

All Conference Lunch, 2024 Award Presentation, and Keynote [B] **St. Helen's Ballroom**

2024 Jerry G. Gaff Award, Emerging Leader Presentation

Empowering Future-Ready Graduates through Work-Integrated Learning

Anne-Marie Fannon (University of Waterloo)

Work-integrated learning programs, such as co-ops, internships, and practicums, have long been acknowledged for their ability to assist in the transition from school to work. However, as our graduates enter a job market characterized by volatility, complexity, and change, they will require more than support in transitioning from school to work; they will need competencies to navigate career transitions throughout their lives. Join Anne-Marie Fannon, director of the University of Waterloo's Work-Learn Institute, the world's only research centre on work-integrated learning, to explore research and real-world examples illustrating how work-integrated learning programs can equip our students with the skills they need to be truly future-ready.

1:40 PM to 2:40 PM

Quality WIL 101 [B] **St. Helen's Ballroom**

workshop by Anne-Marie Fannon (University of Waterloo)

Work-integrated learning programs, such as co-ops, internships, and practicums, have long been acknowledged for their ability to assist in the transition from school to work. However, as our graduates enter a job market characterized by volatility, complexity, and change, they will require more than support in transitioning from school to work; they will need competencies to navigate career transitions throughout their lives. Join Anne-Marie Fannon, director of the University of Waterloo's Work-Learn Institute, the world's only research centre on work-integrated learning, to explore research and real-world examples illustrating how work-integrated learning programs can equip our students with the skills they need to be truly future-ready.

Open Meeting Of Gen Ed Reformers Anonymous Support Group [P] **Cascade B**

2:55 PM to 3:55 PM

Building Bridges II Round Robin Topics [B] **Cascade B**

Facilitator: Laura Wheeler Poms (George Mason U)

Bridging Career Readiness, Community Engagement and General Education
Seanna Kerrigan (Portland State U)

*How Should Leaders in General Education Respond to the Pressures of the Gainful
Employment Regulations?* David Stewart (D'Youville U)

*Building Bridges Between Workforce Development, the Liberal Arts, and General Education
Programs* [B] **Garden C** Christine Beaulé (U of Hawaii)

*Inquiry into Values about Work: A Starting Point for Career Readiness in the Gen Ed
Classroom* [B] **Cascade A** Sarah Dougher and Meredith Michaud (Portland State U)

Beyond OSU: Pioneering Career Readiness in General Education [R] **Garden B**
McKenzie Huber (Oregon State U)

Meaningful Assessment and General Education Reform, Redesign, and Change [A]
Garden A Alan Kalish (The Ohio State U)

4:10 PM to 5:10 PM

*Empowering World Citizens: Supporting Your Faculty in Integrating Civic Learning into
Gen Ed* [B] **Cascade B** Jenni Gallagher and Austin Council (Virginia Tech)

*When to Call a Librarian: Faculty Research Assignment Design and Implications for
Faculty/Librarian Collaboration* [R] **Cascade A** Catherine Meals (The U of the
District of Columbia)

Teaching Democracy Democratically [R] **Garden B** Jack Miller (Portland State U)

Advanced Cohort Education (ACE) [A] **Garden A** Seth Hepner (Walsh U)

Reimagining the Senior Capstone: The Bridge from the Core to the Community [B]
Garden C Valentino Zullo (Ursuline C)

5:30 PM to 6:30 PM

Council Fall Meeting **St. Helen's Ballroom**

AGLS 2024 SESSION ABSTRACTS

THURSDAY, OCTOBER 3

2:30 PM to 4:30 PM

Get Ready! A Practical Guide for Using Assessment Thinking During Gen Ed Reform

Congratulations! You are embarking on a gen ed reform... now what??? Do not worry, we've been there. We will prepare you to guide and support the reform process at every stage, from call to action to sustained engagement. This session will provide participants with ideas on how to engage at each stage, while leveraging 'assessment thinking' along the way. Facilitators will provide templates, examples, and facilitate activities to go from concept to practice. The goal is to provide participants with some knowledge and skills so they can serve as a collaborator and partner throughout the gen ed reform process on their own campus, and guide colleagues at their own institutions in making gen ed reform decisions with assessment in mind. At the end of the workshop, participants should have a plan for guiding and supporting the general education reform process on their campuses.

5:00 PM to 6:30 PM

We are the Leaders We've Been Waiting For

Whether committee members, elected chairs, directors, full-time administrators, or assessment professionals, those of us who lead General Education programs are in a tough spot right now. Our 'industry,' higher education, is arguably experiencing a leadership crisis—rapid turnover at the top; erosion of faculty governance; intrusive legislatures and boards; administrative 'bloat;' and debates over campus speech are just a few of the many indicators. On campus, we are enmeshed in large, complex systems and structures that can confound or devalue our work, our values, our persons. And even if we do not feel besieged, we are often so busy juggling teaching and scholarly pursuits alongside our programmatic responsibilities that we lack the time, focus, and energy needed to foster the positive changes we most want to achieve.

The good news is that even small steps can make a big difference.

Offered by General Education leaders for General Education leaders, this workshop offers participants an opportunity to review leadership models applicable to our shared work, complete several short reflection exercises, and draft a short list of action steps for the 2024-25 academic year. The goal is to help you recenter and recharge as members of a supportive, collegial AGLS network.

FRIDAY, OCTOBER 4

9:15 AM to 10:15 AM

Artifacts and Assessment

Assessment is integral to the efficacy of educational programs, particularly in the context of general education. The complexity of assessing general education surpasses that of other academic domains due to its broad and integrative nature (Stone & Friedman, 2002). Furman (2013) asserts that a precise and operational definition of general education is imperative to facilitate measurable and meaningful assessment practices and to actively involve faculty in the process. Effective assessment not only confirms student learning outcomes but also identifies gaps in knowledge, providing a foundation for the refinement of instructional strategies to enhance learning. In the realm of general education, the assessment process presents an invaluable opportunity for faculty to engage in critical reflection and to refine their pedagogical approaches, thereby significantly impacting the undergraduate student body (Reitenauer & Carpenter, 2019). The newly redesigned general education curriculum at Middle Tennessee State University (MTSU) —the True Blue Core— required a new assessment framework. Preliminary results from a 2023-2024 assessment pilot revealed a diverse range of submitted artifacts, prompting an essential inquiry into the characteristics of an acceptable artifact in the context of general education assessment. This

round robin discussion seeks to clarify the criteria for acceptable artifacts within general education assessment at MTSU, drawing comparative insights from similar endeavors at other institutions. By addressing this critical question, the session aims to enhance understanding of effective assessment practices and to foster an exchange of strategies that could lead to improved educational outcomes across varied academic settings.

GE Assessment Culture Change: Slow, Stumbling, and Worthwhile?

As a midsize rural state school on the eastern seaboard, our culture of assessment has been more dream than reality. After receiving less-than-stellar ratings from accreditors in 2018, assessment culture blossomed, but only seemed to flower for the time it took to return to accreditors good graces. In this proposed session we focus on changes and improvements to our General Education assessment. Previously, GE program assessment utilized holistic rubrics, resulting in a lack of meaningful results for our campus and leaving departments without a way to close the assessment loop and make data informed pedagogical changes. Additionally, as norming attendance sharply dropped off, data became invalid. Additionally, separate committees oversaw General Education Curriculum and Assessment. As faculty numbers declined across campus it became increasingly difficult to secure adequate leadership for both committees.

True material changes for improvement began in 2023. First, holistic rubrics were shelved in favor of analytic rubrics. Second, and concurrently, in-person rating days have been held with volunteer faculty raters from across campus. In those sessions, faculty spend a full day together norming, rating, lunching, and learning. Finally, the General Education Curriculum and Assessment committees were integrated into one slightly larger body with clear plans for leadership development and accession. While these changes have been overwhelmingly positive, they have also been incredibly difficult and come with surprising barriers along the way.

This proposed session will include ample discussion time for the changes on our campus, how similar changes may be applied to other campuses, and suggestions for improvements at our campus. After hearing changes to our campus, attendees will discuss potential applications to their own campuses in small groups. The presenters will float between groups as part of this discussion so that attendees can return to their own institutions with ideas to implement.

Culturally Relevant Voices: Transforming First-Year Writing at an HSI

First-year writing programs are a central component of the General Education curriculum across U.S. universities. Most still exist within English departments and are organized around writing modes, genres, and grammar. At Dominican University (DU), a Hispanic-Serving Institution, we transformed our first-year writing program into an interdisciplinary course sequence, centered around Culturally Relevant pedagogy to advance equity-minded practices within general education programming and first-year writing courses. The new approach, facilitated by a grant from the National Endowment for the Humanities, addressed the needs of our student body, particularly our first-generation, low-income, multilingual, multicultural, and underrepresented students.

This presentation will walk through our Culturally Relevant Voices initiative and its implementation. The goal of the initiative was to improve the instructors' knowledge of multilingual learning processes and cultural relevant pedagogy, while increasing student engagement and proficiency in oral and written communication. As we share our experience, session participants will practice how to adapt similar programming at their own institutions, while discussing the benefits and challenges of integrative, cross-disciplinary, pedagogical innovations for first-year writing programs. Ultimately, we propose that through close reading of culturally relevant texts in General Education courses and culturally responsive approaches to teaching critical reading, writing, and speaking, instructors and students will acquire necessary tools to improve students' ability to critically engage, personally invest, and embrace General Education as the cultural foundation that will form and inform their future academic and career endeavors. Programs like these anchor General Education in the diversity of cultural traditions represented by our students and better prepare students to live, study, and work in an interconnected world.

