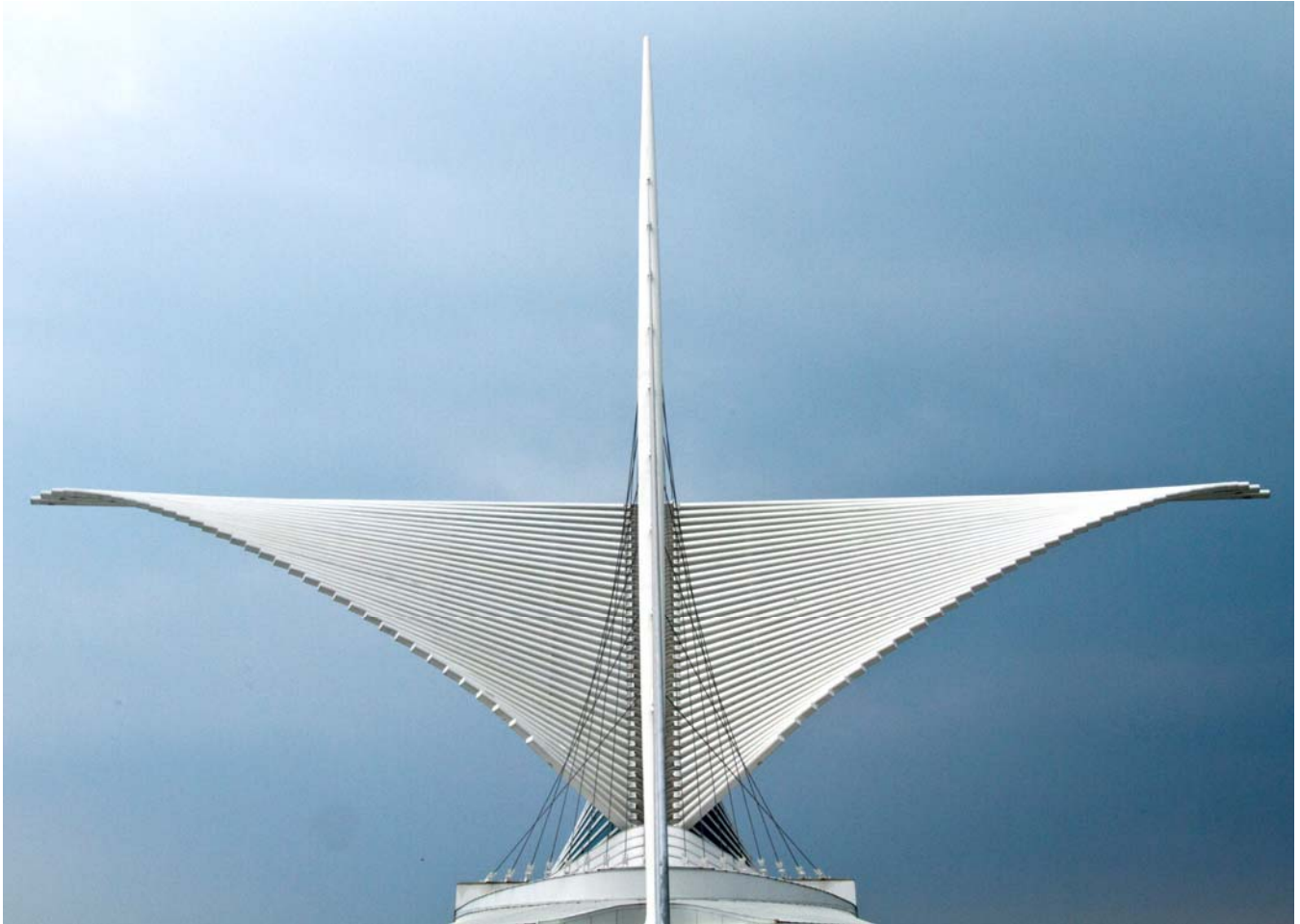


Annual Conference



Opening Up General and Liberal Studies: Diverse Populations, Dynamic Outcomes



Association for General & Liberal Studies

55th Annual Conference

September 24-26, 2015

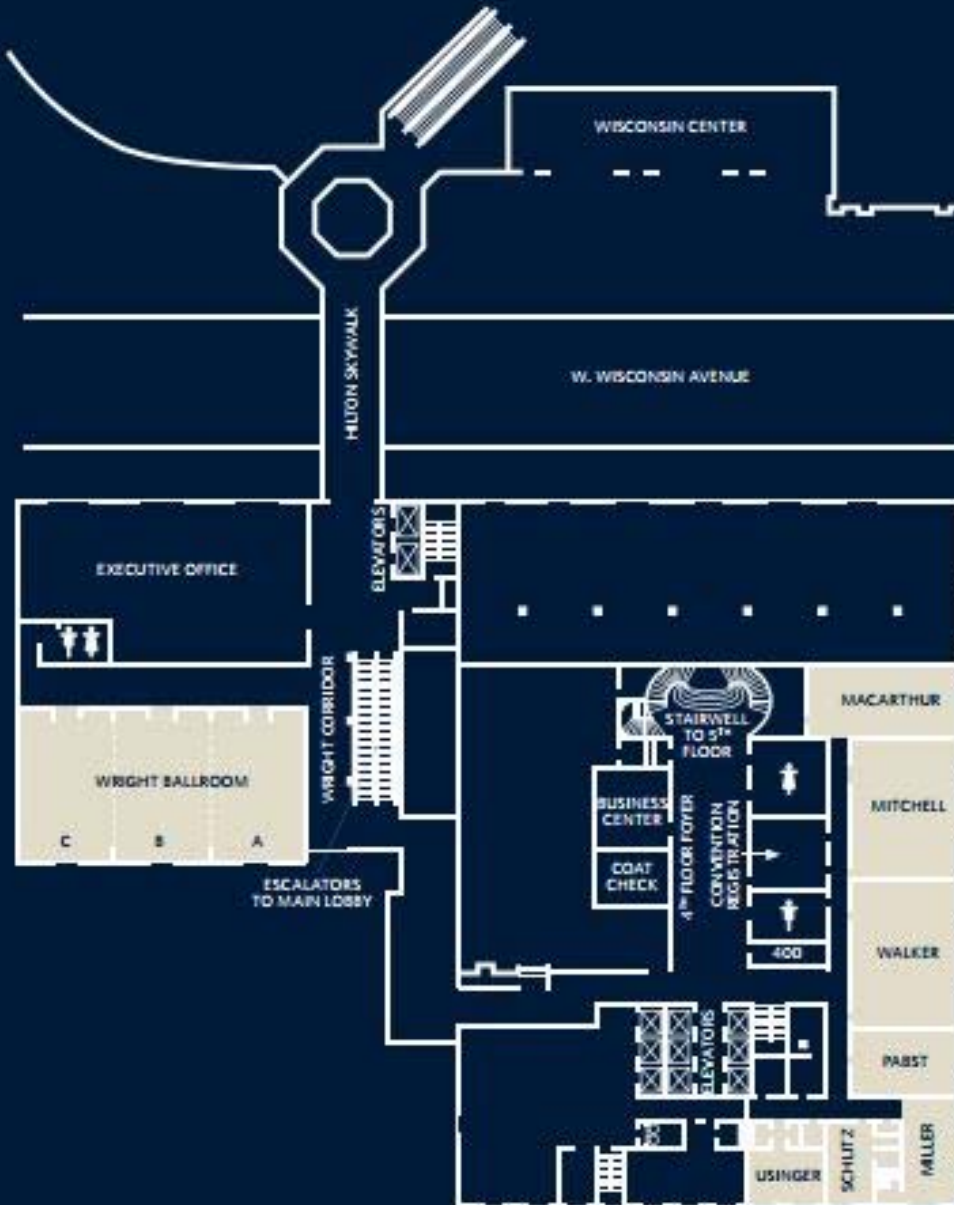
Milwaukee, Wisconsin

509 West Wisconsin Avenue

Milwaukee, Wisconsin



4TH FLOOR



Opening Up General and Liberal Studies: Diverse Populations, Dynamic Outcomes

In crafting our theme this year, we drew inspiration from the Milwaukee Art Museum, which is crowned by the famed Burke Brise Soleil, a moveable sunscreen with a 217 foot wingspan that opens and closes twice daily (cover photo). The Museum's moveable architecture is a metaphor for the conversations about diversity and inclusivity that have opened up Higher Education today.

As administrators and teaching faculty within General and Liberal Studies, we are increasingly called upon to respond to multiple, contested meanings of diversity and inclusivity, both in terms of curriculum and pedagogy and admissions and competition. Nationally, we have seen voter-driven initiatives in several states challenge Affirmative Action programs, yet the 'holistic' admissions policies of Higher Education institutions remain intact, as does our commitment to the educational benefits of a diverse student body. Globally, we have heard political leaders proclaim that "Multiculturalism is dead," yet it continues to be upheld and practiced in many international contexts. For some stakeholders, the survival of language remains at the heart of the debate. For others, it's a debate over religious freedom. On many campuses, these larger trends have played out in the decline of language studies or attacks against area studies programs and controversies over students' access to birth control or the practice of daily prayer by Muslims.

Milwaukee is an excellent location for a conference focusing on diversity. Milwaukee's art and cultural heritage, its ethnic diversity, and historic resources provide a rich sense of identity, diversity, pride, and creativity that improves the quality of life for residents and the city's attractiveness as a destination. These resources establish Milwaukee as unique to all other cities, and as a strong competitor as a desirable place to live, work, and visit.

Milwaukee prides itself on the diverse and ever changing cultural contributions of the people who came to the city to make a home. Throughout the year and around the city, you will find festivals celebrating the rich, diverse backgrounds of its current residents as well as Milwaukee's historic past.

