

**Liberal Education in the Eye of the Storm:
Harboring Undergraduate Education**



**Association for General and Liberal Studies
51st Annual Conference
October 6 , 2011 - October 8, 2011
Miami, Florida**



Welcome to the 51st Annual AGLS Conference

Dear Friends and Colleagues—

Welcome to the 51st AGLS Conference in sunny Miami! This conference is hosted by Miami Dade College. Like AGLS, MDC just celebrated its 50th anniversary. Today, more than 174,000 students attend Miami Dade College, a state-supported college with eight campuses and numerous outreach centers. We are the largest institution of higher education in the United States and one of the most highly regarded colleges in the nation.

Miami was officially incorporated as a city on July 28, 1896. Miami's big population boom and infrastructure development began in the 1920s as a result of the Florida Land Boom. Today, Miami is one of the most exciting cities in the United States, and the AGLS conference is being held in the heart of downtown Miami.

While you are here, we hope that you find time to take in Miami's rich cultural activities. The conference hotel is only moments away from the Adrienne Arscht Performing Arts Center and MDC's own Freedom Tower Museum. Little Havana, the heart of the Cuban-American community in Miami, is also just a short car-ride away.

For a listing of other activities in the area, please visit, <http://www.miami.com/>, or check with me for specific recommendations.

Once again, welcome!

Lenore Rodicio, Miami Dade College



**Miami Dade
College**

Schedule Overview

Thursday, 6 October 2011

8:00 a.m. – 5:30 p.m.	Registration
9:00 a.m. – 12:00 noon	Pre-Conference Workshops/Meetings
12:00 noon – 1:00 p.m.	Lunch (on own)
1:00 p.m. – 2:15 p.m.	Conference Welcome First Plenary—Belle S. Wheelan, President Southern Association of Colleges and Schools Commission on Colleges
2:30 p.m. – 3:45 p.m.	Breakout Sessions (A)
4:00 p.m. – 5:15 p.m.	Second Plenary— Lewis Duncan, President, Rollins College
5:30 p.m. – 7:00 p.m.	Reception

Friday, 7 October 2011

7:30 am – 5:00 pm	Registration
7:30 a.m. – 8:30 a.m.	Breakfast,
8:00 a.m. – 9:00 a.m.	Exemplary Program Awards
9:00 a.m. – 10:15 a.m.	Third Plenary—Marcus Kolb, Program Officer, Lumina Foundation
10:30 a.m. – 11:45 a.m.	Breakout Sessions (B)
12:00 noon – 2:00 p.m.	Lunch, Presentation of the Jerry G. Gaff Faculty Awards Fourth Plenary—Julie Thompson Klein, Wayne State University Professor Humanities, English/Interdisciplinary Studies 2010 Joseph Katz Award for Outstanding Leadership in General Education
2:15 p.m. – 3:15 p.m.	Breakout Sessions (C)
3:30 p.m. – 4:30 p.m.	Breakout Sessions (D)

Schedule Overview

Saturday, 8 October 2011

7:30 am – 12:00 noon	Registration
7:30 a.m. – 8:30 a.m.	Breakfast
8:45 a.m. – 10:00 a.m.	Breakout Sessions (E)
10:15 a.m. – 11:30 a.m.	Breakout Sessions (F)
11:45 a.m. - 12:45 p.m.	Conference Wrap-up and Business Meeting (All Members Welcomed)
1:00 p.m. – 5:00 p.m.	AGLS Executive Council Meeting

CAGLS: Council for Administration of General and Liberal Studies

The Council for the Administration of General and Liberal Studies (**CAGLS**) was formed to provide support for the increasing number of college and university administrators who have responsibility for institutional general/liberal education programs. The Council developed from regular but informal conversations occurring at the annual meetings of other national higher education organizations, including the Association for American Colleges and Universities, The American Association for Higher Education, and the Association for General and Liberal Studies. The participants determined that sufficient common problems exist to form an organization which would provide information, support, and materials leading to solutions for general education administrators. The Council meets annually at the conference of the Association for General and Liberal Studies. (For additional information, visit <http://cstl.semo.edu/cagls/>.)

Strategic Plan AGLS 2010-2015

AGLS MISSION

AGLS serves colleges and universities by fostering strong General Education programs. General Education is that part of the curriculum required of all students and dedicated specifically to liberal learning - the development of knowledge, skills, values, and habits of mind characteristic of an educated person. The members of AGLS comprise a community intent upon improving liberal learning by advocating the centrality of general education and supporting its continuous improvement.

AGLS GOALS

Through the AGLS annual conference, through AGLS awards programs, and through occasional publications and projects in collaboration with other associations,

- To support innovation in liberal learning pedagogy and curriculum development:
 - o At each Annual Conference, to feature a specific innovative pedagogy in a plenary session that introduces the pedagogy and provides an update on its development, and in one or more contributed paper sessions in which teachers and researchers share their experiences with these teaching methods,
 - o At each Annual Conference, to feature one new innovative general education curriculum in a plenary session with emphasis on the goals of the curriculum, the relationship of curricular elements to the goals, and plans for determining the curriculum's success in achieving those goals;
- To support the continuous improvement of teaching and learning in general and liberal education:
 - o To continue the AGLS Exemplary Program Award for the recognition of effective assessment programs and to provide useful examples to others,
 - o To periodically update the AGLS Guide to Assessment and Program Review so that it is a current and increasingly valuable resource;
- To promote and advocate for effective, efficient administrative structures and policies that recognize and secure the centrality of general and liberal learning in post-secondary education:
 - o To build connections to and collaborations with those responsible for that part of post secondary education committed to major areas of concentration so that those educational programs both build on and extend students' liberal learning,
 - o To cultivate collaborative relationships with regional and professional accrediting agencies to increase the extent to which educational programs take advantage of and build on students' liberal learning, and to help faculty involved in these programs recognize the importance and value of liberal learning for their students and their educational goals.
 - o At each Annual Conference, to provide sessions that will enhance the professional development of general education administrators.