Flipping the Script: Integrating the Study of Work into General Education

Now more than ever, students are motivated to attend college and choose majors based on the goal of career preparation. This shift in student motivation is often accompanied by a devaluing of general education courses as requirements to check off and "get through" to begin studying in their major. As general education faculty and programs respond to this shift in students' attitudes, we often find ourselves playing defense and needing to prove our value. This session aims to reframe the conversation by proposing ways we can incorporate an attention to work and career preparation into gen ed courses in an organic and meaningful way. We will discuss broad, program-wide initiatives, as well as individual faculty's creative pedagogical approaches that aim to develop students' agency about their path through the university and into an ever-

changing world of work. In particular, faculty in VCU's Department of Focused Inquiry have been incorporating discussions of careers and work into their courses by making work a topic of study in first-year general education courses. The presenters will highlight their unique pedagogical approaches for bringing the study of work into their courses, through project-based learning, design thinking, and engagement with AI. By highlighting creative ways in which work and discipline-specific careers can serve as a site of study in our courses, the presenters will facilitate generative discussion about the importance of creative adaptability within general education courses. Attendees will take away assignments that can be adapted, as well as program-level strategies for translating general education outcomes to students, parents, and other stakeholders concerned with career goals and the return on investment in their education. Focused Inquiry is an interdisciplinary department that teaches foundational academic courses that introduce students to the core outcomes of VCU's general education, including communicative fluency, information literacy, problem-solving, global and cultural responsiveness, and ethical reasoning. As a 3-semester required course sequence, the faculty aim to help students develop the academic skills they need to succeed at VCU and navigate the challenges of the first- and second- year of college.

Shifting from Menu-Based Gen Ed to Program-Based, and Then Back Again

This single campus presentation details the shift from menu-based general education to a program-based curriculum and its implementation and assessment with an eye toward revision or discontinuance, focusing on lessons learned and soliciting feedback from others. After ten years of Core Curriculum, Radford University embarked on developing a program-based general education curriculum, the REAL Curriculum. In REAL, major and minor programs were designated in different learning areas: R = Scientific and Quantitative Reasoning, E = Humanistic and Artistic Expression, A = Cultural and Behavioral Analysis, L = Applied Learning. Students must fulfill each area through a major, a minor, or a REAL minor. To supplement these learning areas, students would take foundational writing and math courses, a cornerstone writing-intensive course, and a professional development course. Planning took three years (alongside the pandemic); in the third year, a hybrid model helped faculty and students adapt to the new curriculum. In Fall 2021, the REAL Curriculum was implemented, and programs were developing numerous, exciting minors, some interdisciplinary. After two years, some serious curricular issues were identified, and administration asked they be fixed. In Summer 2023, we held a Curriculum Institute, inviting faculty from each department to develop recommendations to modify the curriculum. A task force presented two models, the general education council recommended one but forwarded both to Faculty Senate, and both were defeated. The recommended proposal was further modified and forwarded as a motion to Faculty Senate. A competing motion was made by one college to adopt the state's community college general education model. Both these proposals were defeated in Faculty Senate. Now, we are at a pivotal point: the general education curriculum must be set so we can address other curricular issues University-wide. Our options are sunsetting REAL and developing a new curriculum, modifying REAL, or returning to Core Curriculum.

10:30 AM to 11:30 AM

Cross-Institutional Collaboration to Benefit Transfer Students

A college's general education core curriculum is unique and designed to reflect its strengths and mission. This makes conversations about whether general education courses are transferable, and whether one general education curriculum could be considered equivalent to another challenging. Community colleges and four-year colleges have quite different missions and strengths, and their general education curricula reflect this. This in turn can adversely impact transfer students, disadvantaging students who have the potential to thrive at a four-year college and bring rich cultural capital to higher education. To address this challenge, our community colleges are working closely with four-year colleges, bringing together faculty to discuss course content and learning objectives, administrators to understand the transfer student experience (academically and beyond), and advisors to learn more about supporting our transfer students. From these conversations, it is clear that all institutions want students to have a general education experience that is academically comprehensive and intentional, and that prepares students for a career. It is also clear that there are differences between the community colleges' and four-year colleges' ideas of how general education can prepare students for careers. We will engage the audience in discussion of how to reconcile the general education differences that transfer students encounter, why this is important, and how other colleges have approached this. As presenters representing community colleges and a four-year college, we will describe how we built bridges among faculty and administrators to discuss general education courses and curricula, how we maintain those bridges, and how students, particularly those often overlooked in higher education, benefit and succeed.

Assessing Oral Communication in General Education: From Technical Woes to Recognizing Student Confidence in Speech

Oral communication is a vital part of our general education programs, but high-quality juried assessment of speeches and performances can be challenging. Based on findings from our recently completed oral communication assessment, we explore the inconsistency of artifacts of student learning, the ways the concept of audience complicates assessment, and the ethics of assessing students' bodies and bodily movement in speech. We also identify opportunities in this process, including locating evidence of emotional presence in speech, the value of oral communication in the post-COVID-19 world, and harnessing unexpected faculty enthusiasm for assessing oral communication. During this session, the audience will see (and assess) short live and recorded speeches, allowing them to practice assessing oral communication using various approaches. This activity highlights some of the challenges and opportunities in this process. Additionally, we will invite audience members to share their practices if they already assess oral communication in their general education programs. Learning goals for this session are as follows: 1) Participants will conceptualize different ways of assessing oral communication in general education. 2) Participants will explore the significant technical challenges of assessing oral communication. 3) Participants will identify the value of juried assessment of oral communication in general education. 4) Participants will leave this session with an understanding of alternative approaches to oral communication assessment and common hurdles involved in this process that can inform their own practices at their institution.

The Grass is Always Greener on the Other Side of The Bridge, Right? An Examination of How Institutional Cultures Impact Gen Ed Structure and Reforms

What general education administrator has not envied the set up at other institutions? It has to be easier for my colleagues...or does it? In this session, two different institutions in radically different political environments examine institutional factors that promote and inhibit general education change or reform. After outlining the particulars of their situations, the presenters will share recent successes and failures aimed at improving general education on their respective campuses. As a part of the conversation, participants will identify the pros and cons of factors identified in both contexts and consider the impact of the different campus factors on policy and curricular outcomes. They will examine institutional factors on their home campus that promote and/or inhibit general education changes and ways to amplify or moderate those influences. Participants will leave with a greater understanding of multiple, and highly variable institutional factors impacting general education landscapes nationally. By the end of the session, participants will be able to: 1. Identify and articulate the impact of positive and negative factors influencing general education policy both nationally and locally; 2. Formulate responses and related actions to moderate negative factors; and; 3. Develop a deeper understanding of how institutional culture and external forces can help or hinder the reform process.

Creative Class Culture

We will investigate various intentional, successful, and evidence-based high impact promising practices to enhance diversity and students learning. Hartwell, et. al (2017) encourage awareness, knowledge, skills, and action as the four core objectives for teaching DEI enriched content. This will inspire students to collaborate and grow despite a range of stark differences due to social, economic, religious, ethnic backgrounds, gender, sexual orientations, learning styles, generation gap, etc. Moreover, the session will shed light on the numerous opportunities to attain and boost transformative teaching based on student validation that in turn will impact and ensure student retention, persistence, and success. Such engagement tools will play a critical and rewarding role to optimize the result, worth, potential, and dignity of the students along with navigating through difficult differences. Student perspectives will shape up and become meaningful as they grow to be a part of the solutions team. This allows for individualized and sustainable student success that transcends beyond classroom experience and paves way for engaged citizenry consistent with preparing career preparedness. Finally, it will increase the value-added component of the teaching outcomes.

General Education—Plus!

The challenges practitioners of general education face are immense. Many in society are questioning the value of general education. Undergraduate students are more career-focused than ever and sometimes see any course not part of their major as unimportant or a waste of time and money. “This course has nothing to do with my major, why do I have to take it?” “What’s the point?” “What do I get out of this?” If you have spent any time teaching, administering, or advising in general education, these are familiar questions. These sorts of questions and concerns require a multitude of responses—many of which are topics of discuss at this constitute. In addition to information and vision campaigns designed to help students understand the value of their general educations, there are curricular approaches we might consider—approaches that help highlight the

value of our general education requirements in a way that the person who asks “what’s the point?” or “what do I get out of it?” can see. One such approach is to incorporate some sort of credential into the general education curriculum requirements or gen. ed. requirements into other credentials. There are a variety of ways to incorporate credentials that can be seen by students and their families as a benefit of your general education requirements. At Dominican University New York, we have incorporated a multi-disciplinary minor requirement into our general education requirements—without adding the number of credits required. In this session, the Dominican Curriculum minors will be summarized as well as the argument that led to their approval and the processes we have put in place to support this requirement. There will be time in the session for discussion of this approach as well as other possibilities of incorporating credentials into general education programs.

11:45 AM to 1:25 PM

Building a Stronger Bridge to the Future – For General Ed and Our Students

While we have long believed in the value of a liberal education, this era’s unrelenting challenges and emphasis on specialization has often left general education on the defensive, unable to make a convincing case for the power of what we do. Adopting an ecological view of higher education – understanding both its content and specific aspects of the context within which it occurs – opens a new and more accurate way of assessing the impact of the educational experience. Indeed, research data documents that there are a number of essential practices of liberal education – some obvious and some invisible or unappreciated – which significantly relate to adult lives of success as well as personal and social impact. By embracing this ecological approach and focusing our priorities we have a fresh opportunity to not only strengthen general education but to infect the full educational experience with the demonstrated power of liberal education on our graduates’ futures.