2014-2015 AGLS Council

Executive Council

Past President	Lenore Rodicio, Miami Dade College
President	Margaret Mulrooney, James Madison University
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Secretary	Lori Woods, Saint Francis University
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	Michael Kolb, Metropolitan State University of Denver
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Editor, AGLS Guide to Assessment and Program Review	Michael Gress, Vincennes University
Council for Administration of General and Liberal Studies	Larry Peterson, North Dakota State University
Historically Black Colleges & Universities Representative	Jacqueline Washington, Delaware State University
Non-Profit Association Agent	Pangratos Papacosta, Columbia College Chicago

Welcome to the 55th annual meeting of the Association for General and Liberal Studies.

The Executive Board and I are especially pleased to be here in Milwaukee, home of the famed Burke Brise Soliel, which inspired our theme Opening Up General and Liberal Studies: Diverse Populations, Dynamic Outcomes. If you follow higher education news and national conversations at all, then you already know the sobering statistics: today, “fewer than one in three young people achieve the dream” of a college degree, and racial or ethnic minority students make up the majority of these non-completers (Gaston, 5).

As we gather in Milwaukee, a city with a long history of diverse populations, we take seriously the challenges we face as administrators, as faculty members, and as proponents of general and liberal education for all.

In keeping with AGLS traditions, we offer you a wide array of practical sessions led by colleagues just like you—people who are “in the trenches” of higher education, who work with diverse students every day, and who understand the practical realities we face in a time of rising costs and limited resources. We also have a stellar line-up of nationally-recognized keynote speakers as well as multiple opportunities for casual conversations. Like the Burke Brise Soliel, a moveable sunscreen atop the Milwaukee Art Museum, AGLS members are open to change, welcoming, and inspiring.

Thank you for your commitment to general and liberal studies.

I wish you a great conference!

Sincerely,

Meg Mulrooney



Margaret M. Mulrooney, Ph.D.
Associate Vice Provost, University Programs
Associate Professor of History
James Madison University
Harrisonburg, VA
president@agls.org

Paul Gaston
General Education Transformed: How We Can, Why We Must
(AAC&U, 2015), 5.