Featured Plenary Speakers/Moderators



Belle S. Wheelan currently serves as President of the Southern Association of Colleges and Schools Commission on Colleges and is the first African American and the first woman to serve in this capacity. Her career spans over 30 years and includes the roles of faculty member, chief student services officer, campus provost, college president, and Secretary of Education.

Wheelan received her Bachelor's degree from Trinity University in Texas (1972) with a double major in Psychology and Sociology, her Master's from Louisiana State University (1974) in Developmental Educational Psychology, and her Doctorate from the University of Texas at Austin (1984) in Educational Administration with a special concentration in community college leadership.

She has received numerous awards and recognitions including four honorary degrees; the Distinguished Graduate Award from Trinity University (2002), and from the College of Education at the University of Texas at Austin (1992); *Washingtonian Magazine's* 100 Most Powerful Women in Washington, DC (2001); the AAUW Woman of Distinction Award (2002); the Suanne Davis Roueche National Institute for Staff and Organizational Development's Distinguished Lecturer Award (2007); and the John E. Roueche National Institute for Staff and Organizational Development's International Leadership Award (2010).

She holds and has held membership in numerous local, state and national organizations including Rotary International; Alpha Kappa Alpha Sorority, Inc.; the American College Testing, Inc., board of directors; American Association of Community Colleges' board of directors; the Lumina Foundation for Education, board of directors; and the President's Round Table of the National Council on Black American Affairs.



Lewis Duncan was elected 14th president of Rollins College in March 2004. In addition to his duties as president, Duncan continues to teach and conduct research in space plasma physics and radiophysics. President Duncan received his bachelor's degree in physics and mathematics and his master's and doctorate in space physics from Rice University in Houston. As a National Science Foundation post-doctoral

fellow, he conducted research at the National Astronomy and Ionosphere Center in Puerto Rico, subsequently joining the Los Alamos National Laboratory as a research scientist, and later becoming a section head in the Division of Earth and Space Sciences. Following a year as a Carnegie Science Fellow at Stanford University's Center for International Security and Arms Control, he joined the faculty of Clemson University as associate dean of the College of Sciences. He was founding director of the South Carolina Space Grant Consortium and remains a fellow of Clemson's Thurmond Institute of Government and Public Affairs. President Duncan serves on the Florida Technology, Research and Scholarship Board, and is also a member of the Board of Directors of the Metro Orlando Economic Development Commission and the Board of Trustees of the Winter Park Health Foundation.

Featured Plenary Speakers

Prior to being named President of Rollins College, Dr. Duncan served as Dean of the Thayer School of Engineering at Dartmouth College, and Dean of the College of Engineering and Applied Sciences, Provost/Senior Vice President for Academic Affairs, and Acting President of the University of Tulsa. His research has included serving as co-principal investigator for an ongoing U.S.-Russia-Kazakhstan collaboration involving construction of a major new research facility for mapping of radio emissions from cosmic ray induced atmospheric breakdown, as principal investigator for Department of Commerce/National Institute of Standards and Technology investigations in nonlinear radiophysics, and as principal investigator for a National Institute of Justice study on emerging technologies and counterterrorism.



Marcus Kolb serves as a Program Officer at Lumina Foundation. In that role he makes and manages grants to advance the Big Goal—raise the proportion of post-secondary attainment of high quality credentials in the United States to 60% by 2025. Much of Dr. Kolb's grant work focuses on student learning outcomes as the measure of quality in higher education, including Tuning and the recently released Degree Qualifications Profile. He currently serves on the Productivity strategy team within the foundation.

Prior to coming to Lumina 2008, Dr. Kolb served as faculty and Assistant Dean for Student Affairs in the Drexel University School of Public Health. As Assistant Dean, he supervised and managed all enrollment functions for the School, as well as providing academic and personal support services to students. As a faculty member in the Department of Community Health and Prevention, he lectured on behavioral health theory and social justice. Before arriving at Drexel, he worked in retention programming, academic advising, and residence life at several institutions.

Dr. Kolb has a posting as adjunct faculty in University College at IUPUI and has a BSEd in Secondary Education/Mathematics from Kutztown University, a MEd from Clemson University in Counseling and Guidance Services, and a PhD in Higher Education from the University of Arizona. His dissertation focused on the relationship between state appropriations to higher education and student retention.

Featured Plenary Speakers



Julie Thompson Klein is Professor of Humanities, English/ Interdisciplinary Studies and Faculty Fellow in the Office for Teaching and Learning at Wayne State University in Detroit, Michigan. Dr. Klein, who holds a Ph.D. in English from the University of Oregon, is past president of the Association for Integrative Studies (AIS) and former editor of the AIS journal, *Issues in Integrative Studies*.