1:40 PM to 2:40 PM

MTSU Blueprints: Choosing Topics for Pathways in the Core

With the 2024 launch of Middle Tennessee State University’s new general education curriculum, the True Blue Core, we have turned our attention to the development of Blueprints. Blueprints are curated, thematically related collections of courses that students can take to navigate the Core. Faculty collaborate to create Blueprints, aiming to help students see connections across disciplines and across college and, theoretically to their majors, careers, and lives. During AY 2023-2024, Faculty Learning Communities made up of departmental True Blue Core liaisons tackled the question of how to implement Blueprints and create something that would offer value-added for students completing their Core work. Each of the five FLCs produced a white paper based on a series of prompts about how to construct, manage, and maintain Blueprints, with the committee looking to institutions such as Virginia Tech, Northern Illinois University, Appalachian State University, and Chico State University for design inspiration. Faculty were also invited to brainstorm possible Blueprints topics and, as an option, to draft a single Blueprint including a rationale, potential courses, and implementation plan. The white papers were collected at the end of the academic year and provided a wealth of possibilities for next steps. Among the unresolved questions that emerged, however, was the question of how to choose Blueprints topics? We’ll ask roundtable participants to brainstorm the following questions and expect that the discussion will likely open a larger discussion about the nature and purpose of general education, which would be useful in any context, while also giving us some concrete “next steps” in the implementation of Blueprints: *Should there be a central organizing principle for all Blueprints? i.e. Career Connections/Competencies, Pathways to the Majors, Wicked Problems, the Human Experience, Essential Skills etc. *Alternatively, should Blueprints align with the larger principle of greater choice for students and not try to unify them under a single theme? Should we instead try to provide as many choices as possible and attempt to align Blueprints with student interests? Is there another way to think about this?

How Do Interest and Engagement Influence Emergent Student-Driven Courses?

Plymouth State University (PSU) wants all students to engage in High Impact Practices. With this in mind, we developed the bookends to PSU’s General Education program, called the Habits of Mind Experience: a first-year course called Tackling a Wicked Problem (TWP) and an Integrated Capstone (INCAP). The 2024-2025 academic year marks the first time that all students will take the new capstone course. In each bookend course, students use project-based learning to develop four Habits of Mind : Purposeful Communication, Integrated Perspective, Self-Regulated Learning, and Problem Solving. In

TWP, students grapple with societal problems such as the climate crisis or homelessness, and then design projects that can have influence on these wicked problems. In INCAP, students as juniors or seniors produce a signature project that is transdisciplinary, collaborative, student-driven, requires metacognitive reflection, has an external audience for the project results, and is completed ethically and respectfully. Within these two courses student choices drive much of the project work. This creates authentic experiences for students to develop skills useful for their college experience and career. Yet student engagement varies in nonmajor courses, which can reduce their potential as transformative experiences. In this discussion, we would like to share a brief overview of PSU's TWP and INCAP courses, and then facilitate a discussion about how to support emergent work that is student driven and complex. We will use the following questions to guide the discussion of these ideas.

- 1) What role does the instructor play in student-driven projects? How does the instructor balance supporting this work without taking it over?
- 2) How does student interest and engagement influence the complexity and potential possibilities?
- 3) How do we support risk taking in student-driven project work? What do students need to try something new?
- 4) How can we reframe difficult social dimensions of group work as career preparation? How do increased social isolation and mental health issues amongst students complicate this task?

Critical Language Awareness: A Missing Piece in Gen Ed's Diversity, Equity, and Inclusion Puzzle

A glance at any recent AGLS Constitute program shows gen ed reformers leading the way in improving college access and retention for underrepresented minorities, first-generation and multilingual students, those with disabilities, and other groups. However, the central role of linguistic bias in marginalizing all these groups has gone largely unremarked. And when questions of linguistic equity have arisen, they have usually been addressed within writing-intensive disciplines. But as language is a medium of communication and of potential bias in any subject, linguistic equity should be a priority for gen ed more broadly. To this end, I am developing a professional-development workshop series on linguistic equity for faculty at Boston University's College of General Studies. The workshop will be grounded in Critical Language Awareness (CLA), an approach to writing pedagogy that emerged during the 1990s in the U.K. and is now gathering steam in the U.S., as in Shawna Shapiro's *Cultivating Critical Language Awareness in the Writing Classroom* (2022). CLA teaches students to think critically about the role of language-related ideologies in social injustice, as when accent-based bias facilitates housing discrimination. The end goal is to empower students to make informed decisions about when to adhere to language norms and when to break them in the service of a more just tomorrow. By expanding CLA beyond the writing classroom and into faculty professional development, I aim to develop and promote inclusive and linguistically equitable classroom policies, assignments, and assessment practices. During my Round Robin, I would briefly introduce CLA with an example application for gen ed (a linguistically inclusive class-discussion participation assessment rubric). Then I would share an overview of workshop topics and solicit feedback on other potential topics, likely sources of resistance, and recommendations for overcoming the challenges of DE&I work.

Assessing Core Education at Oregon State University

Oregon State University's previous general education curriculum has been reformed and remodeled into the Core Education curriculum, which will launch in 2025. Rather than creating a separate system later, assessment of student learning has been deeply embedded within the new curriculum from its foundation. During the development process, invested stakeholders throughout the university community have been actively engaged through multiple opportunities for participation and input, including workgroups, committees, subcommittees, listening sessions, and roadshow presentations. From an early stage in the reform process faculty, assessment staff, and administrators have worked seamlessly to create category specific learning outcomes, criteria, and rationale (LOCR). After input and approval from the Faculty Senate, these LOCRs form the foundation for an assessment system that is being integrated into the nucleus of Core Education. Once approved, the learning outcomes were further scrutinized by the assessment office for the development of assessment rubrics to be used to assess the student learning within each general education category. These initial rubric drafts were shared back with the LOCR committees, general education faculty, and faculty in specific disciplines for review and feedback. The assessment office incorporated that feedback in the creation of new drafts that were then extensively shared with the campus community. The plan is to begin collecting student data in a three-year cycle for all categories of Core Education in 2025. In preparation, we will begin piloting these rubrics in the newly developed and redeveloped courses in the fall of 2024. In this interactive session, we will break into category specific interest groups, offer insights into how your campus evaluates student work, and provide feedback on the draft rubrics.

It was Greek to Them: One University's Efforts to Translate the Language of Career Competencies to Their General Education Curriculum

A comprehensive four-year degree has a remarkable annualized ROI financially and demonstrable community benefits. Despite this we struggle to tell our story, leaving students and external stakeholders questioning the value of a comprehensive bachelor's degree. At the University of Southern Indiana, we have worked to bridge this gap between reality and perception by adopting the language of these future employees and their employers to describe our curriculum, starting with our general education curriculum (Core 39). We also hope that these efforts will assist our students in indicating their career readiness to potential employers upon graduation. We started with updating the mission statement and general learning objectives of Core 39 to better match the updated university mission statement and reflect the role general education plays in the development of graduates that will be part of an "engage citizenry" with "the interdisciplinary intellectual tools necessary to not only adapt to an ever-changing social and labor landscape but to affect the trajectory of that change." This year we have begun linking each of the courses in Core 39 to at least one of the eight competencies identified by the National Association of Colleges and Employers (NACE). In this session we will discuss the role general education plays in workforce development with facts and sources, the committee work to update the Core 39 mission statement, and the more extensive campus wide process developed to map the Core 39 curriculum to the NACE competencies. Participants will practice mapping these career competencies to their institution's general education curriculum and explore how the strategies presented may be adopted to the systems and politics of their institution.

Move Those HIPS Right into Gen Ed: Contexts, Challenges, and Awesomeness

In this session, you will hear gen ed leaders from three very different institutions share examples, impacts, lessons learned, and ongoing challenges from embedding High Impact Practices (HIPs, e.g., LLCs, undergraduate research, civic and community engagement, service learning, etc.) into their general education programs. The HIPs do not lie: research has shown that participating in high-impact practices, when done well, has a positive impact on student retention and graduation rates, particularly for underrepresented and underserved students, and helps close equity and achievement gaps (Harrington 2021; Kuh 2008; Zilvinskis et al 2022). For example, students who participate in undergraduate research earn better grades and have higher graduation rates than those who do not, and students who participate in a living learning community (LLC) report a higher level of college satisfaction and are more likely to engage in critical discussions across disciplines. However, we also know they take a lot of effort and support to design, implement, scale, and sustain. What does it mean to intentionally choreograph "moving those HIPs right into gen ed"? We present cases and opportunities from our three institutions: a large public land-grant, a public land-grant, Indigenous-serving system with multiple campuses across islands, and a medium-sized urban private institution. Throughout the session, participants will work through an ideation guide with prompts, e.g. ideally, what would this look like at your institution, what do you already have in place and can tap into, what are the anticipated challenges, and what would be the first steps for starting this work back home. The intended audience includes gen ed leaders (e.g., upper administration, coordinators, directors, chairs, dept heads), instructors, support units (e.g., centers for teaching and learning, libraries, etc.), and those who work with campus partners and community who are interested in embedding HIPs into their gen ed program.

2:55 PM to 3:55 PM

Advancing Equity in the General Education Curriculum: A Case Study at Elon University

For more than a decade, faculty at Elon University recognized the need for a substantive diversity and equity education component in the Core Curriculum. Yet how to best design and implement it proved challenging. The racially charged events of the summer of 2020 and subsequent student and alumni petitions evolved that recognition into an imperative. Using both grass roots and top-down approaches, a balanced solution was created, and in Spring of 2022 the faculty voted overwhelmingly to approve an Advancing Equity Requirement for all undergraduate students, the first substantive addition to Elon's Core requirements in over 20 years. In this interactive session, Elon faculty administrators will share a case study of how the challenge of developing an equity-focused general education requirement was met and how the implementation has unfolded these past two years, including specific issues such as curricular design, shared AER learning outcomes, staffing, faculty governance structure, and implementation strategy will be presented. Participants will be invited to share and/or envision what a general education equity requirement would look like at their institutions, balancing the academic imperative of such a requirement with the pragmatic needs of what and how to implement it. Ample opportunity for Q&A and discussion will be planned for as well.