AGLS PRESIDENTS

1963	Russell B. Thomas, University of Chicago
1964-1965	Edwin T. Martin, University of South Florida
1966-1969	Malcolm Correll, University of Colorado
1970-1971	Robert Limpus, Western Michigan University
1972-1973	Douglas Dunham, Michigan State University
1974-1975	H. C. Kiefer, University of South Florida
1976-1977	A. J. Carlson, Austin College
1978-1979	Paul Bernstein, Rochester Institute of Technology
1980-1981	Carol J. Guardo, Drake University
1982-1983	Brendan Gilbane, Boston University
1984-1985	Candadai Seshachari, Weber State University
1986-1987	Theodore Kiffer, Pennsylvania State University
1988	L. Jackson Newell, University of Utah
1989	Janice Green, Bradford College
1990	Karen Spear, University of South Florida
1991	Marshall W. Gregory, Butler University
1992	Ronald W. Carstens, Ohio Dominican College
1993	John J. Romano, Pennsylvania State University
1994	Beverley J. Pitts, Ball State University
1995	Victor L. Worsfold, University of Texas
1996	Karl Schilling, Miami University
1997	Beth Casey, Bowling Green University
1998	Bruce Busby, Defiance College
1999	Robert Frankle, University of Memphis
2000	Robert Levy, Indiana State University
2001-2002	John Nichols, Saint Joseph's College
2003-2004	Rob Mauldin, Shawnee State University
2005-2006	Margaret J. Downes, University of North Carolina, Asheville
2007-2008	Michael Gress, Vincennes University
2009-2010	Stephen Bowen, Oxford College of Emory University
2011-2012	Lawrence Kaptain, Louisiana State University
2013-2014	Lenore Rodicio, Miami Dade College
2015-2016	Margaret Mulrooney, James Madison University



What's in a Welter? Revitalizing Liberal Education in a Bowl of Alphabet Soup

Paul Gaston

Trustees Professor of English, Kent State University

ELOs. The DQP. LEAP. VALUE Rubrics. GEMs. The HEA. The CCSS. What do these initiatives have in common? Which are most important to general and liberal education? And what is a “welter,” anyway?

Paul serves Kent State University as its sole Trustees Professor. In this role, he pursues a broad commitment to interdisciplinary teaching and research in higher education reform, public policy and the humanities. As the author of *The Challenge of Bologna* (2010), he speaks often on European higher education reform and its lessons for the world. He is the co-author (with Jerry Gaff) of *Revising General Education* (2009) and *General Education and Liberal Learning* (2010). One of four authors of the DQP, he serves as a consultant to Lumina Foundation and makes presentations describing the development and potential uses of the DQP. He earned both a master's and Ph.D. from the University of Virginia, where he was a Woodrow Wilson Fellow.

He is the author of three books and of more than 40 scholarly articles on subjects ranging from interart analogies, the poetry of George Herbert, and the fiction of Walker Percy, to academic strategic planning, the Higher Education Act, and the assessment of educational outcomes. His most recent articles concern George Herbert and the British Hymn Tradition, the risks of excessive reliance on computer program trading in futures markets, *Il Gattopardo* (Italian novel), the Bologna Process (European higher education reform), and regional campus administration. His book on general education reform, co-authored with Jerry Gaff, was published in 2009 by the AAC&U. His book on the Bologna Process, *The Challenge of Bologna*, was published January 2010 by Stylus Publishing, LLC.



***Transformative Liberal for All:
Practical Research-based
Guidelines and Options***

Thomas Angelo

Clinical Professor of Educational Innovation & Research in The Division of Practice Advancement & Clinical Education, and Director of Educator Development in The Academy, UNC Eshelman School of Pharmacy

University of North Carolina at Chapel Hill

Throughout the culture wars of the last 30-plus years, within and outside the Academy, the ongoing battles have been mainly about what should be taught. During those same years, however, many researchers have focused on why the core outcomes common to general and liberal studies – such as critical thinking, respect for diversity, reflective self-awareness, etc. – are so very difficult to achieve and how we might more effectively learn, teach, and assess them. In this highly interactive keynote, we'll consider research-based guidelines for promoting deep, transformative learning and try out a few practical techniques. We'll also consider some common current teaching, learning and assessment practices that are more likely to inhibit than advance liberal learning. You can expect to leave this session with two or three promising ideas you could apply in your work, as well as references and resources to share with colleagues.

This year, Dr. Angelo became an Assistant Provost, Director of the Center for the Advancement of Faculty Excellence (CAFE) and Professor of Higher Education at the University of North Carolina at Charlotte.

As Assistant Provost and Director of the Center for the Advancement of Faculty Excellence (CAFE), Tom serves on the Academic Affairs administrative team and advises, assists and collaborates with Deans, other academic leaders and all of Queens' faculty and related staff to promote effective and efficient teaching; the scholarship of teaching, learning and educational research; and overall faculty career development at Queens. He is responsible for developing, leading and administering the University's newly created Center for the Advancement of Faculty Excellence

(CAFE) and for designing and delivering a "CAFE Curriculum" which will include events, seminars, workshops and both non-credit and for-credit courses. Since joining Queens on August 1, Tom has already designed and led the New Faculty Orientation, organized the Fall Faculty Colloquium, and offered two workshops for faculty.

For the past twenty-five years, Tom Angelo has served - often concurrently - as a faculty member, faculty developer, academic administrator and researcher at several institutions, including: Harvard University, the University of California-Berkeley, Boston College, the University of Miami, the American Association for Higher Education (AAHE), Victoria University of Wellington (New Zealand) and La Trobe University (Australia).

Prior to Queens, Tom had directed five university teaching and learning centers, three of which he also designed and founded. Throughout, he has continued to teach undergraduate courses in political science, freshman composition, teacher education and introductory statistics as well as postgraduate courses in applied linguistics, assessment and evaluation and higher education.