A prolific writer and speaker, Julie Klein has edited or co-edited four volumes and written more than 20 chapters on the role of interdisciplinarity in higher education. She has published more than 40 refereed articles on interdisciplinarity and given 23 plenary and keynote addresses in the United States and abroad, including Japan, Brazil, Canada, Switzerland, Mexico, Uruguay, Australia, and The Netherlands. Dr. Klein is a member of the Digital Humanities Collaboratory, HASTAC (Humanities, Arts, Science, and Technology Advanced Collaboratory), and the Center for the Study of Interdisciplinarity. Her consulting work has taken her to 30 different universities and education organizations in the United States and 15 institutions abroad. She has also served as an editorial consultant and as an external program reviewer.

Julie Thompson Klein is the recipient of the 2010 Joseph Katz Award, an award given every other year by AGLS to a person whose commitment and activity has significantly improved the educational experiences of students on her campus and contributed to the understanding of the theory and practice of general and liberal education at the national level.

Thursday, October 6, 2011

8:00 a.m. – 5:30 p.m. **Registration**
Promenade Lower

9:00 a.m. – 12:00 noon **Pre-Conference Workshops/Meetings**

PC1 Orchid B

Meeting of the AGLS/ACTC Research Group
Led by John Nichols, St. Joseph's College

PC2 Orchid C

Administrative Strategies for General Education Administrators
Workshop sponsored and led by the Council for Administration of General and Liberal Studies (CAGLS).

Session facilitators: **Martha O'Brien, Saint Francis University**
 Alice Walters, Mount Saint Mary College.

This session will address strategies and successful practices for administrators in general and liberal studies. Participants will be invited to share ongoing general education challenges from their campuses and will brainstorm with each other in the development of techniques and strategies needed to successfully manage General Education programs in higher education institutions. Also addressed will be resolutions to specific administrative problems raised by those attending the session, including strategies used to achieve ends central to curriculum reform and program coordination. Both facilitators recently completed a Gen Ed reform, and can offer insights into that challenge, as appropriate. This session targets all administrators of general education but is especially valuable for new administrators.

PC3 Orchid D

Free Web-based Applications for Teaching and Learning in General and Liberal Education

Brian McNely, Ball State University

The growth of free, sophisticated, web-based applications and platforms with relevance to higher education has been staggering in just the last few years. In 2005, social networking applications such as Facebook and Twitter did not exist, and neither did browser-based collaboration and publishing tools like Google Docs, Skype, or Scribd. Today, Facebook boasts over 750 million registered users, Twitter ranks among the top 10 websites in daily visits, and Google's collaboration tools have become ubiquitous. Students beginning their post-secondary learning in 2011 will likely have facility with social networking sites and basic online collaboration. As such, this workshop explores curricular and pedagogical approaches to digital technologies that may help students tap into and develop digital literacies appropriate for the content areas of AGLS instructors. We will interactively explore Google's suite of free collaboration tools (including Reader, Scholar, and Google+), social bookmarking, annotation and research tools, and also publishing, collaboration, and cloud-based sharing platforms. This workshop will also discuss real cases that have successfully used these technologies in higher education.

Thursday, October 6, 2011

12:00 noon – 1:00 p.m. Lunch (on own)

12:00 noon – 1:00 p.m. CAGLS Business Meeting
RiverWalk Cafe

1:00 p.m. – 2:15 p.m. Conference Welcome: Laurence Kaptain, President, AGLS
Jasmine Room

Plenary Address: Assessment and the Liberal Arts

Belle S. Wheelan, President

Southern Association of Colleges and Schools Commission on Colleges

This session will focus on the importance of having a sound assessment system in place that supports the assessment of general education and demonstrates that students are learning what they need to know to be productive. The role of accreditation in reviewing the assessment systems of institutions during the reaffirmation process will also be discussed.

2:30 p.m. – 3:45 p.m. Breakout Sessions (A)

A1 Orchid A

Liberal Education: A Harbor for the Academically Adrift

Matt Smith, University of Saint Francis

*Arum and Roska claim in their book-length study, *Academically Adrift: Limited Learning on College Campuses*, that “many students do not improve their skills in critical thinking, complex reasoning, and writing” as measured by the Collegiate Learning Assessment (CLA). While their text has been the focus of a number of reductionist readings, this presentation offers an overview of the CLA, an interpretation of the data that Arum and Roska base their claims on in the book, and posits the role that increased attention and resources directed towards liberal education can offer as a harbor to those students, faculty, and institutions that are academically adrift.*

A2 Orchid B

Creating Multimedia Learning Objects for Little or No Money

Gina Quesinberry, Kaplan University

Peggy Hohensee, Kaplan University

Michelle Lis, Kaplan University

Many students today do not remember a world without computers and cell phones. These students respond favorably to multimedia learning objects, but creating these resources can be very expensive and time consuming; however, there are easy to use and inexpensive software and online options for creating these materials. This presentation will provide participants with examples of multimedia learning objects and will provide detailed information for creating learning objects on a budget.

Thursday, October 6, 2011

A3 Orchid C

Core Mathematics at a Public University with a Liberal Arts Mission **Robert Blumenthal, Georgia College & State University**

Georgia College & State University is the only institution within the University System of Georgia that has a liberal arts mission. Crafting a core curriculum that conforms to system requirements while at the same time reflecting our unique liberal arts mission is a challenge. In this presentation, I will discuss how we have addressed this challenge with regard to our core requirement in mathematics.