When Gen Ed Becomes the 'Junk Drawer' of Your Institution

Daily, some new program, initiative, or tactic is touted as the “silver bullet” for a host of institutional challenges: retention, graduation rates, equity. Typically, the gen ed program is designated as the home for the “latest and greatest,” for good reasons: it is the common intellectual experience for all students and has the broadest reach across disciplines/programs. However, the accretion of such initiatives can result in a general education experience that lacks coherence, focus and direction, one that leads to frustration and, too often, disengagement brought on by overload. Like the “junk drawer,” gen ed becomes a collection of useful but disconnected tools that cannot be discarded but lack a clear purpose. How does the gen ed curriculum address this kaleidoscope of requests? The presenters will address these questions and suggest ways to consider these expectations via a "crowd-sourced" list of possibilities and strategies for making choices.

Refining After Reform: Bringing Cohesion and Promoting Meaning in General Education

Most American General Education programs have introductory disciplinary courses as part of their curriculum. Exposing students to a variety of disciplinary lenses can provide students with a multitude of ways to view real-world problems and issues. Too often, however, students experience the curriculum as a checkbox and not as a delightful foray into understanding the world. Twelve years ago, Boise State underwent general education reform which resulted in two common interdisciplinary courses, multiple disciplinary introductory courses, and a capstone course. While the interdisciplinary courses have shown remarkable success, the disciplinary courses can feel very disconnected to students, leaving them wondering why they need to take these courses. This is a proverbial issue for general education—helping students understand and experience the relevance of courses. To address this and to ensure that students are learning essential skills to guide them through the university experience and beyond, our General Education Committee (GEC) recently adopted the framework of KNOW, DO, BECOME (aligned with fostering key transferable knowledge, skills development, and building the dispositions of a lifelong learner). This work has led to a course design framework that aids faculty in framing and structuring general education courses that promote the development of durable skills, such as critical thinking, communication, and resilience. This session will share the faculty-driven process we have undertaken to develop the framework, build new assessment strategies to fuel program improvement, and provide faculty development opportunities. We will share several projects that highlight how this framework now guides our program. Participants in this session will have the opportunity to reflect on their next steps in refining their general education programs through discussion with our example as a possible guide.

4:10 PM to 5:10 PM

ConnectED Brick By Brick: Building Bridges Between Gen Ed Assessment and Learning Opportunities to Empower Students and Faculty

At VCU, general education is an opportunity to expand horizons both inside and outside the classroom: a bridge between academics and real-world experiences. That is why we call it ConnectED. VCU is a Minority Serving Institution (MSI), enrolling a high percentage of minority students that often face significant financial challenges. ConnectED courses at VCU are strategically positioned as places to scaffold critical transferable skills in alignment with key campus initiatives including our QEP (Every Ram’s a Researcher) and VIP (Vertically Integrated Projects). These skills, and working with students to articulate and apply these skills in the classroom and beyond, empowers Rams to achieve success. Recently completing our first three- year cycle of General Education assessment, we have begun to construct bridges between assessment and practice, using findings to inform the development of learning opportunities for faculty and students. Bridge building is not a solitary effort; progress is only possible through collaboration, communication, and the effective engagement of strategic partners. During this interactive session, we will illustrate the bridge building process, brick-by-brick with a specific focus on the core learning goal of Information Literacy; elevated in importance given the rapid rise of AI. Informed by our assessment data, we have engaged with strategic campus partners (academic librarians, administrators, student leaders, etc.) to co-develop Information Literacy focused learning opportunities including symposia, faculty learning sessions, student engagement events, and a “SLO to CV” initiative that will help students articulate the skills they have learned by creating CV bullet points identifying core competencies gained from each course. These opportunities shine a light on key skills and provide faculty and students with the tools to successfully construct direct and explicit bridges between academic work and real-world applications. As a fun twist, participants will be given a hands-on opportunity to construct wooden bridges during the session in a building activity that will stimulate creative thinking, inspire ideas for identifying and engaging institutional partners, and promote lively discussion. All will leave with ideas for becoming bridge builders at their institutions.

Delivering What Students Really Need: Delineating the Essential Skills for General Education Courses

There is a growing consensus that many persons in society lack the skills they need to understand and address pressing societal issues (e.g., pandemics, climate change, social and racial inequities). In higher education, we look to our general education programs to prepare our students to be engaged citizens, but GenEd programs centered on disciplinary courses often emphasize disciplinary content at the expense of essential skills: those skills everyone must wield if they are to lead successful and fulfilling lives and engage as agents of change in our communities. This session will engage participants in an examination of the goals of their own courses, with the aim of identifying the essential skills that their disciplines can, and must, provide students to prepare them for their personal, professional, and civic lives. The co-facilitators, representing four disciplines, will present some examples, and then participants will collaborate with each other and the facilitators to enumerate the essential skills for their disciplines and embed them in a conceptual framework. In enumerating the essential skills, participants will grapple with questions such as “What skills do students really need?” and “What in my discipline is essential for everyone?” Groups will report out the essential skills they have developed, and participants will then discuss the similarities and differences among the frameworks. Participants will conclude the session by developing a plan for continued collaboration.

What Does Gen Ed Do for You? Transparency in Essential Skills and Outcomes

Murray State University is piloting a new advising model that incorporates a professional advisor alongside an academic advisor for first year students. This presentation will present various efforts to make the Kentucky Graduate Profile and the 10 Essential Skills transparent to Murray State students through this new advising model, including an inclusive advising framework that encompasses general education outcomes, programmatic outcomes, and these 10 essential skills so that students are more aware of the "work" that their courses are doing to connect them to life and career goals.

Translating Gen Ed Reform: Creating a Communication Playbook

Reforming your general education program can be an exciting, if stressful, time. One of the keys to making the reform effort a success is having a clear communication plan to help you both share information with and solicit feedback from partners across campus, including administrators, faculty, and students. Communication is most effective when it is intentional and tailored to the specific audience(s) for the message. Writing a communication plan will help you think through each step of the communication process and ensure that your partners in gen ed reform are receiving timely information that is formatted to meet their needs. The session will begin by discussing how communication supports the goals and objectives of gen ed reform, help participants identify and prioritize gen ed stakeholders, discuss tips for tailoring messages to particular stakeholder groups, present strategies and tactics for presenting gen ed reform messages, and explain why evaluating your communication efforts is also important to achieving your overall gen ed reform goals. In this 60-minute practice session, participants will learn about different elements of a communication plan, see examples of the communication plan in action, and collaborate with peers to outline a plan of their own.

SATURDAY, OCTOBER 5

8:00 AM to 9:00 AM

Building Bridges from Classroom to Workplace: Energizing the Impact of Experiential Learning

This roundtable explores questions on how to build bridges between the classroom and workplace through experiential learning opportunities. As Jones and Washko point out, “Connecting classroom ideas to real-world experiences demonstrates the relevance of theoretical concepts and allows students to integrate their lived experience with course content” (292). We currently teach as part of an interdisciplinary, global program at Boston University that utilizes experiential learning through excursions in our pedagogy to supplement our general education curriculum. Students attend excursions in both London and Boston that offer them insight into their environment and make the themes of their coursework come alive. However, we are exploring ways in which to expand these experiential learning opportunities to inspire students’ future career choices. Some of the questions we hope to answer include: 1) How can we integrate experiential learning and real-world problems that will challenge our students with their future research and diverse professional work? 2) How can we build upon what other institutions are innovating in the field of cooperative learning and connect to other experiential programs? 3) In what ways does experiential learning make general education programs more sustainable? 4) Because some career choices will exist in the future that do not exist today, how does experiential learning expand students’ imagination to envision what could be in

terms of future vocations? 5) How can we make better rubrics for learning outcomes involving experiential learning and the workplace? 6) How do we scaffold experiential learning as a tool for future research, internships, and ultimately employment? The goal of this roundtable is to strengthen the foundation we have already established with experiential learning and general education, and brainstorm new pedagogical strategies. Empowering our students to realize the value of general education within their future careers will not only ensure their lasting appreciation of general education learning skills but will reassure them, their parents, and their world that general education is the very framework of future career paths. We look forward to sharing our successes and learning from the diverse voices of our general education colleagues.

Scaling Up Research Opportunities: Infusing Project-Based Learning into an Interdisciplinary Course about Work

VCU's new promotional materials say, "Every Ram is a Researcher" and while some students come to major in the sciences, business, engineering, etc., most of our students will not have laboratory research opportunities with a faculty member or innovative internships with our state of the art da Vinci Center. How do we increase access to opportunities for students to perform meaningful research and gain those generative skills? On our campus, the majority take out student loans to finance their education and with the value of a college degree under scrutiny, more and more students are in school for career preparation rather than a liberal arts education. Certainly, their majors will devote time to exploring the future of their disciplines but those of us who see the transformative impact of general education want students to make connections between these skills and a successful future long before senior year. A few years ago, I proposed an interdisciplinary course on the study of work due both to my years in the corporate world and seeing more students worried about getting a job. During the '22-'23 academic year, I taught a general education class on work using a unit structure to discuss the history of labor, current considerations, and the future of work. I brought in guest speakers to discuss entrepreneurship, union organizing, and how to use design thinking principles to plan your future. Design thinking orients students to a future place in time and a life they aspire to have. The final project supported student research and inquiry into building out a plan to achieve their goals. The class was a success and when our QEP team landed on undergraduate research as the primary focus, the course was selected as one of the pilot sections. As I prepare to teach this new course during the '24-'25 academic year, I hope to talk to AGLS colleagues about my pedagogical approach to the class, hear their experiences with project-based learning techniques, and collaborate on ways we can show the value of liberal arts skills while preparing students for future careers.