From 2008 to 2012, Tom held the posts of Pro Vice-Chancellor (Curriculum and Academic Planning), Founding Director of the Curriculum, Teaching & Learning Centre and Professor of Higher Education at La Trobe University in Melbourne, Australia. From 2009 through 2011, he also designed and directed La Trobe's Design for Learning Project, an ambitious revision and redesign of the university's entire undergraduate curriculum.

Tom has consulted on teaching, assessment and learning improvement in 17 countries and throughout the United States for more than 60 higher education associations/systems and more than 250 postsecondary institutions. He has also served as invited keynote/featured speaker at more than seventy-five higher education conferences internationally. Among his recent invited keynotes were the 2013 Council of Ontario Universities' Learning Outcomes Assessment Conference; 2012 Lilly Conference on College Teaching; 2012 Indianapolis Assessment Institute; 2011 EDUCAUSE Learning Initiative; and 2010 AACSB International Assessment Conference.

Internationally, Tom has been awarded fellowships from the Fulbright Program (Italy), the Calouste Gulbenkian Foundation (Portugal), the Carrick Institute for Learning and Teaching in Higher Education (Australia) and the Higher Education Research and Development Society of Australasia.

He has authored or co-authored five books and more than thirty-five articles and chapters. His best-known publication is *Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd Edition, with more than 100,000 copies in print.

2015 Joseph Katz Plenary

Liberating GE

Susan Albertine



**Vice President, Office of Diversity,
Equity, and Student Success**

**Association of American Colleges
and Universities**

What is the definition of liberal education? While exploring how we could define liberal education, Albertine will make the case that collaboration is for essential learning in college and will recommend that collaborations be advanced across and among all institutions in states, systems, and regions.

The goal of such collaboration? A liberating experience of general education for all students, with particular emphasis on equity and the success of students least likely to thrive in college. Albertine will share stories and examples from the state-level and consortial work of the Association of American Colleges & Universities centennial initiative Liberal Education and America's Promise--LEAP. The LEAP States initiative, as it is known, now brings together eleven states and two multi-state consortia and has opened discussions of global liberal education beyond the United States, including new efforts in the Middle East and Japan.

A career-long advocate for literacy, Dr. Susan Albertine came into the middle- and high school developmental classroom through the alternative school movement. She received her BA from Cornell University, her MA from SUNY Cortland, and her Ph.D. from the University of Chicago, all in English literature. As a graduate student, she taught simultaneously at Chicago State University and the University of Chicago—and got her first glimpse of a profound social obligation to bring the highest quality college learning to the students least likely to have that experience. She went on to teach English and composition at St. Olaf College and then Susquehanna University, where she became English department chair. Later she served as Vice Provost at Temple University, where she began her national work in higher education reform. In 2002 she became Professor of English and Dean of the School of Humanities and Social Sciences at the College of New Jersey, where she served until joining AAC&U in 2008 as senior director of the LEAP States Initiative. In 2010, Albertine became vice president, Office of Diversity, Equity, and Student Success, at AAC&U. The office provides leadership for the overall program of LEAP partner state initiatives, for

A career-long advocate for literacy, Dr. Susan Albertine came into the middle- and high school developmental classroom through the alternative school movement. She received her BA from Cornell University, her MA from SUNY Cortland, and her Ph.D. from the University of Chicago, all in English literature. As a graduate student, she taught simultaneously at Chicago State University and the University of Chicago—and got her first glimpse of a profound social obligation to bring the highest quality college learning to the students least likely to have that experience. She went on to teach English and composition at St. Olaf College and then Susquehanna University, where she became English department chair. Later she served as Vice Provost at Temple University, where she began her national work in higher education reform. In 2002 she became Professor of English and Dean of the School of Humanities and Social Sciences at the College of New Jersey, where she served until joining AAC&U in 2008 as senior director of the LEAP States Initiative. In 2010, Albertine became vice president, Office of Diversity, Equity, and Student Success, at AAC&U. The office provides leadership for the overall program of LEAP partner state initiatives, for programs and activities related to college readiness and student success, and for the Making Excellence Inclusive initiative.

Albertine's scholarship in American literature of the late 19th century led to research and an array of publications on women's work in print culture and on business



**Association of American Colleges
& Universities**

We are proud to be a supporter of the AAC&U

**Look for our session at the
January 2016 conference**

Interested in bringing AGLS to your city?

We are currently looking for a location for our 2017 annual conference

Speak with a Council member during the conference

about your interest or suggestions!

To ensure you receive all AGLS e-news, and conference announcements,

Make sure you add execdir@agls.org to your email safe sender list

Making Sense Out of Progress, Making Progress Out of Sense: A Fireside Chat with Paul Gaston and Jerry Gaff

Friday 1:15pm Wright Ballroom

Inspired by FDR's famous "fireside chats," this innovative session is designed as a friendly, informal (and interactive!) dialogue with two of the nation's leading higher education experts. Have they seen any significant progress in general and liberal education, or do they think we're solving the same problems over and over? Has the relationship between general education and the major changed over the last fifty years? What current trends should faculty and administrators watch out for? Audience members will be invited to submit similar questions to the moderator.

An experienced scholar with a focus on higher education reform, public policy, and the humanities, Gaston currently serves Kent State as its sole Trustees Professor. He is especially known for his recent work on accreditation and the Bologna process. Previously he served as Provost at both Kent State University and at Northern Kentucky University.

Gaff is Senior Fellow in the Office of Integrative Liberal Learning and the Global Commons, AAC&U. He has directed national projects to strengthen undergraduate general education programs, to support the professional development of faculty, and to develop new models for the graduate preparation of future faculty members. He served earlier in his career as Interim President, Vice President, and Dean at Hamline University.

Gaston and Gaff are co-authors of *Revising General Education--and Avoiding the Potholes* (2009).

