

# BUILDING BRIDGES

**TOOLS FOR PEDAGOGY,  
ASSESSMENT, AND LEADERSHIP**



*49th Annual National Conference*  
**ASSOCIATION FOR GENERAL AND  
LIBERAL STUDIES**

*October 1-3, 2009*  
**ST. LOUIS, MISSOURI**

*Co-Hosted By:*  
**Southeast Missouri State University  
St. Louis Community College**



# Welcome

Friends and Colleagues:

Welcome to St. Louis Missouri -- the Gateway to the West -- for the 2009 AGLS Conference. This conference is co-hosted by Southeast Missouri State University, located in Cape Girardeau, Missouri, and St. Louis Community College, with four campuses in greater St. Louis. Although our institutions are located more than 100 miles apart, we often collaborate to meet the educational needs of students throughout the state of Missouri.

With its rich history and numerous local attractions, St. Louis has been a prime tourist destination for generations. Founded by French fur traders in 1764, St. Louis has grown from a pioneer outpost on the Mississippi River to a major metropolitan area with bustling restaurants and nightlife, outstanding arts and cultural venues, major league sports, shopping and more.

We hope you will find some time during your busy conference schedule to enjoy a few of the unique amenities that St. Louis has to offer. From the famous Gateway Arch and historic Laclede's Landing located on the St. Louis riverfront, to the Anheuser-Busch Brewery just a few miles south of downtown, to the world-famous St. Louis Zoo and Missouri Botanical Garden, your options for exploration are endless.

The visitor's kit you received at check-in contains detailed information on many of St. Louis' most popular attractions and events. For specific recommendations, please feel free to contact either of us or any representative from our two campuses.

Welcome and enjoy the conference!

Donna Dare  
St. Louis Community College

Dave Starrett  
Southeast Missouri State University



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**Southeast**  
Missouri State University

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# Schedule Overview

## Thursday, October 1

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|                        |   |
|------------------------|---|
| 8:00 am – 5:30 pm      | <i>Registration</i>                           |
| 9:00 am – 12:00 noon   | <i>Pre-Conference Workshops/Meetings (PC)</i> |
| 11:00 am – 12:00 noon  | <i>Newcomers' Session</i>                     |
| 12:00 noon – 1:00 p.m. | <i>Lunch (on own)</i>                         |
| 1:00 p.m. – 2:15 p.m.  | <i>Conference Welcome, First Plenary</i>      |
| 2:30 p.m. – 3:45 p.m.  | <i>Breakout Sessions (A)</i>                  |
| 4:00 p.m. – 5:00 p.m.  | <i>Breakout Sessions (B)</i>                  |
| 5:30 p.m. – 7:00 p.m.  | <i>Reception</i>                              |

## Friday, October 2

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|                         |                                 |
|-------------------------|---------------------------------|
| 7:30 am – 5:00 pm.      | <i>Registration</i>             |
| 7:30 a.m. – 8:30 a.m.   | <i>Breakfast</i>                |
| 8:00 a.m. – 9:00 a.m.   | <i>Announcements and Awards</i> |
| 9:00 a.m. – 10:15 a.m.  | <i>Second Plenary</i>           |
| 10:30 a.m. – 11:45 a.m. | <i>Breakout Sessions (C)</i>    |
| 12:00 noon – 1:30 p.m.  | <i>Lunch, Third Plenary</i>     |
| 1:45 p.m. – 3:00 p.m.   | <i>Breakout Sessions (D)</i>    |
| 3:15 p.m. – 4:30 p.m.   | <i>Breakout Sessions (E)</i>    |

# Schedule Overview

## Saturday, October 3

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

## **CAGLS:** **Council for Administration of General and Liberal Studies**

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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 that 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 during the meetings of the Association for General and Liberal Studies. (For additional information, visit <http://cstl.semo.edu/cagls/>.)

# Strategic Plan

## ASSOCIATION FOR GENERAL AND LIBERAL STUDIES

### AGLS MISSION

AGLS serves colleges and universities by helping students and faculty enjoy the benefits of a liberal education attained through quality general education.

*AGLS is a community of learners—faculty, students, administrators, alumni—intent upon improving general and liberal education at two-year and four-year institutions. AGLS identifies and supports the benefits of students' liberal education attained through general education programs. As an advocate, AGLS tracks changes in general education and liberal studies, and sponsors professional activities that promote successful teaching, curricular innovation, and effective learning.*

### AGLS GOALS

- Promote the Quality and Centrality of General and Liberal Education in the United States and Abroad
  - By promoting the scholarship of general and liberal education
  - By sponsoring and highlighting reflective faculty development
  - By studying and promoting effective governance strategies
  - By involving students and alumni in national conversations with faculty and administrators
- Clarify the Relationship between Assessment and Learning in General and Liberal Education
  - By bringing clarity to key concepts
  - By highlighting successful practices and programs
  - By collaborating with regional and professional accrediting bodies and organizations with similar goals
  - By providing support and training for program leaders
- Foster a Stronger Relationship between Two-Year and Four-Year Colleges in General and Liberal Education
  - By offering a forum for comparing general and liberal education goals and their implementation
  - By developing standards and criteria for transfer policies and practices
  - By promoting discussion and exchange of successful pedagogy and assessment practices
  - By providing a common forum for scholarly activity

*Approved by the Executive Council, Association for General and Liberal Studies, 25 February 2006*

# Featured Plenary Speakers

Thursday, October 1, 1:00 p.m. — 2:15 p.m.