A4 Orchid D

E-Portfolio Assignments in a General Education Course **Paul Fritz, University of Toledo**

General education courses lead students to transform information into knowledge. Professors, pressured to demonstrate what students actually learn, can document this transformation using class assignments destined for students' e-portfolios. This presentation will explain ten assignments I tested in my general education communication course. I will explain how these assignments were converted to e-portfolio documents. Two assessment techniques adduced that the writings demonstrated students' autonomous learning skills.

A5 Hibiscus A

Making It Real : Using the American Red Cross, Green Sustainability, and the Writing Center to Connect General Education to Real World Professions **Kathy Miller, Vincennes University** **Rebecca Mullen, Vincennes University** **Aaron Tyson Sims, Vincennes University**

In the Vincennes University Professional Communication Courses, we believe that a general and liberal education should inform the development of effective professionals and citizens. To this end, the final reports in our Technical Writing and Business Communication courses serve as platforms where students become civic-minded, independent thinkers by connecting research, problem solving, and no-cost service learning in order to better experience "real world" demands of the professional community.

Thursday, October 6, 2011

A6 Hibiscus B

Articulating a Mission for Liberal Education in the 21st Century

Globalizing the Curriculum: Revitalizing Liberal Studies with a New Humanism Minu Tharoor, New York University

My paper is about a “global” approach in designing liberal arts courses to make them more relevant for the demands of the contemporary world and for the contemporary American university student. Central to my argument are the ideas about “a different kind of humanism” proposed by Edward Said, a humanism that is more inclusive and democratic, and which would make the liberal arts more compelling and meaningful in the present changing and critical times.

Renewed Optimism for Liberal Education Pan Papacosta, Columbia College Chicago

Despite recent challenges, Liberal Education is reasserting itself thanks to unusual new demands. Professional organizations as in Business, Medicine and Engineering are now proposing a stronger and more relevant liberal education for their students. National surveys show that employers expect more of the educational skills and knowledge that Liberal Education provides. At the same time numerous universities in Europe and Asia are importing the American idea of Liberal Education as they restructure their own mission and programs.

3:30 p.m. – 4:00 p.m. **Refreshments Provided**
Promenade Lower

4:00 p.m. – 5:15 p.m. **Plenary Address**
Jasmine Room
Lewis Duncan, President, Rollins College

5:30 p.m. – 7:00 p.m. **Reception**
Riverwalk, Outdoor Terrace

Friday, October 7, 2011

- 7:30 am – 5:00 pm **Registration**
Promenade Lower
- 7:30 a.m. – 8:30 a.m. **Breakfast**
Jasmine Room
- 8:00 a.m. – 9:00 a.m. **2011 Exemplary Program Awards**
Jasmine Room
Moderator, Mike Gress, AGLS
Richard Davis, George Mason University
Toni Blum, Stetson University
- 9:00 a.m. – 10:15 a.m. **Plenary Address**
Jasmine Room

Defining Quality—Student Learning and the Degree Qualifications Profile
Marcus Kolb, Program Officer, Lumina Foundation

Lumina Foundation has a nationwide effort underway to explore the implications of the Degree Qualifications Profile as a new way to define degrees by student learning outcomes. This session will describe the evolution of the Profile and its applications, as well as examine the idea that quality in higher education is best defined by student learning, not by more traditional means.

10:30 a.m. – 11:45 a.m. Breakout Sessions (B)

B1 Orchid A

Tools for Assessment: Moving Toward an Institutional Outlook

Towards an Integrated Approach for Quality of Teaching in Higher Education: Multi-levels Tools for Analysis from Individuals to Institutions
Ariane Dumont, Western University of Applied Sciences

An example of a Swiss University of Applied Sciences working towards an integrated approach for quality of teaching in higher education through the development and implementation of multi-levels tools for analysis from individuals to institutions.

Friday, October 7, 2011

From Rubrics to Results: A Useful Tool for Collecting, Summarizing, and Using Assessment Results

Ana Maria Caula, Slippery Rock University

Lori Zulauf, Slippery Rock University

Planning for the collection of results will benefit institutions that are in the process of designing or redesigning their own assessment plans. Our experience and the results matrix we designed will also benefit institutions that are collecting, summarizing and analyzing the results of their assessment process. In addition, we look forward to sharing the feedback from our Middle States Evaluation Team Visit, and the pedagogical and curricular changes we made as a result of assessment.

B2 Orchid B

The Development and Implementation of an Institutional-based Online General Education Assessment Model

James Coraggio, St. Petersburg College

Magaly Tymms, St. Petersburg College

This topic addresses the development of an online general education assessment model, which integrates technology to provide assessments to students nearing the completion of their degree, and identify areas for performance improvement. In 2010, St. Petersburg College (SPC) implemented this assessment model to continuously evaluate the quality of the general education curriculum as a whole, rather than only assessing these competencies at the course level. The new model has greatly enhanced SPC's traditional classroom-based assessment process, and better aligns with the intent of the college's regional accreditor, SACS.

B3 Orchid C

2011 Exemplary Program Award Presentation

Life, Liberty, and the Pursuit of Learning Outcomes: Assessment as an Instrument of Change at George Mason University

Rick Davis, George Mason University

Karen Gentemann, George Mason University

Ying Zhou, George Mason University

Beginning in 2007, incited by combination of internal imperatives and a looming accreditation review, Mason's general education program undertook a complete revision of its assessment process, seeking direct evidence of student learning while acknowledging and empowering faculty as important interpreters of that evidence. Under a new rhetorical banner for the general and liberal education effort as a whole ("Life, Liberty, and the Pursuit of Happiness"), interdisciplinary faculty teams created new (and in some cases, first-ever) learning outcomes for seven of the eleven general education categories in order to enable and direct a course-portfolio based assessment protocol. This session lays out the conceptual framework for the SLO process, the implementation of the new assessment tool, and the first cycle of results including feedback to and from the academic units.