Journal of **GENERAL EDUCATION**

A Curricular Commons of the Humanities and Sciences



JEREMY COHEN, EDITOR
PATTY WHARTON-MICHAEL,
ASSOCIATE EDITOR

Journal of General Education: A Curricular Commons of the Humanities and Sciences is devoted to the ideas and ideals of scholarship that enlighten the understanding of curriculum that reaches beyond disciplinary and professional concentrations to provide an undergraduate educational commons. The journal's research, essays, forums and reviews engage academic communities and others in deliberations about general education experiments and innovation, as well as considerations of general education assessment, history, philosophy and theoretical perspective. The journal values general education as a cornerstone of the arts of liberty and social justice and as a conservator of enlightened engagement.

Quarterly
ISSN 0021-3667 | E-ISSN 1527-2060
Institutions (2014 prices)
1 Year (4 issues): \$123 (print or online)

penn state press

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General Education Transformed: How We Can, Why We Must

By Paul Gaston

This publication calls for a re-envisioning of general education with clear, purposeful pathways for all students, allowing them to actively demonstrate their learning through high-impact practices and teaching strategies that are transferable across disciplines, departments, institutions, and even state systems. Reflecting the core vision articulated in *General Education Maps and Markers*, it addresses student success in terms of both college completion and achievement of essential twenty-first-century learning outcomes, including those articulated in LEAP and in Lumina Foundation's Degree Qualifications Profile. The publication also addresses how this general education framework helps to foster essential capacities for career, citizenship, and global engagement for today's diverse and mobile students. This is an excellent resource for general education reform and curriculum committees.

monograph Published by AAC&U April 2015; available through AAC&U



Copies of *Judgments of Quality* are on sale at the registration desk for only \$10 per copy. Save \$3!

Institutional members receive 3 copies with their paid 2015-16 fees

AGLS Institutional Members

through August 2015

Keene State College	Virginia Tech University
James Madison University*	Belmont University
St. Bonaventure University	Metropolitan State University of Denver**
St. Edwards's University*	Montgomery County Community College**
St. Mary's University (Texas)	University of Alabama**
University of South Carolina	Appalachian State University
Boise State University*	Chardon State College**
Saint Francis University	Saint Leo's University*
Boston University	*renewed for 2015/16 institutional member year
Northern Illinois University*	**new for 2015/16 institutional member year
University of Phoenix*	

An Institutional Membership provides support to an institution's general / liberal studies program and allows institutions to support the involvement of their faculty and staff in the work of AGLS.

Benefits include:

- ◆ Three individual professional memberships to AGLS, assigned by the member institution. Each membership carries all the benefits of individual membership;
- ◆ A hot link from the AGLS website to your institution's general education web site;
- ◆ Listing of the member institution in AGLS newsletter, programs, website, and other appropriate publications;
- ◆ Three representatives from campus may register for the annual conference at a \$50 discount;
- ◆ Up to three additional campus representatives may register for the annual conference at a \$25 discount;
- ◆ Member institution will be given three copies of the *AGLS Guide* and three copies of *Judgments of Quality*;
- ◆ 20% discount on advertising rates for the AGLS website, the printed conference program, or placing inserts in the conference attendee packet;
- ◆ Free placement of general education online job postings on AGLS forum and jobs page;
- ◆ If the member institution has five or more attendees registered for the annual conference, option to sign up for 90-minute access to a work room onsite at the conference; and
- ◆ Discounts on the AGLS consultancy program.

Institutional memberships are \$350 per year, running September 1 to August 31.

AGLS Award for the Improvement of General Education

Exemplary Program Award



Increasingly national and international education officials, accreditors, and faculty leaders associate “quality” education with student learning outcomes and continuous quality improvement processes. Academic leaders and accrediting bodies discourage viewing education as a simple act of passing a static body of knowledge from faculty to students. Instead, they value education practiced as a commitment to a set of collectively-practiced, ongoing activities: making **institutional choices** about the most important goals for student learning and defining the learning in terms of desired outcomes; developing a shared faculty commitment to **actions** such as high impact, active learning strategies and faculty development designed to increase student achievement; making informed **judgments** about student achievement; and ensuring continuous **improvements** in the educational program. Despite the commitment of academic leaders and accreditors to these processes, too few institutions have succeeded in applying systematic improvement processes to the general education program. As a result, higher education accountability and improvement discussions assume higher education can benefit from models of innovative and effective general education program assessment.

The AGLS’s mission is singularly committed to quality general education programs and their central role in the liberal education of students. Each year, the organization invites institutions to apply for the AGLS Award for Improving General Education: Exemplary Program Processes, which promotes institutional commitment to continuous quality improvement processes, recognizing faculty and institutions that practice these quality behaviors, and provides much needed examples of effective improvement processes. The Award recognizes institutions committed to a specified systematic improvement that is driven by learning assessment. The Award will recognize institutions using assessment to reconsider learning goals, develop a shared commit to improved learning strategies, and determine the success of these efforts.

Previous Recipients

- 2015 Boise State University; Chinese University, Hong Kong; Portland State University; Saint Mary's College (CA)
- 2014 University of South Carolina; St. Mary's University (TX)
- 2013 no award given
- 2012 Wofford College
- 2011 George Mason University; Stetson University
- 2010 Carleton College; Champlain College; Wright State University
- 2009 James Madison University
- 2008 Miami Dade College; University of North Dakota
- 2007 Portland State University; Eastern Michigan University; University of North Carolina at Asheville

Joseph Katz Award

for Distinguished Contributions to the Practice and Discourse of General and Liberal Education

Since 1992, upon identifying a stellar candidate, the AGLS Council selects a person in the United States to receive the Joseph Katz Award for Distinguished Contributions to the Practice and Discourse of General and Liberal Education. This is a person whose commitment and activity has contributed greatly to the improvement of the educational experiences of students on campuses nationally and to the understanding of the theory and practice of general and liberal education at the national level.