Building That Bridge: Critical Reading Pedagogy in the General Education Classroom

Critical reading has always been important in the overall undergraduate experience. Employers, AACU's Value Rubrics, the NACE report all identify this skill as fundamental. But courses are named under the writing banner, despite the expectation that college composition classes that make up the general education curriculum will teach this skill: "they teach that in the comp classes," being the common answer to who teaches critical writing. This discussion will show preliminary and current results at integrating critical reading strategies in the first-year general education composition course. Using a combination of scaffolding and the "Sofa to 5K" critical reading educational model, this discussion will center critical reading in the general education classroom and then extend to the expectations various majors classes and faculty have for critical reading skills in the major program of study.

A Hands-On Demonstration of Two Better Ways to Introduce Students to the Value of General Education

The value that students place on general education is critical to their learning in these programs, and colleges and universities often seek to increase this value by introducing students to their general education programs through a presentation that students attend just before the beginning of their first semester (e.g., orientation, welcome week). In this hands-on session, attendees will assume the role of students and work in small groups as they participate in two alternative introductions to general education that have been shown experimentally to be more effective than a presentation in increasing the value that students place on general education. In the first introduction, participants will learn about an important societal issue and then determine how their GenEd learning outcomes help them understand and address this issue. In the second introduction, participants will learn about the characteristics employers seek in employees and then map their GenEd learning outcomes onto the NACE career readiness competencies. The session will conclude with a brief discussion of the extension of the two introductions to the training of faculty and advisors. Participants will benefit most from the demonstration if, during the session, they have access to (or a good memory of) their program's learning outcomes.

Equity, Diversity, Inclusion, and Justice—Under the Radar

Many institutions are struggling to navigate the tension between the moral imperative (sometimes complemented by accreditation requirements) to incorporate issues of equity, diversity, inclusion, and justice into our general education learning objectives and programs, on the one hand, and laws, legislatures, governing boards, and social pressures against such initiatives, on the other hand. At some institutions, DEI offices are being closed down and initiatives blocked. At others, administrators and faculty risk legal repercussions for engaging in equity- and justice-oriented course and program design. In some contexts, working under the DEI (or EDI or JEDI) banner can be frustrating; in others, it can be risky to be on the radar of those working against DEI and its cousins. Based on the conviction that doing the work and doing it well is more important than the banner under which EDI work is done, this session will open with a brief discussion of how Dominican University New York integrated equity, diversity, inclusion, and justice into our recently reformed gen. ed. curriculum, despite no official DEI initiative and despite some stakeholders' concerns about courses and curricula going the DEI route. The session will then turn to brainstorming and sharing strategies that might be effective at the participants' institutions. Participants will leave the session with an example of one institution's success and some ideas of other potential paths to success—especially where this work needs to fly under the radar.

Building Bridges: Connecting Faculty to Your General Education Program

Engaged faculty are an essential component of a successful general education program. How you engage with faculty members, both those who design and teach courses and those who provide strategic input and direction for your general education curriculum, can greatly impact the way that your program is perceived and supported. Successfully navigating these relationships is particularly critical when you are implementing any type of general education reform. At George Mason University, the general education team works primarily with two key groups: the Mason Core Committee, which includes voting faculty members who are responsible for approving and recertifying courses, and the faculty members involved in developing, managing, and teaching Mason Core courses. The ideas and experiences highlighted in this workshop will help participants create avenues for communication with faculty to improve not only faculty perception of general education but also to improve course proposals received for committee consideration. During this interactive workshop, the presenters will share what they've learned regarding how to engage appropriately with key stakeholders in a way that communicates necessary updates, encourages buy in from faculty members across the university, and strengthens relationships with committee members who have been asked to do more than normal in preparation for the first significant gen ed revision in 20 years. We will discuss the methods used to help committee members review proposals efficiently and provide actionable feedback to faculty submitting courses. Participants will be encouraged to share their ideas and experiences as well. We will share sample materials for the course proposal and resubmissions process including information about our detailed feedback to faculty for proposal revisions. During the session, participants will use these materials to brainstorm together how they can identify and involve their institution's stakeholders in their own general education program.

Student Advisors for General Education Assessment

At Portland State University, the student body is increasing in diversity (racially, linguistically, economically, etc.) and the general education program is working to be responsive in its assessment practices. Curtis and Anderson (2024) assert that engaging students in the assessment conversation as partners furthers diversity, equity, and inclusion aims and Montenegro and Jankowski (2020) list “include student perspectives and take action based on perspectives” as an action toward equity-minded assessment. As part of its commitment to equity, the general education program brought students into the assessment conversation, not just as subjects for study, but as partners in the assessment/research enterprise. This presentation will explore the recent development of a Student Assessment Advisory Committee for the general education program. The presenters will describe the practicalities of the committee, including recruitment, structure, and committee work to date. They will also discuss the ways students have been engaged in sensemaking activities, the perspectives and questions the students have offered, and the process of developing the partnership with the students. We will share reflections on the benefits to the program and to the student committee members and the ways in which this effort has deepened equity-mindedness in our assessment practices. The presenters will offer our experience and learning, providing concrete ideas for developing a student advisory group at other campuses. However, because this is a new undertaking, we will also engage participants in discussion about ways the model could evolve in the future and ways we could deepen our commitment to equity and student engagement in assessment even further.

9:15 AM to 10:15 AM

Enhancing Student Learning in Gen Ed Courses Through AI-Driven Reflection

Explore the transformative potential of AI in fostering deeper learning and critical thinking through personalized reflection in general education courses. This session will demonstrate how AI tools can provide tailored feedback, guiding students through a reflective process that enhances their understanding and application of concepts and skills. We will delve into how AI can support students in meeting general education outcomes by helping students analyze their work, identify areas for improvement, and recognize growth and achievement. Join a conversation about the benefits of AI-driven reflection in gen ed, such as increased engagement and more nuanced feedback, and discuss challenges, including data privacy concerns. Live examples will showcase how AI tools can be integrated and customized, offering a practical look at their impact on learning outcomes. Leave with actionable strategies for implementing these technologies in your own gen ed teaching practices.

Everyone's First Major: Student Professional Development and General Education

How can general education and career services/student professional development work together to prepare and empower students for the 21st century workforce? By intentionally mapping the skills and mindsets students develop in the Core Curriculum to the National Association of Colleges and Employers (NACE) Career Readiness Competencies, Elon University hopes to help students and other stakeholders connect the dots between liberal arts education and meaningful career possibilities. Drawing on resources such as George Anders' *You Can Do Anything: The Surprising Power of a "Useless" Liberal Arts Education*, entry-level and longitudinal salary data, and alumni surveys and case studies, faculty and staff from Elon will present ideas and potential models for how general education and career services offices can partner to help students build their own bridges. Participants will engage in a mapping exercise of their institution's GenEd learning goals onto NACE Competencies, consider similar integrative messaging between the liberal arts and sciences and career services on their home campus, and share emergent ideas or models in table discussions.

Applying Business Model Innovation Tools to General Education Reform

How do you visualize General Education transformation? This presentation offers a series of tools derived from the business innovation sector: business model canvas, value proposition canvas, impact vs. feasibility matrix, the five whys, the 3-box solution, and the three recommendations. We will discuss on how we have used these as tools to foster discussion, generate ideas, and problem solve as we work through our general education review and reform. Participants will be able to practice with these tools in groups at their tables. All of these tools are already available online, but we will provide a QR code to folder where they are all collected together.

Building Bridges To 21st Century Education: A Framework for General Education Reform

The landscape of higher education needs to evolve to meet the needs of modern students and the demands of the 21st-century workforce. At Oregon State University (OSU), we recognized the imperative for an overhaul of our outdated general education program that had been essentially unchanged since its adoption. With a commitment to inclusivity, relevance, and innovation, OSU embarked on a transformative journey to develop Core Education—a forward-thinking, high-impact, and transfer-friendly curriculum that serves as a bridge between majors and careers while integrating essential social justice components and high impact practices. In this session, you will learn how OSU, as a large, R-1, land-grant institution, engaged a diverse array of stakeholders to co-create a comprehensive general education program tailored to the needs of its diverse student body. We will discuss strategies for centering student needs and incorporating high impact practices and examine the process of designing a curriculum that aligns with contemporary literature and best practices. Drawing from our experiences, we will present a potential model for general education reform—from development of broad general education goals to (almost) successful implementation—highlighting key insights, strategies, and lessons learned along the way. Attendees will gain valuable insights into navigating internal and external factors, avoiding common pitfalls, and fostering collaboration across departments, disciplines, and campuses. Furthermore, we will showcase the signature elements of Core Education, including its integration of social justice education and anti-racist pedagogy; emphasis on interdisciplinary teamwork and career education; first-year experience coursework; and advanced writing for disciplines and careers. By sharing our experiences and best practices, we aim to inspire and empower other institutions to embark on similar journeys of educational innovation and transformation. Join us as we explore the future of general education in the 21st century and the critical role it plays in preparing students for success in an ever-changing world.

Redesigning First Year Gen Ed for Student Success

Portland State University faculty have partnered with student support and student success offices across campus to pilot a redesigned First Year Inquiry (FRINQ) course to center the needs of our first-year students. Our pilot is distinguished by two features: 1. Non-faculty colleagues from areas including advising, financial aid, the cultural resource centers, and the learning center participate alongside faculty in curricular design, so that their contributions are integrated into the curriculum, rather than “added-on”; 2. Each 3-term First Year Inquiry course is supported by an embedded, undergraduate peer mentor who leads small group sessions outside of class. This permits us to create a parallel “mentor session” curriculum that develops academic and life skills and connects first-year students to campus resources. This initiative responds to our knowledge that many first-year PSU students need extensive, wrap-around support to successfully persist from term to term and complete their degree, and that students who fail a term of FRINQ are less likely to persist in FRINQ or be retained at PSU. In our presentation, we will explain the rationale behind the initiative, describe our redesign process, outline major features of the new curriculum, and share strategies for overcoming obstacles.