Friday, October 7, 2011

B4 Orchid D

Capstone Courses: Panel Discussion of a High-Impact Practice

Cory Lock, St. Edward's University
Bob Strong, St. Edward's University
Craig Pepin, Champlain College
Sukhwant Jhaj, Portland State University
Mike Malone, St. Joseph's College
Tom Steen, University of North Dakota

The AAC&U has identified Capstone programs as a high-impact practice proven to positively affect student learning. Yet only 32% of American students engage in this type of experience. This panel compares capstone programs at Champlain College, Portland State University, St. Joseph's College, St. Edward's University, and the University of North Dakota with the goal of highlighting both the common elements of capstone programs and how such programs can be shaped to fit unique institutional characteristics.

B5 Hibiscus A

Challenges in Administering General Education Programs

Larry R. Peterson, North Dakota State University
Mark D. Krahling, University of Southern Indiana
Margaret M. Mulrooney, James Madison University
Paulette Marty, Appalachian State University
Paul Winterhoff, Meredith College

Panelists who balance dual responsibilities as both faculty members and administrators of general education programs will discuss their top three challenges and their strategies for coping with them.

B6 Hibiscus B

Designated Courses, Infusion, and Civic Engagement: Multiple Approaches to General Education

David Burrows, Lawrence University

Conceptions of the liberally educated person have important implications for the design, implementation, and assessment of general education programs. Such conceptions lead to at least three approaches to program construction: Designated Courses, Infusion, and Learning Through Civic Engagement. Each has strengths and weaknesses. Programs that combine all three may lead to more effective liberal learning than any single approach.

Friday, October 7, 2011

12:00 noon – 2:00 p.m. Lunch,
Jasmine Room
Presentation of the 2011 Jerry G. Gaff Faculty Award

Plenary Address: General-Liberal-Interdisciplinary: An Evolving Relationship

Julie Thompson Klein, Wayne State University, Professor of Humanities, and English/Interdisciplinary Studies, and 2010 Joseph Katz Award for Outstanding Leadership in General Education

Integrative and interdisciplinary teaching and learning have a long-standing relationship with general and liberal education. A comparative overview, with emphasis on targeted outcomes throughout their joined histories, sheds light on evolving understandings of partnerships needed across the curriculum, institutional structures, and the role of the professions and other sectors of society. Comparative analysis sharpens not only our sense of what is needed and valued today but the relationship of the past, the present, and the future.

2:15 p.m. – 3:15 p.m. Breakout Sessions (C)

C1 Orchid A

Queering General Education at St. Edward's: Rationales, Approaches, Challenges
Todd Onderdonk, St. Edward's University,
Alex Barron, St. Edward's University

Can general education be a "safe harbor" for LGBTQ themes? A focus on queer issues in general education can powerfully advance liberal arts learning goals of diversity and intercultural competency. Yet faculty seeking to "queer" general education may face some obstacles. This interactive session will examine both the benefits and some specific challenges of including LGBTQ issues in general education, with a view to eliciting a wider discussion among participants of strategies and conditions at their own institutions.

C3 Orchid C

Q/A with SACSOC: Assessing General Education—Comprehensive Standard 3.5.1
Marcy Stoll, Southern Association of Colleges and Schools Commission on Colleges.

An informal, open-ended discussion on assessing general education programs. Come with your questions for Marcy Stoll, Vice President, Southern Association of Colleges and Schools Commission on Colleges.

Friday, October 7, 2011

C4 Orchid D

Giving Back: How Professional Schools Can Contribute to Liberal and General Education

Margrethe Frankle, LeMoyne-Owen College

Liberal and general education is critical to the development of all students, including those enrolled in pre-professional and professional programs. Likewise, these programs can contribute to the foundation laid by initial college coursework. For example, pedagogical strategies taught and used in schools of education may enhance general and liberal studies classes. This workshop will provide examples and practice in techniques adapted specifically for freshman level courses from the rich arena of Pre k-12 education.

C5 Hibiscus A

Big Harbors for Undergraduate Education: Collaboration within and among State Systems

Thomas B. Steen, University of North Dakota

Larry R. Peterson, North Dakota State University

Stephen Bowen, Oxford College, Emory University

Recent national initiatives promoting statewide collaboration on undergraduate education include the Tuning Project, the Degree Qualifications Profile from Lumina, AAC&U's six state LEAP initiative, and AACU's 2011 LEAP summit which attracted fifteen state systems teams. Focusing on the experience of North Dakota's eighteen higher education institutions in the broader national context of statewide collaboration, this session will explore obstacles systems face, possible structures for collaboration, political obstacles and opportunities, and indicators of success.

C6 Hibiscus B

Work Smarter Not Harder: Using Supportive Environments to Create Success in the Online Mathematics Classroom

Betsy Duke, Kaplan University

Mark Johnston, Kaplan University

Faculty always search for innovative approaches to better reach their students. While 'high tech' may be the battle call of the 21st century, some basic techniques are still very effective. This presentation will share strategies for the classroom that discourage negativity and improve attitudes in order to produce positive learning outcomes and higher overall achievement. Attendees will have an opportunity to hear what has worked well for the presenters and share various techniques during discussion.