Previous Recipients

- | | |
|------|--|
| 2015 | Susan Albertine, Association of American Colleges & Universities |
| 2013 | Linda Cabe Halpern, James Madison University |
| 2010 | Julie Thompson-Klein, Wayne State University |
| 2007 | J. Scott Lee, Association for Core Texts and Courses |
| 2005 | Carol Geary Schneider, Association of American Colleges & Universities |
| 2003 | Karen Schilling, |
| 2001 | John Hinni, |
| 1999 | John Nichols, St. Joseph's College |
| 1996 | Richard Weeks |
| 1994 | Jackson Newell |
| 1993 | Kathryn Mohrman |
| 1992 | Jerry Gaff, Association of American Colleges & Universities |

Saturday, September 26
2015 Joseph Katz Plenary
3:30pm
Susan Albertine
Liberating GE



Jerry G. Gaff Faculty Award

for Faculty Excellence in General and Liberal Education

The Jerry G. Gaff Award is given annually to those who have demonstrated leadership on their campuses in the area of general and liberal education; who have shown evidence of outstanding teaching in general and liberal education courses; and who have a record of achievement in curriculum development, innovation, or implementation in general and liberal education.

The award is named for Jerry G. Gaff, retired Senior Scholar of the Association of American Colleges and Universities, is a respected advocate for general and liberal education for over thirty years. Gaff, who received a Ph.D. in psychology from Syracuse University, previously served on the faculties of five institutions and was dean of the College of Liberal Arts and acting president of Hamline University. He also served as Vice President of AAC&U and directed their Preparing Future Faculty Program. He has authored numerous books including *Toward Faculty Renewal*, *General Education Today*, and *New Life for the College Curriculum* and co-edited the *Handbook of the Undergraduate Curriculum*.

Previous Recipients

- 2015 Margaret Oakes, Furman University
- 2014 no award given
- 2013 Amy Stackhouse, Iona College
- 2012 Norm Jones, Utah State University
- 2011 Joan Hawthorne, University of North Dakota
- 2010 David B. Gowler, Oxford College of Emory University
- 2009 Margaret E. Martin, Eastern Connecticut State University
Daniel Silvermintz, University of Houston, Clear Lake
- 2008 no award given
- 2007 no award given
- 2006 no award given
- 2005 Edward J. Katz, University of North Carolina, Asheville
- 2004 no award given
- 2003 Tony Edmonds, Ball State University
John Habel, Western Carolina University, Cullowhee
- 2002 Mary Dickson, Broome Community College
Fred Albertson, University of Memphis
Gail Schiffer, Kennesaw State University



**2015 recipient
Margaret Oakes**

THURSDAY 9/24 and FRIDAY 9/25 MORNING

THURSDAY, SEPTEMBER 24

12:30pm to 1:30pm **REGISTRATION DESK OPEN** [4th floor foyer]

1:00pm to 4:30pm **PRE-CONFERENCE WORKSHOP**

[MacArthur] ***CAGLS' Welcome to the Neighborhood: A Primer for Those New to General Education Programs***

Larry Peterson (North Dakota State University), Paul Winterhoff (Meredith College), and Leon Book (Southwest Missouri Hospital College of Nursing and Health Sciences)

3:00pm to 5:00pm **REGISTRATION DESK OPEN** [4th floor foyer]

FRIDAY, SEPTEMBER 25

7:00am to 5:00pm **REGISTRATION DESK OPEN** [4th floor foyer]

7:30am to 8:30am **CONTINENTAL BREAKFAST** [Wright Ballroom]

8:00am to 9:30am **OPENING PLENARY** [Wright Ballroom]

Welcome to Milwaukee, Meg Mulrooney, AGLS President (James Madison University)

Speaker Introduction by John Frederick (University of South Carolina at Charlotte)

Transformative Liberal Learning for All: Practical Research-based Guidelines and Options

Thomas Angelo (University of North Carolina at Chapel Hill)

9:45am to 10:45am **CONCURRENT SESSIONS**

[MacArthur] ***Cultural Challenges of Teaching General Education Courses to Saudi/Middle Eastern Students***

Steven Weiss (Northern Kentucky University)

[Mitchell] ***Popular Culture in the General Education Classroom: Complicating Learning about Diversity***

Todd Onderdonk (St. Edward's University), Laura Hernandez-Ehrisman (St. Edward's University) and Amy Nathan (St. Edward's University)

FRIDAY 9/25 MORNING AND AFTERNOON

[Walker] ***Diverse Programs and Diverse States: Can Common Outcomes and Proficiencies Ease Interstate Transfer and Cut Costs: Crash Course or Golden Opportunity?***

Larry Peterson (North Dakota State University) and Thomas Steen (University of North Dakota)

[Pabst] ***Flipping Out Over Flipped Classrooms, But Do They Work?***

Peggy Hohensee (Kaplan University)

11:00am to 12:00pm CONCURRENT SESSIONS

[MacArthur] ***From Institutional Information to Curricular Design: Using Big Data to Create Equity-Minded General Education Courses***

Sarah Fatherly (Queens University at Charlotte) and Jeffery Thomas (Queens University of Charlotte)

[Mitchell] ***Encouraging Campus Conversations on Diversity: Free Speech versus Multicultural Sensitivity***

David Anderson (Lewis University)

[Walker] ***Rewarding and Showcasing Excellence in General Education: Out of the Classroom/Into the Spotlight***

Raymond Hyser (James Madison University), Kathy Clarke (James Madison University), Gretchen Hazard (James Madison University) and Georgia Polacek (James Madison University)

[Pabst] ***Measuring Diversity Awareness of Students and Faculty*** (paper session)

The Transformation of the Individual: Seven Liberal Art Learning Characteristics

David Burrows (Lawrence University)

Appreciation of Liberal Arts and Diversity Education

Rebecca Smith (Pennsylvania College of Health Sciences) and Lena Frennborn (Pennsylvania College of Health Sciences)

12:00pm to 1:00pm LUNCH ON YOUR OWN

Miller Time Pub in the Hilton offers an *AGLS Special Lunch Special* for \$10 (plus tax and gratuity); three lunch menu options to choose from (see below); price includes a non-alcoholic drink; show your name badge to receive the AGLS discount

Classic Burger: two patties of fresh ground beef, pile high with crisp lettuce, tomato, American cheese and our signature sautéed onions with fries