Reform Under Pressure: The View from Florida

Florida has, for better or worse, led the way in prescribing a structure for General Education requirements over the last few decades. In 2023, the state legislature took the unprecedented step of restricting the content of courses by statute and granting the state expansive powers to approve or reject General Education coursework at state universities and colleges. The new regulations require an annual review of all General Education courses starting in 2024, with approval required from each institution’s Board of Trustees and the state’s Board of Governors, review bodies which are all composed of mostly political appointees of the governor. In light of these changes, Florida Gulf Coast University underwent a rapid reform effort starting in November 2023. In just six months, the Director of General Education, the General Education Council, and a team of faculty appointed to be General Education Ambassadors, all worked to overhaul the program to ensure approval by the state and maintain the integrity of the program. In this short time, they drafted a new statement of purpose for the program, revised and supplemented the existing competencies and student learning outcomes, and worked with programs to align their courses to the new outcomes and get them through the curriculum review process. In this session, FGCU’s Director of General Education will recount Florida’s history of legislative oversight/interference with General Education requirements and how state universities and colleges have responded to this pressure. There will be a discussion of the benefits and drawbacks to urgency in the reform process and the broader lessons learned as the first iteration of FGCU’s annual review proceeds. Participants will be encouraged during the session to share the perspective from their state or region with a goal of developing a game plan for dealing with external pressures, whether they come from legislators or students/activists seeking to “expose” faculty, pedagogy, and curriculum espousing unpopular viewpoints.

10:30 AM to 11:30 AM

Fostering Equity and Engagement: Partnerships that Elevate General Education

In today’s rapidly evolving educational landscape, innovative partnerships are reshaping General Education (Gen Ed) programs, emphasizing the integration of high-impact practices (HIPs) to enhance student learning. PebblePad, in collaboration with our partner institutions, plays a pivotal role in fostering creative teaching and assessment strategies that connect diverse disciplines and majors, while also focusing on career readiness and maximizing student engagement and success. This presentation will explore our collaborative approach to inspiring meaningful reforms in liberal education. By prioritizing access, equity, diversity, inclusion, and justice (AEDIJ), we have introduced tools and frameworks that embrace diverse voices and foster an inclusive curriculum, ensuring every student thrives. We will share examples of how we have woven AEDIJ principles into our practices, transforming these values into impactful learning outcomes that engage students in their educational journeys.

Measuring and Increasing Motivation in Gen Ed Courses: A Case Study

You know that problem of students being too engaged in their general education courses? Yeah, us neither. When students view general education courses as little more than curricular boxes to be checked, it can be a challenge to motivate them to learn. By utilizing the research on motivation, however, we can design our gen ed courses to mitigate this challenge. In this session, we will explore what aspects of gen ed courses can contribute to (or detract from) students’ motivation, and reflect on changes that we can make, both big and small, to increase it. For the main part of the session, our campus team will

present research on student motivation in a gen ed course in computer science. Using the MUSIC (eMpowerment, Usefulness, Success, Interest, and Caring) Model of Motivation (Jones, 2009, 2018), we surveyed students at the beginning and end of the semester and conducted two interviews with a diverse subset of students. Next, we will share our quantitative and qualitative findings and discuss what they revealed about student motivation in general, as well as the impact of gender on motivation. Finally, one of our faculty members will demonstrate how he used his MUSIC results to revise his course, and we will share tips for using the MUSIC model to support your own faculty. Participants will engage in an open-ended discussion about the challenges and opportunities of measuring student motivation across your gen ed program, and you will leave the session with the knowledge and tools to support your faculty in measuring and improving student motivation!

Will Students and Campuses Gain from Gainful Employment?

At D'Youville University, we believe our work in General Education contributes to students' academic, personal, and professional success. We expect students to transition into successful and satisfying careers that benefit both themselves and society. To that end, we have verified close alignment of our General Education Learning Outcomes with the National Association of Colleges and Employers' (NACE) Career Readiness Competencies and infused opportunities for students to engage in service to the community through course-embedded activities and immersive experiential education. We promote student research in and out of the classroom and encourage them to present and publish – becoming leaders who advance the understanding and impact of their disciplinary fields. Our Office of Career and Professional Development helps them build robust resumes that demonstrate their skills and dedication to their chosen professions. And yet, we find ourselves asking, “How will the Financial Value Transparency and Gainful Employment regulations affect the choices our students and campuses make?” Still, we maintain that a strong Gen Ed program will ensure academic excellence, effective progress to graduation, and help to meet the regulatory requirements.

How to Build a Better Bridge: A Case Study of a Common Reading Program Redesigned with Students in Mind

The Elon Common Reading Program, which first-year students participate in during the summer before arriving on campus, marks the beginning of the Elon Core Curriculum (our general studies curriculum), the courses and experiences shared by all students that put knowledge into practice and enable the integration of learning across the disciplines. The program has been successful for 30 years. However, we have had to rely on students to purchase the book, as well as to tell us if they read it, how much they read, and to demonstrate engagement with the book in individual classes rather than in a more holistic way. We also heard from students that they would engage more with the book if it were provided to them and if they had guidance for reading the book over the summer. In Fall 2023, for the first time, the university's Core Curriculum program "gifted" every first-year student with a digital copy of the book, and we created an online summer reading curriculum designed to prepare and encourage students to read the book. We were able to track students' reading preferences, including willingness to read or persist in reading and preferred text modalities. We offered pre-reading questions to prime students to engage with the precise content we thought would be most meaningful. We offered reading tips, including estimated time to complete the book and strategies for purposeful reading when there is not a specific assignment yet. Finally, we offered post-reading questions designed to evaluate students' change in belief or behavior around the content presented in the pre-reading, as well as collecting information about what students found most meaningful and what students hoped to do during their first year after reading the book. The information we received through the student reflections has informed our programming and class activities related to the Common Reading, as well as helped us refine the process for future years. In this session, the presenter will describe the logistics of providing the book, demonstrate the curriculum, and provide examples of the kinds of feedback we received from students as and after they read.

Two Steps Forward, One Step Back: General Education Reform at a Four Year Public Comprehensive University

General education should always be under review to improve student learning outcomes, reduce equity gaps, meet student interests, and assess teaching practices for overall program health. With COVID and changes in leadership, our university has struggled to work through reform efforts, to build alignment between faculty governance and university leadership. This session will explore the efforts made to evaluate the effectiveness of our general education program as we moved towards reaccreditation by the Higher Learning Commission. We will explore our efforts to align general education, currently made up of foundational courses and a distributive model of general education courses, with our baccalaureate learning outcomes. This effort moved forward under the guidance of our General Education Committee, a committee of the Baccalaureate Council (BC). Faculty Senate delegates oversight of curriculum and undergraduate policy to the BC. We were challenged to assess current courses by imposing a new learning outcome model, and also review incoming proposals for general education courses, without having an overall philosophy of general education. So, we needed to go back two steps and start there. Over

the past year, we have embarked on this work and now feel ready to continue our efforts. We will share lessons learned in the process, how we have re-engaged with faculty and students to reimagine our general education program. We are also using data to inform our guiding principles and get buy-in to forge a plan forward. Participants will walk away with ideas about how to increase engagement about general education in a way that aligns with university priorities and effectively serves students.

11:45 AM to 1:25 PM

Empowering Future-Ready Graduates through Work-Integrated Learning

Work-integrated learning programs, such as co-ops, internships, and practicums, have long been acknowledged for their ability to assist in the transition from school to work. However, as our graduates enter a job market characterized by volatility, complexity, and change, they will require more than support in transitioning from school to work; they will need competencies to navigate career transitions throughout their lives. Join Anne-Marie Fannon, director of the University of Waterloo's Work-Learn Institute, the world's only research centre on work-integrated learning, to explore research and real-world examples illustrating how work-integrated learning programs can equip our students with the skills they need to be truly future-ready.

1:40 PM to 2:40 PM

Quality WIL 101

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2:55 PM to 3:55 PM

Bridging Career Readiness, Community Engagement and General Education

For over 25 years, Portland State University has implemented one of the largest interdisciplinary community-engaged Capstone programs in the nation. Our Capstone is a general education graduation requirement for students across the university from all majors and as such engages a wide diversity of students: *More than 50% of students identify as BIPOC; *More than 50% reported experiencing financial stress related to housing and food access; *Approximately 50% are Pell Grant eligible; *40% are first generation college students; *40% experience mental health challenges; *30% identify as LGBTQIA+; *Approximately 25% identify as neurodivergent. Over the past two years Capstone faculty and academic professionals in the University Studies Program (our general education program) have started to explicitly bridge alignment between the general educational learning goals of our program and the National Association of Colleges and Employers (NACE) core competencies. In this round table discussion, we will summarize how we are framing our learning outcomes in terms of career readiness, share how we are introducing these competencies in our assessment processes, and give concrete examples from two of our community-engaged Capstone courses. Two faculty will describe how they are helping students to reflect on career competencies via classroom activities and assignments, which better prepare students to articulate their learnings and skills to future employers. We look forward to learning from our round table participants about how they are making these connections in community-engaged learning courses as well.

How Should Leaders in General Education Respond to the Pressures of the Gainful Employment Regulations?

The Financial Value Transparency and Gainful Employment rules are likely to lead more institutions of higher education to focus on ensuring rapid progress towards degree completion. How can General and Liberal Education respond to this pressure in ways that both ensure students graduate on time and continue to experience a breadth of disciplines, skills, and habits of mind? To what extent are your programs closely tied to employment opportunities? How can faculty and administrators respond to budgetary constraints influenced by the new federal regulations and ensure both academic and career success? At D'Youville, we are actively working to build upon successes in this area. But we also want to learn from the work being done by our colleagues at other colleges and universities. Please join this lively discussion to both learn and share how your institution has improved the quality of general and liberal education and improved the career prospects of graduates.