Friday, October 7, 2011

3:00 p.m. – 3:30 p.m. Refreshments Provided
Promenade Lower

3:30 p.m. – 4:30 p.m. Breakout Sessions (D)

D2 Orchid B

U AR Write: Using Assessment Results to Improve Writing

Lori Metcalf, Gaston College

Tonia Broome, Gaston College

Stephanie Osborne, Gaston College

Heather Woodson, Gaston College

Beginning in Fall 2007, Gaston College began formally assessing five critical general education competencies: writing, educational technology use, analysis and interpretation of data, problem solving, and examining arts and humanities. The College is committed to quality and uses assessment as a means to highlight strengths, identify areas for improvement, and gain the insight needed to improve student learning. This presentation focuses on the analysis of writing competence and the broad curricular and institutional changes resulting from the assessment process.

D3 Orchid C

2011 Exemplary Program Award Presentation

Starting from Scratch: A Small Private University Builds a New General Education System

Megan O'Neill, Stetson University

Jane Bradford, Stetson University

Toni L. Blum, Stetson University

With a new curriculum structure and general education model as the starting point, we describe how university faculty developed eight General Learning Outcomes, mapped the outcomes onto the general education curriculum, and designed and implemented rubric-based assessments for the GLOs. The assessment cycle for our Writing Outcome will be presented, from outcome definition to rubric development to actions based on assessment results, with an emphasis on the pervasive influence of these results across campus.

Friday, October 7, 2011

D4 Orchid D

Living in a World with Social Media; The Need to Assess and Address the Impact of Digital Dirt on General & Liberal Education Students' Opportunities in their Chosen Professions

Michele Hinton Riley, Kaplan University

Erica Arnold-Wyche, Kaplan University

The rampant usage of social media can have both positive and negative ramifications in gaining employment. Searching for digital dirt is one aspect of this change as it is now a common part of the employment process. This presentation will examine faculty and administrators' role in educating General & Liberal Education students how to utilize social media in a positive manner in order to be successful in the employment search.

D5 Hibiscus A

Peer Mentoring as the “Backbone” for Undergraduate Education: A Model of Socio-Curricular Support for Student Success and Retention

Dana Lundell, Portland State University

Jacob Sherman, Portland State University

Sukhwant Jhaj, Portland State University

Yves Labissiere, Portland State University

Two Student Peer Mentors, Portland State University

This presentation features the Portland State University (PSU) Peer Mentoring Program as a model for supporting innovative, undergraduate education. Peer Mentors are described by faculty as the “backbone” for students' first- and second-year undergraduate courses. This presentation will explore the structure of the Peer Mentor program including the role of peer mentors, its training model, sustainable leadership program, cross-campus outreach initiatives, and reflective research practices. Mentoring creates a safe harbor and opportunity for sustained connection.

D6 Hibiscus B

Designing a “Signature General Education Program”: Relying on Faith, Hope, and a Very Structured Process

Laura Blasi, Saint Leo University

Building a “signature general education program” involves a leap of faith. Instead of developing a new plan and bringing it forth, all faculty are invited to propose programs emphasizing something distinctive about learning at the university. Considering a program revision or want to energize the faculty within other new initiatives? We will share our experience adapting and using the model from Salve Regina University (Trainor, 2004) with an update on their process from seven years ago.

Saturday, October 8, 2011

- 7:30 am – 12:00 noon** **Registration**
Promenade Lower
- 7:30 a.m. – 8:30 a.m.** **Breakfast**
Jasmine Room
- 8:45 a.m. – 10:00 a.m.** **Breakout Sessions (E)**

E1 Hibiscus A

Voices from the Bridge: A Panel of Program “Captains”

David Burrows, Lawrence University

Kim Long, Shippensburg University

Linda Wells, Boston University

Michael Moghtader, James Madison University

Meg Mulrooney, James Madison University

If we think of the outside pressures facing general and liberal education programs as a storm, then the programs are like ships, each one steered from the bridge by an able-bodied (and -minded) captain and crew. Some programs are like big cruise ships with correspondingly large, complex chains of command. Others are small vessels manned by a handful of dedicated officers. Following the storm/harbor theme, the panel’s purpose would be to showcase a range of “command” structures that might be adapted to various schools to coordinate program needs and ensure smooth sailing. Its secondary purpose would be to help existing captains and crew (managers, administrators) troubleshoot common problems and brainstorm realistic steps to address them. Each panelist will explain the initial management structure of the school’s general/liberal education program, the rationale for that initial structure (the ideal), and how/why that initial structure has changed (or not) over the years into its current form (the reality).

E2 Hibiscus B

General/Liberal Education in an Allied-Health “Vocational” College: NOT Oxymoronic!

**Leon Book, Southeast Missouri Hospital
College of Nursing & Health Sciences**

There can hardly be a more vocationally-oriented institution than a college that prepares students for careers in nursing and other allied health professions. However, liberal/general education has assumed a prominent role at the presenter’s College. This description of the general education revision demonstrates how College officials redesigned general education in order not only to be compatible with allied-health specializations but also to merge general education and technical courses into a seamless coherent whole.