Grilled Chicken: grilled chicken breast topped with rosemary mushrooms, Wisconsin cheddar, pico de gallo and chipotle mayo on a bun

MTPG Chopped Salad: chopped romaine/iceberg lettuce mix, diced cucumbers, Gorgonzola, red onion, garbanzo beans, grape tomatoes, peppered bacon and pesto chicken, tossed with balsamic vinaigrette and topped with crushed croutons and parmesan cheese

FRIDAY 9/25 AFTERNOON

1:00pm to 2:30pm **BEVERAGE SERVICE** [Wright Ballroom]

1:15pm to 2:15pm **CONCURRENT SESSIONS**

[Wright Ballroom] ***Making Sense Out of Progress, Making Progress Out of Sense: A Fireside Chat with Paul Gaston and Jerry Gaff***

Paul Gaston (Kent State University) and Jerry Gaff (Association of American Colleges & Universities)

Moderated by Michael Gress (Vincennes University)

[MacArthur] ***Promoting Student Engagement in the General Education Classroom: A How-To Guide***

Cory Lock (St. Edward's University) and Vicki Stieha (Boise State University)

[Mitchell] ***Dreaming and Discovering: An Appreciative Approach to Strategic Planning for a General Education Program***

Elizabeth Beaulieu (Champlain College) and Kristin Novotny (Champlain College)

[Walker] ***Contextualizing Assessment: Course E-portfolios in a Community-based Capstone***

Rowanna Carpenter (Portland State University) and Heather Petzold (Portland State University)

[Pabst] ***Myth of the City: A Diversity-Oriented Pedagogical Approach to Uniting International Students and Faculty***

Bruce Matthes (New School of Architecture and Design)

2:30pm to 3:30pm **CONCURRENT SESSIONS**

[MacArthur] ***Unification/Diversification: GE Diversity in a Two-Campus University Merger***

David Hecht (Purdue University North Central) and Jessica Thomas (Purdue University North Central)

[Mitchell] ***What's Missing from Assessment?***

Stephen Spangehl (Plexus International Higher Education)

[Walker] ***How "Respond[ing] to Violence" Connected a Cohort in the First-Year Experience***

Kerri Morris (Governors State University)

[Pabst] ***How an Online University Addressed Diversity*** (paper session)

Multiculturalism and Diversity: Taking the Professional Competency Route

Jody DeKorte (Kaplan University), Kathy Ingram (Kaplan University), and Michele Hinton Riley (Kaplan University)

Design, Content, and Delivery: Diversity Infused into General Education Curriculum

Michele Hinton Riley (Kaplan University), Jody DeKorte (Kaplan University), Kathy Ingram (Kaplan University) and Michael Keathley (Kaplan University)

FRIDAY 9/25 AFTERNOON AND EVENING SATURDAY MORNING

3:45pm to 5:00pm **KEYNOTE PLENARY** [Wright Ballroom]
Speaker Introduction by Meg Mulrooney, AGLS President (James Madison University)

What's in a Welter? Revitalizing Liberal Education in a Bowl of Alphabet Soup
Paul Gaston (Kent State University)

5:00pm to 6:30pm **PRESIDENT'S RECEPTION** [Regency Ballroom]
heavy hors d'oeuvres and cash bar

SATURDAY, SEPTEMBER 26

7:00am to 3:00pm **REGISTRATION DESK OPEN** [4th floor foyer]

7:30am to 8:30am **FULL BREAKFAST BUFFET** [Wright Ballroom]

7:45am to 8:30am **AGLS AWARDS CEREMONY** [Wright Ballroom]
AGLS Association Update, Meg Mulrooney, AGLS President (James Madison University)

2015 Jerry Gaff Award presentation by David DiMattio, AGLS President Elect (Montgomery County Community College)

2015 Joseph Katz Award presentation by Meg Mulrooney, AGLS President (James Madison University)

2015 Exemplary Program Awards presentations by Mike Gress, AGLS Exemplary Program Award Committee Chair (Vincennes University)

8:30am to 9:15am **AGLS AWARDS CEREMONY** [Wright Ballroom]
As Goes Wisconsin...?: The Changing Climate of Higher Education and Its Implications for the Future

Devarajan Venugoplan, Associate Vice Chancellor (University of Wisconsin Milwaukee), Chris Domes, President (Silver Lake College of the Holy Family), and Sadique Isahaku, Dean of the School of Liberal Arts and Sciences (Milwaukee Area Technical College)

Moderated by Meg Mulrooney, AGLS President (James Madison University)

SATURDAY 9/26 MORNING

9:30am to 10:30am CONCURRENT SESSIONS

[MacArthur] ***GE Course Approvals: Finding an Optimal Process***
Ryan Zerr (University of North Dakota) and Thomas Steen (University of North Dakota)

[Mitchell] ***A Core Education in the Midst of Academic Change***
Margaret Oakes (Furman University)
2015 Jerry Gaff Award recipient

[Walker] ***The Inclusion of Inclusion: Integrating the Curriculum and Co-Curriculum to Enhance Diversity Education***
Nicholas Vaught (University of South Carolina)

[Pabst] ***How Writing Across the Curriculum Engages Learners about Diversity***
Michael Keathley (Kaplan University) and Kurtis Clements (Kaplan University)

10:45am to 11:45am CONCURRENT SESSIONS

[MacArthur] ***Incorporating Diversity into the Curriculum via Cross Disciplinary Collaboration*** (paper session)
Raw Theatre: A Performance Experience Created by the Life Stories of Often Invisible Groups: A Collaborative Performance Between Viterbo University, Pangea World Theater, The Boys and Girls Club, and Coulee Council on Addictions
Jeff Stolz (Viterbo University)

Including Diversity in the Curriculum through Interprofessional Learning
Lena Frennborn (Pennsylvania College of Health Sciences)

[Mitchell] ***The Challenge of Supporting Diversity through the Co-curriculum for Commuter and Online Students***
Peggy Rosario (Pennsylvania College of Health Sciences) and Rebecca Smith (Pennsylvania College of Health Sciences)