Building Bridges between Workforce Development, the Liberal Arts, and General Education Programs

What does it mean to say that part of the value of general education coursework extends to career readiness? In this age of declining confidence in higher education, and the career-focused goals of many potential students and their families, how can our cross-cutting competencies/skills, institutional values (e.g., diversity), and the liberal arts be reframed or redesigned as workforce development? Finally, how can we counter pushback from faculty, particularly in the liberal arts but across campus too, that a focus on workforce readiness misses the point of breadth requirements in general education? These are the three guiding questions that will be posed during our round robin session. Together we will explore examples of how Gen Ed, workforce development, and the liberal arts have been put into conversation with each other at a variety of institutions. The presenter will also share her own experiences beginning to tackle workforce development across the University of Hawaii state system of higher education, and as the former Director of General Education on its flagship campus at UH Mānoa. The goals of the session are to: 1. identify promising avenues for putting Gen Ed into a workforce development framework drawing on AAC&U and NACE learning outcomes, and; 2. examine ways that a variety of institutions have incorporated workforce readiness into their liberal arts requirements and other elements of their Gen Ed programs.

Inquiry into Values about Work: A Starting Point for Career Readiness in the Gen Ed Classroom

When the University Studies program at Portland State University sought to integrate career readiness into the general education curriculum for first year students, one of our key lessons was called Inquiry into Values about Work. By focusing on the origins of their values about work, as well as their own lived experiences, students are invited to imagine a future of possibilities that is informed by the values they wish to nurture. This exercise forms the core of this workshop, where we will lead our participants in a facilitated discussion and reflective writing, exploring the fundamental characteristics of our individual epistemologies of work. This project encourages participants to describe their assumptions, values, and firsthand experiences with paid and unpaid work. The central learning objective for this workshop is to invite educators to examine their own received ideas about work. We often ask students to participate in career readiness activities without asking them to think critically about how they know what they know. We also ask students about work without having a clear articulation of our own learned values about work (which is complicated by the particular characteristics and challenges of the academic workplace). Participants in this workshop will leave with a useful lesson to take back to any general education class engaged in activities related to career readiness. Additionally, the presenters will share the results of the pilot project where this curricular element was developed as part of a wider collaboration with the University Career Center.

Beyond OSU: Pioneering Career Readiness in General Education

Oregon State University (OSU) is a pioneer in integrating distinct career readiness curricula into general education. OSU is an R1 Land Grant institution and will launch a fully reformed general education curriculum, Core Education, in 2025, replacing an over-30-year-old program. Core Education was designed for students and graduates of the 21st century and to address the needs of our diversifying and growing student body. Through the reform process, OSU sought to understand diverse stakeholder feedback, including listening to students, employers, and alumni. As a result of university career readiness initiatives, being responsive to stakeholder needs, and curricular reform, Core Education will feature a three-series career readiness curriculum titled Beyond OSU, within Core Education. Beyond OSU prepares students for future careers, articulates the value and purpose of general education related to personal and professional success, and bridges general education and academic majors. Our session showcases the intersections of liberal and general education and career readiness in higher education. Participants will learn about our reform process, how we leveraged diverse stakeholder groups to produce Beyond OSU to support and promote diversity, the development of learning outcomes and student learning assessment, pedagogical support, and course development for faculty, and how the university is implementing this new and

exciting curriculum. Our presentation will provide tangible examples and practices all institution types can use to promote career readiness in general education.

Meaningful Assessment and General Education Reform, Redesign, and Change

After six years of backward design and planning, including careful development of program and category Expected Learning Outcomes (ELOs), we launched a new General Education (GE) program in Autumn 2022 along with shared, central assessment processes. Previously, every GE class developed an assessment plan; now program elements each have shared assessment processes. A broad-based team is overseeing GE assessment goals, models, instruments, etc. and a five-year cycle spreads workload and allows improvements. Stakeholders collaboratively devise shared processes for instructors to align evaluation of student achievement with ELOs. Instructors at all ranks teaching in the area may participate, but not all will be required to do so. So far, six elements of the GE have started the effort – three are currently collecting data and three just completed planning. Next academic year, three more will begin planning, this year's planning groups will do outreach to instructors and collect data, and the initial three will analyze the data collected this year. This process (adapted from Wayne State University) will assure comparable aggregate data on student achievement of ELOs in each program element. The process will also highlight where the language of ELOs or rubrics needs revision. Appropriate, aggregate reports will be provided. Colleges and departments will get data on their units' course outcomes. Individual instructors will receive formative data for their courses, but this will not be shared with administration. Voluntary assistance is available for course improvement efforts. The cycle repeats after a year in which everyone has the opportunity to revise practice based on data. Success to date is evident from broad acceptance of this radically different structure to and from the number of stakeholders who have volunteered to participate. The first cohorts have devised interesting, customized plans that fit their disciplines, and the offering units have begun to implement these.

4:10 PM to 5:10 PM

Empowering World Citizens: Supporting Your Faculty in Integrating Civic Learning into Gen Ed

Amidst a crisis of grand challenges at the global scale—climate change, war, income inequality, hunger, water scarcity, loneliness, and despair—it is critical that students leave our institutions equipped with the knowledge, values, and skills required to be active citizens and empowered change-makers. Citizenship has long been a primary goal of general education, but it has become increasingly imperative in the 21st century (A Crucible Moment: College Learning and Democracy's Future, 2012). At its core, citizenship implies social or civic responsibility (Higher Education Research Institute, 1996). Indeed, according to the AAC&U (2024) “Higher education—and liberal education, in particular—plays an integral role in helping students become responsible citizens and preparing them for success in work and life” (para. 1). General education can offer students the opportunity to learn and practice citizenship across the curriculum, from their humanities courses to their STEM requirements. Indeed, citizenship is something that cuts across every major, since our goal of creating engaged citizens for a global community involves every discipline and every kind of workplace (AAC&U, 2024). Integrating civic learning into courses, however, requires our faculty to dedicate significant time and resources, both scarce commodities in higher education. This session was designed to offer ideas and generate discussion on how to support faculty who are interested in doing this work. First, participants will define what citizenship means to them and explore as a group how theories of citizenship connect civic learning to gen ed. Then, the facilitators will share how they supported a cohort of gen ed faculty from across disciplines in revising their existing courses to include civic learning components (e.g., theories, concepts, assignments, activities, etc.). An administrator will share the resources and theories used to support faculty, and an instructor will share his experience as a cohort member, including the process and product of integrating civic education into his courses. Participants will leave with a deeper understanding of civic learning and with ideas for bringing it to their faculty and respective programs.

When to Call a Librarian: Faculty Research Assignment Design and Implications for Faculty/Librarian Collaboration

Librarians encounter myriad research assignments in their work supporting students, running the gamut between well-trodden to creative and bad to great. This presentation will first share findings from UDC librarians' qualitative study on general education writing composition faculty members' approaches to designing research assignments and experiences of teaching research. We will discuss faculty members' understanding of the meaning and goals of student research, the knowledge they prioritize for students, their pedagogical approaches, and the structural challenges that affect their teaching. Then the

presentation will showcase how our findings point to the need for stronger collaboration between teaching faculty and librarians, especially in general education composition courses. The connections between faculty's learning goals and academic librarians' core theoretical document, the ACRL Framework for Information Literacy in Higher Education, indicate that librarian and teaching faculty interests are aligned, and that librarians are equipped to provide support that is both necessary and highly relevant to faculty and student needs. We will share insights on how increased librarian-faculty collaboration and a "train-the-trainer" model can foster more effective and sustainable approaches to supporting students in their development as information literate citizens and faculty in their research pedagogy. Following our description of how we have begun implementing such initiatives at UDC, attendees will reflect on how our findings may resonate with their campus communities and identify potential opportunities for and approaches to meaningful collaboration with their librarians. Learning outcomes: 1) Identify how faculty understand, prioritize, and teach research to students. 2) Recognize potential avenues through which librarians may address these findings through collaboration with teaching faculty. 3) Consider implications for practice at different institutions.

Teaching Democracy Democratically

College courses are universally governed by a syllabus, a pedagogical tool that is so familiar as to be almost sacrosanct. Under the standard syllabus, which instructors present in covenant-like fashion to students at the beginning of a course, the instructor determines the structure and content of the course, along with the rules governing grades and student behavior. Looked at in this way, the standard syllabus assumes and operationalizes an authoritarian model of power. While this may be appropriate for some pedagogical contexts, the premise of this workshop is that there are concrete pedagogical benefits to be gained from abandoning the authoritarian model of course design under certain circumstances, particularly when teaching a course whose intention is to explore some aspect of democratic practice but in other contexts as well. The workshop will explore the benefits, challenges, and tradeoffs of undertaking a democratic experiment in a general education course. The presenter will make a short presentation on different various approaches to teaching democracy democratically by replacing the standard course syllabus with a class constitution or negotiated syllabus, incorporating multi-week democratic simulations, and/or deploying in-class activities intended to expose students to various aspects of democratic practice. Workshop attendees will then participate in a 20-minute democratic-design simulation and conclude with a debriefing of the simulation and brainstorming session intended to generate innovative ideas for utilizing classroom democracy in various types of courses.