Saturday, October 8, 2011

E3 Gardenia

Collaborating Across Disciplines: Creating Assessment Tools for General Learning Outcomes

Janet Heath, Baptist College of Health Sciences

Mary-Gwynne Millione, Baptist College of Health Sciences

Lucia Vanderpool, Baptist College of Health Sciences

A mathematics, English, and computer science professor collaborated across disciplines to create rubrics to assess different general learning outcomes. Participants will learn how to create their own rubrics through collaboration as well as discovering one institution's way of engaging instructors in the process of creating outcomes and assessment tools. Participants will leave with a tool to use immediately in their classroom and an idea of how the process can be used in their school.

E4 Azalea A

AGLS Matchmaking: How Can We Connect Programs and People for Stronger, Better General Education Programs?

Mike Gress, Vincennes University

Tom Steen, University of North Dakota

Dave DiMattio, St. Bonaventure University

The AGLS frequently receives requests for help building programs in general education. One way to help is to provide a resource person who has been in similar situations or has experience dealing with similar kinds of programs or problems. Another way to help is make use of the AGLS Guide, a handbook for using a proven and effective process to strengthen a program in general education. This session--open to all--is designed to discuss how the AGLS might provide such a service and how it could work. If you or your institution is looking for guidance or help, come and talk about your needs. If you have experience building or revising a general education program and want to be "on call" to help other institutions, come and share your ideas. If you have some "systematic" ideas about how we in the AGLS could serve our membership through consulting, troubleshooting, or visiting, please share your thoughts.

E5 Azalea B

Organizational Meeting: AGLS eJournal

Members of the AGLS Executive Council

AGLS is considering reviving its journal in the near future, only this time in electronic format. Attend this meeting if you are interested in working with this new AGLS eJournal. Many hands will be needed: editorial board, designers, reviewers, columnists. Even if you are just considering submitting an article to this ejournal, your input would be helpful as we establish expectations and goals.

Saturday, October 8, 2011

10:15 a.m. – 11:30 a.m. Breakout Sessions (F)

F1 Hibiscus A

Supporting General Education by Connecting Faculty Across the University to General Education Disciplines

Jody DeKorte, Kaplan University

Gina Quesinberry, Kaplan University

Heather Johnson, Kaplan University

General Education competencies are important to foster a well-rounded individual and the skills learned are necessary for students in all majors and in all career paths. How do you share the value of General Education across an institution, creating collaboration with various schools and programs of studies? This discussion will share how one institution helps bridge faculty across all disciplines and creates a sense of fellowship, by hosting its own university-wide General Education Conference.

F2 Hibiscus B

From Working Messy to Learning Something: English Assessment in Progress

Joan Puckett, Vincennes University

Chad Bebee, Vincennes University

Matt Lefler, Vincennes University

Angie Richart-Mayfield, Vincennes University

From conversation to outcomes to action plans, Vincennes University English faculty have discovered concrete ways to address liberal education skills that matter to them and to the faculty at large. Adapting a limited set of AGLS Systems Analysis questions to the department level, the VU English Department has overhauled its improvement processes in order to enhance student learning through collaboration, beginning with an essential assessment dialogue and moving to an on-going process that improves teaching and builds collegiality. This session presents specific collaborative efforts and assessment activities to address critical reading and plagiarism while also promoting student improvement beyond composition classes.

F3 Gardenia

Meet Me in Cyberspace: Leveraging Student Research, Writing, and Community Engagement Using Online Tools

Annie Knepler, Portland State University

Daneen Bergland, Portland State University

Leanne Serbulo, Portland State University

Anne McClanan, Portland State University

This panel will present a number of web-based assignments from several interdisciplinary, general education courses in the University Studies (UNST) department at Portland State University. The panelists will discuss the ways they leverage the unique pedagogical opportunities of the online environment. Using blogs, online discussion formats, and

Saturday, October 8, 2011

innovative assignments that combine text and other media, the panelists offer content-rich, writing-intensive courses that foster student-centered learning and encourage student-initiated research and community engagement.

F4 Azalea A

Co-Hosting an AGLS National Conference: An Information Session

Paul Ranieri, Executive Director, AGLS

Interested in possibly bringing a national AGLS conference to your campus area? Meet with the AGLS Executive Director to learn how to make that happen, specifically, what would be the shared responsibilities for local campuses and the AGLS national office. Currently, AGLS is considering sites for the annual fall meeting in 2013 and 2014.

F5 Azalea B

We are Engaged: Intentional Strategies for Sustaining Faculty Engagement in the Learning Outcomes Assessment Initiative at Miami Dade College.

Marina Rodriguez, Miami Dade College

John Frederick, Miami Dade College

The purpose of this session is to share strategies used to sustain faculty engagement in the assessment process. The presenters will provide a brief history of the Learning Outcomes Assessment Team, the Learning Outcomes Coordinating Council, and an explanation of their charge. Additionally, this presentation will highlight the strategies utilized to engage and promote collegiality, increase expertise in developing outcomes, create authentic assessments, analyze data, and use results to close the assessment loop. Participants will work in collaborative groups to identify and assess the strengths and weaknesses of select strategies.