[Walker] ***Qualitative Narrative Assessment: Core Text Programs in Review***
sponsored by the Association for Core Texts and Curriculum
David DiMattio (Montgomery County Community Colleges) and Kathleen Burk (University of Dallas)

[Pabst] ***Appreciating Cultural Differences: Multicultural Day and "Intersectional Pedagogies" at Saint Francis University***
Lori Woods (Saint Francis University), Aniruddha Bose (Saint Francis University), Gale DeArmin (Saint Francis University) and Roxana Cazan Saint Francis University)

SATURDAY 9/26 AFTERNOON

11:45am to 1:00pm LUNCH ON YOUR OWN

Miller Time Pub in the Hilton offers an *AGLS Special Lunch Special* for \$10 (plus tax and gratuity); three lunch menu options to choose from (see below); price includes a non-alcoholic drink; show your name badge to receive the AGLS discount

Classic Burger: two patties of fresh ground beef, pile high with crisp lettuce, tomato, American cheese and our signature sautéed onions with fries

Grilled Chicken: grilled chicken breast topped with rosemary mushrooms, Wisconsin cheddar, pico de gallo and chipotle mayo on a bun

MTPG Chopped Salad: chopped romaine/iceberg lettuce mix, diced cucumbers, Gorgonzola, red onion, garbanzo beans, grape tomatoes, peppered bacon and pesto chicken, tossed with balsamic vinaigrette and topped with crushed croutons and parmesan cheese

1:00pm to 2:30pm BEVERAGE SERVICE [Wright Ballroom] snacks available

1:00pm to 2:00pm CONCURRENT SESSIONS

[MacArthur] ***Assessment in General Education*** (paper session)
Oscar Wilde on Learning Outcomes Assessment
Matthew Schneider (High Point University)

Diversity and Allied Health Professions: Sum and Substance
Leon Book (Southeast Missouri Hospital College of Nursing and Health Sciences)

[Mitchell] ***2015 Exemplary Program Award Recipient Presentations***
Engaging Faculty through Authentic Assessment of University Learning Outcomes
Susan Paterson McGuire (Boise State University), Vicki Stieha (Boise State University), and Adrian Kane (Boise State University)

Mentors: Our Best Idea
Carol Gabrielli (Portland State University)

Saint Mary's Collegiate Seminar: Re-envisioning a Venerable Great Books Program for the 21st Century
Jose Alfonso Feito (Saint Mary's College of California)

[Walker] ***Campus Challenges for any GenEd Administrator*** (paper session)
Addressing Diversity in a Redesigned General Education Curriculum: University Explorations at Saint Leo University

session listing continued on next page...

SATURDAY 9/26 AFTERNOON

Patricia Campion (Saint Leo University), Mary Spoto (Saint Leo University) and Pamela Decius (Saint Leo University)

After 130 Years: Changing Grade Scales at St. Edward's University

Peter Austin (St. Edward's University)

[Pabst] ***A Multifaceted Approach to Making Diversity an Integral Part of a Comprehensive Liberal Education***

Ed Klonoski (Northern Illinois University), Anne Bierberick (Northern Illinois University) and Vernese Edghill-Wadlen (Northern Illinois University)

2:15pm to 3:15pm CONCURRENT SESSIONS

[MacArthur] ***From Distribution to Common Learning: Reading Classics for Hong Kong Students in the 21st Century***

Leung Mei Yee (Chinese University, Hong Kong) and Chiu Chu Lee (Chinese University, Hong Kong)

2015 International Exemplary Program Award recipient

[Mitchell] ***Liberal Education Reform—Chapter 2***

Barbara Smith (Westminster College) and Pangagia Giancarlo (Westminster College)

[Walker] ***The Opportunities and Challenges of Full Participation in LLCs***

Chad Long (St. Edward's University)

[Pabst] ***Exciting Examples of How GenEd Goals can be Incorporated into Courses***

(paper session)

The Role of Academic Discourse and Speech-Language Related Technology in the General Education Curriculum

Susan Behrens (Marymount Manhattan College) and Yoshivel Chirinos (Marymount Manhattan College)

Exploring Diversity through Problem-Based Learning

Rebecca Smith (Pennsylvania College of Health Sciences) and Peggy Rosario (Pennsylvania College of Health Sciences)

3:30pm to 4:30pm 2015 JOSEPH KATZ PLENARY [Wright Ballroom]

Speaker Introduction by Thomas Steen (University of North Dakota)

Liberating GE

Susan Albertine, Association of American Colleges & Universities

SATURDAY 9/26 EVENING

5:00pm

AGLS FALL COUNCIL MEETING AND DINNER [Mitchell]



The Council for the Administration of General and Liberal Studies (CAGLS) works to support administrators of general and liberal education programs throughout higher education.

Please contact CAGLS Chair Larry Peterson (North Dakota State University) to share your ideas about how we can better meet that goal.

All input is welcome regarding content for our annual fall workshop, what discipline or educational conferences CAGLS should consider submitting a presentation proposal, or if your institution may be interested in having CAGLS come to your city for a hosted workshop on your campus.

Contact Dr. Peterson at larry.r.peterson@ndsu.edu

NOTES



We hope you found the conference to provide you with a variety of networking opportunities, useful pedagogical tools, interesting case studies, and inspiration during your time in Milwaukee.

Now, as a member, there are several ways you can become an active part of AGLS. Watch for our e-newsletter throughout the year to learn what doors are open for you to become involved.

Are you a blogger or just have something on your mind?

*Consider writing a guest piece for the AGLS blog **Gen Ed on My Mind**.*

1,000 word limit.

Want to spotlight your campus' gen ed program?

*Submit a **Campus Snapshot** piece.*

Think your program is innovative and changing the gen ed game?

*Submit a **Campus on the Move** piece.*

Interested?

Submission information on the AGLS website or contact

AGLS offices at execdir@agls.org.

2016 Annual Conference
Salt Lake City, Utah
September 29—October 1

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— *Hotel* —
SALT LAKE CITY