Advanced Cohort Education (ACE)

Veteran Walsh faculty have expressed concerns about first-year students' engagement, effort, and preparation. In addition to these undocumented anecdotes, the data states that fifty students were enrolled in English 100 in Fall 2023. Of these fifty, only thirty-eight of them registered for Spring 2024. Furthermore, Walsh deans have noted that most recent plagiarism cases occurred in first-year Theology courses. With improvement of writing skills and retention as priorities, stakeholders within the School of Arts, Science, and Education have identified two first-year courses to be linked together with the intent to build stronger communities through cohorts and required academic support. In Fall 2024, 40 first-year students will be divided into two cohorts. A tentative idea to select students is to identify them via their first-year advising files as well as Ruffalo Noel Levitz retention color codes and solicit their participation in the program. Before registering ACE students, invitation letters will be sent via email and/or text message and invitees will opt in or out. ACE will enroll students who are considered retention risks to provide more structured, supportive learning environments. 1) Fall 1: Two sections of English 101 (AA, BB) on M/W/F/ 11:40-1:20; 2) Fall 2: Two sections of Theology 101 (AA, BB) on M/W/F/ 11:40-1:20; 3) Spring 1: Two sections of English 102 (AA, BB) on M/W/F/ 11:40-1:20; 4) Spring 2: Two sections of Theology 102 (AA, BB) on M/W/F/ 11:40-1:20. Twenty students will be enrolled into each section. Students in the AA section of English 101 will register for the AA section of Theology 101 to establish a cohort, same for the BB sections. ACE courses will not be available for open registration, only offered to students within a cohort. For spring registration, students will work with their professional advisor to register for their spring ACE courses. If course conflicts exist, students may opt of ACE without any repercussions; they will simply choose another section of English 102 and Theology 102 to remain on track for graduation. There has been discussion about providing incentive to students to register for the cohort in the spring semester, perhaps a book voucher, but there is no evidence that incentive is needed currently. The reason behind all sections being offered at the same time is increased continuity. We hope students find comfort in the routine of learning with the same group of students at the same time for four terms. Note: Walsh divides a typical 16-week semester into two 8-week terms.

Reimagining the Senior Capstone: The Bridge from the Core to the Community

Panelists will share experiences teaching the capstone course at Ursuline College as part of the curriculum. This “bridge” from the liberal arts education into the workforce will feature three different approaches to the capstone course, which will sketch out different models for practice and student and engagement. The first presenter, Anne Murphy Brown will speak to her capstone course focused on women and work, which takes a practical approach to consider how issues of gender in the workforce can help students employ ideas from their core curriculum experience in situations which allow them to imagine themselves as actors in the workforce. Mimi Pipino will present on her work on women’s memoirs and how listening to these stories cultivates an imaginative capacity in the students, which allows them to see themselves as main characters in their own stories. Finally, Valentino Zullo, will share his work on “graphic medicine” a meeting of comics and stories of illness which supports students in thinking about the accessibility to one’s own story through a reflection on the experiences of physical and mental health. Taken together, participants will walk away with several models for teaching the capstone course with representative course assignments and ideas that can be integrated into other classes.

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Consider Nominating Someone in 2025 for one of the AGLS Awards

As a part of our mission to support and celebrate the work and people who make a difference in the general education programs – AGLS is proud to be the only organization that routinely recognize the excellent and challenging work of people like you.

Jerry G. Gaff Awards for General & Liberal Studies, 2025 focus: Outstanding Gen Ed Teacher

Nominees should be a full-time, instructional faculty who has a significant record of outstanding teaching and/or course development specifically in general education programs, core curricula, or liberal studies.

National Leadership in General & Liberal Education Award

Nominees may be a senior administrators on a college campus (two- or four-year) who are recognized as advocates for general and liberal studies; well-known figures associated with assessment or accreditation or higher education organizations; or scholars who have made influential contributions to the national conversation around general and liberal education. (This brief list is merely illustrative. Other kinds of contributions are also possible.)

Exemplary General Education Program Award

To recognize up to three higher education institutions each bi-annual cycle that have significantly revised and/ or improved their general education curriculum and/or its implementation and have supporting evidence.

Click on the links above for more information.

Note: Details for the three awards which will seek nominations in 2025 will be available by late January 2025.



**Join Us in 2025
Louisville, KY**

**The Galt House
Hotel**

October 2, 3 & 4



AGLS-based Resources



Live Chats Monthly open discussions on topics of interest to persons involved with gen ed programs of all sorts. Topics often come from members who have a question or challenge. Everyone is welcome to attend, member or not, and lead a live chat session.



Gen Ed Reformers Anonymous Support Group While the idea is a spoof of 12-step programs, the live virtual meetings offer those working in gen ed the opportunity to gather in a safe and supportive 'cone-of-silence' environment with like-minded colleagues from all over to discuss and tackle all things gen ed. In the past, we have explored broad issues of transfer, assessment, messaging, etc....as well as digging into topics decided by the group as we go along. Hope you will join us for any/all of the meetings!

Welcome to the Neighborhood: A Primer for Those New to General Education Programs New or recently appointed as an administrator, staff, or faculty of your campus' general education program? Think of this workshop as your introduction to key issues, resources, and national network of colleagues to help you ease into the world of general education.



Campus Snapshot

Short stories of about specific interesting or innovative initiatives within general education at a campus. Examples of a Snapshot might be best practices in administration, specific elements of a GenEd program, or intriguing courses. Snapshots are not to be descriptions of full-scale program or curriculum revisions, or about how an entire GenEd program works.

CAMPUSES ON THE MOVE

Campuses on the Move Pieces are designed to highlight the work of a campus as they undergo a program or curriculum redesign, are innovating their programs or reinvigorating an established program.



Gen Ed on My Mind Have a musing on something related to gen ed? Share your thoughts with your colleagues around the US and beyond. This is an informal venue – so anything fun or serious is encouraged.



Improving Learning in General Education: An AGLS Guide to Assessment & Program Review *The Guide*, as it is often referred, is grounded in the most current thinking regarding quality general education and student learning. General Education luminaries such as John Nichols, NEH Distinguished Teaching Professor at St. Joseph's College; Rob Mauldin, AGLS President from 2002-2004; and Jerry Gaff, Senior Scholar at AAC&U, have led the writing and editing of the booklet. A host of experienced program administrators and faculty from two and four-year, private, and public institutions have contributed to the writing, reviewing, and editing. A *FREE* download on our website.



Judgments of Quality: Connecting Faculty Best Assessment with Student Best Work Project participants wrestled with the issue of how to do assessment of liberal learning at the highest (about-to-graduate students) undergraduate levels that did not involve any lowering of expectations simply in order to produce data, perhaps even quantitative, for accountability purposes. The idea was to exert intelligence and ingenuity, in order to keep student learning primary to any other concerns from administrators or accreditors.

AGLS Jerry G. Gaff Faculty Awards for General and Liberal Studies These awards honor faculty on campuses who exemplify the advocacy for leadership and teaching in liberal education. Each year we recognize faculty who have demonstrated leadership on their campuses, shown evidence of outstanding teaching in general and liberal education courses, or have a record of achievement in curriculum development, innovation, or implementation.

The AGLS Award for National Leadership in General and Liberal Education This award recognizes exemplary individuals who have made significant contributions to the practice or theory of general education and liberal studies as a national leader.

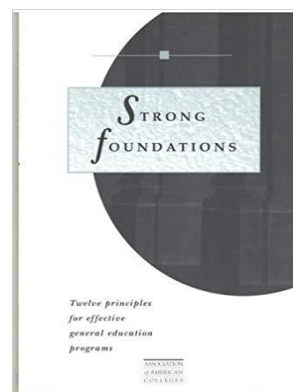
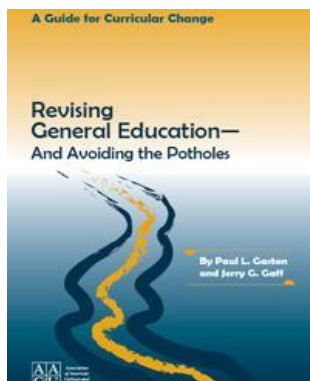
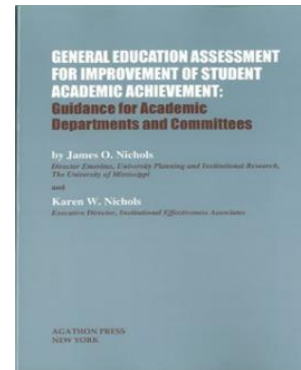
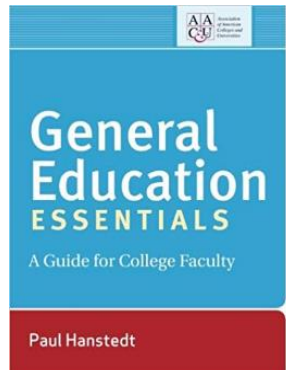
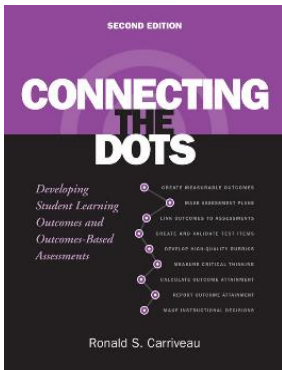
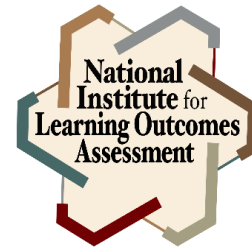
AGLS Exemplary General Education Program Award Known more commonly as the *Exemplary Program Award*, this award promotes institutional commitment to continuous quality improvement processes, recognizes faculty and institutions that

practice these quality behaviors, and provides much needed examples of effective improvement processes. AGLS recognizes institutions committed to systematic, verifiable general education learning achieved through one of identified focus categories based on questions in the AGLS Guide.

AGLS Gen Ed Administrators Playbook With this playbook, our goal is to provide general education instructors, curriculum committee members, administrators, and any campus academic leader with a variety of tools and perspectives to address the tough questions as they arise. This is meant to be more than a simple FAQ, because how you respond will vary depending on who is asking, where, in what context, and in what tone. Obviously, no resource like this can be comprehensive, so some improvisation, trial-and-error, and live-and-learn will be inevitable.

Other Useful Associations and Resources (click on name or graphic for link)

Assessment Institute



OUR MISSION: The Association for General & Liberal Studies is a community of practitioner-scholars that provides strategic, effective, and innovative support for peers engaged in the day-to-day work of general and liberal learning in 21st century higher education.

OUR VISION: The Association for General & Liberal Studies aspires to be the leading organization that enhances the day-to-day work of those engaged in general education.

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