11:45 a.m. - 12:45 p.m. Conference Wrap-up and Business Meeting

(All Members Welcomed; Refreshments Provided)

Hibiscus B

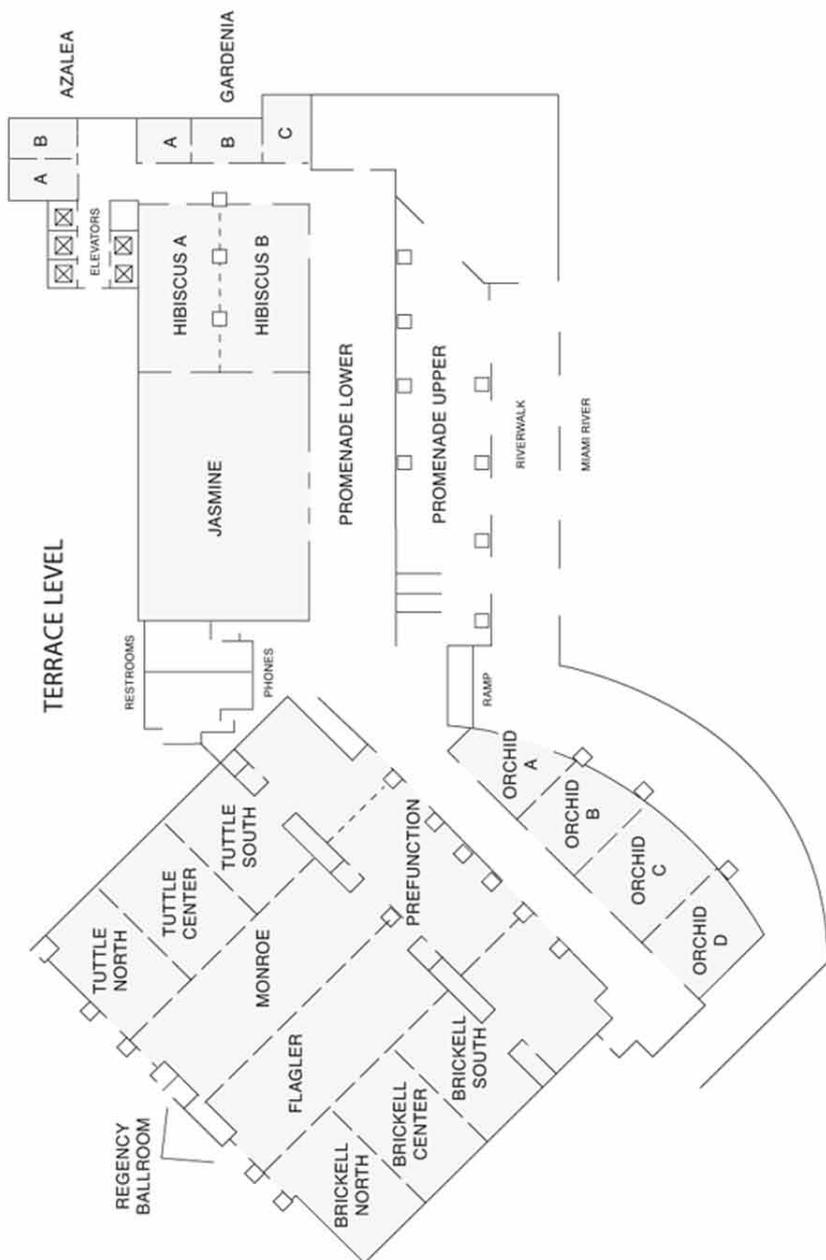
1:00 p.m. – 5:00 p.m. AGLS Executive Council Meeting

Hibiscus A

Floor Map

Hyatt Regency Miami

Terrace Level



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Institutional Memberships

AGLS Appreciates the Support of Its Institutional Members

**Austin Community College
Chadron State College
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Dar AL-Hekma College
Emory University
James Madison University
Misericordia University
Montana State University – Billings
Portland State University
Saint Francis University
Saint Joseph’s College
Slippery Rock University
Southeastern University**

AGLS has designed this enhanced institutional membership package both to promote an institution’s general / liberal studies program and to allow institutions to support individual members at their institutions. Benefits include the following:

- Listing of the member institution in the AGLS newsletter, programs, website, and other appropriate publications.
- Hot linking the AGLS website with the program description of the member institution.
- Three individual memberships to AGLS, designated by the member institution. Each membership includes a subscription to the Journal of General Education* and the “AGLS Newsletter,” as well as access to the AGLS listserv.
- Those same three designated institutional members receive a 20% discount off the fall conference registration fees.
- An additional copy of the Journal of General Education* and three additional copies of the “AGLS Newsletter.”

**For further details about institutional memberships,
visit the AGLS website: <http://www.agls.org>.**

*AGLS is currently planning to replace subscriptions to The Journal of General Education with its own new e-journal. If that decision is made, subscriptions will automatically switch as soon as the new AGLS e-journal is ready for publication.



Association for General and Liberal Studies 52nd Annual National Conference



September/October 2012
Portland, Oregon

Host: Portland State University

Portland State University is pleased to invite you to the 52nd annual conference of the Association of General and Liberal Studies to be held in downtown Portland, Oregon in September/October 2012.

Portland State University serves as a center of opportunity for nearly 30,000 undergraduate and graduate students. Located in one of the nation's most livable cities, the University's innovative approach to education combines academic rigor in the classroom with field-based experiences through internships and classroom projects with community partners. PSU's motto, "Let Knowledge Serve the City," inspires the teaching and research of an accomplished faculty whose work and students span the globe.

Portland, Oregon, has often been called the big city with the small town feel. Its mild weather, breathtaking scenery, exciting location and friendly people have all contributed to its appearance on numerous "Best Of" lists, including Money Magazine's "Top 10 Places to Vacation" and "Top 10 Best Places to Live," and on American Style Magazine's "Top 25 Arts Destinations."

We look forward to seeing you in Portland!

Portland—2012

Watch for updates and details at <http://www.agls.org>