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**Catherine Goebel**, Paul A. Anderson Chair in the Arts and Professor and Chair of Art History at Augustana College earned her BA and MA degrees in Art History from Vanderbilt University and PhD from Northwestern University. She specializes in the critical reception of American expatriate artist James McNeill Whistler (1834-1903) and his dialogue with critics on the relative merits of art versus literature. She has given presentations at the Smithsonian Institution and the Art Institute of Chicago and is currently directing an international project on Whistler's lifetime criticism. As the Paul A. Anderson Chair, she built a pedagogical art collection relevant to the entire campus and artwork in that collection has been researched by students and faculty from across scholarly disciplines. Their research is featured in the publication she envisioned and edited, *Liberal Arts through the AGES*. She first presented this project at the 2006 Oxford Round Table and will present “*Centering Art in the Liberal Arts: Constructing and Integrating a Relevant Art History Collection*” at the 2010 College Art Association conference.



**Pan Papacosta** was born in Cyprus and educated at the University of London in Physics and History of Science. He is an active member of numerous professional European and American organizations and has served as the President of The Florida Academy of Sciences, the Chicago section of AAPT (Physics Teachers) and of AAUP-Illinois. He specializes in teaching physics to non-science majors and his courses often integrate science with history and the arts. In 1994 he was named Teacher of the Year at Columbia College Chicago where he has been since 1987. He participated in the 2006 Oxford Round Table on the theme of “Bridging C. P. Snow’s Two Cultures” and the 2007 Carnegie Academy for the Scholarship of Teaching and Learning. He was the Chair of a task force on Interdisciplinary Studies at Columbia College and in 2008 he was a speaker at the International Conference in Darmstadt Germany whose theme was *Integrating Engineering and Humanities in Higher Education*. Pan’s presentation was titled “Reinventing Prometheus: Humanities in the Education of Scientists and Engineers.”

# Featured Plenary Speakers

Friday, October 2, 9:00 a.m. — 10:15 a.m.

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**Meg Mulrooney** is presently Associate Professor of History and Associate Dean of University Studies, the administrative unit at JMU that coordinates and supports campus-wide academic endeavors including General Education: The Human Community, the Honor's Program, University Advising, and the Department of Interdisciplinary Studies. From 2005 to 2008, she was coordinator

of the Arts and Humanities cluster of The Human Community. Previously, she was Director of the Core Curriculum at Marymount University in Arlington, Virginia. She earned her Ph.D. in American Studies at the College of William and Mary, and her publications include *Black Powder, White Lace: The du Pont Irish and Cultural Identity in 19th Century America* (2001) and *Fleeing the Famine: North America and Irish Refugees, 1845-1851* (2003).



**Jerry Gaff** is Senior Scholar at the Association of American Colleges and Universities, an association whose mission is to foster high quality liberal education for all students. He is a vigorous and articulate spokesman for strong, distinctive institutions and has helped academic leaders develop vital academic programs through such activities as demonstration projects, conferences, publications,

and consultations. Jerry Gaff received a Bachelor of Arts degree from DePauw University in 1958 and a Ph.D. in psychology from Syracuse University in 1965. From 1983-89 he was Dean of the College of Liberal Arts, Interim President, and Vice President at Hamline University, St. Paul, Minnesota. He has been on faculties at Sonoma State University, University of Leyden in the Netherlands, University of the Pacific, and Hobart and William Smith Colleges. He conducted research at the Center for Research and Development in Higher Education at the University of California, Berkeley.

Among his 21 books, he has published *General Education Today* (1983), *New Life for the College Curriculum* (1991), and *Strong Foundations: Twelve Principles of Effective General Education Programs* (1994), while co-authoring *Building the Faculty We Need: Colleges and Universities Working Together* (2000), *Preparing Future Faculty in the Sciences and Mathematics: A Guide for Change* (2002), and *Preparing Future Faculty in the Humanities and Social Sciences: A Guide for Change* (2003). He also co-edited the *Handbook of the Undergraduate Curriculum: A Comprehensive Guide to Purposes, Structures, Practices, and Change* (1997) sponsored by AAC&U. He has received the Academic Leadership Award from the Council of Independent Colleges (1989), the Joseph Katz Award for Distinguished Contributions to the Practice and Discourse of General and Liberal Education from AGLS (1992), the Kenneth Boulding Award for contributions to interdisciplinary studies from the Association for Integrative Studies (1993), and the Friend of Graduate Students Award from the National Association of Graduate and Professional Students (2000). In recognition of his lifetime dedication to liberal education, AGLS established the annual Jerry G. Gaff Faculty Award for campus contributions to general and liberal studies.

# Featured Plenary Speakers

Friday, October 2, 12:00 noon — 1:30 p.m.

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**Lynn Priddy** serves as Vice President of Accreditation Services for the Higher Learning Commission of NCA, where she has held positions since 1999. Priddy is responsible for the Commission's decision-making, accreditation, and institutional and peer review systems. In addition, she oversees the Commission's education and training services, including programs, workshops, and curricula to support the Commission's 1000+ institutions and the nearly 1400-member Peer Review Corps. In this role, she is responsible for the Commission's Student Learning, Assessment, and Accountability Initiative, including the Academy for Assessment of Student Learning. She is also responsible for collaborative education and training relationships with national and regional organizations. Her most recent endeavor is to facilitate the development of new, innovative accreditation processes that enhance the value and reduce the burden of accreditation for institutions. Prior to joining the Commission, she served in institutions from 1984 to 1999 as a Vice President for Institutional Effectiveness, Evaluation, and Planning; Director of Research, Assessment, and Development; and English/Composition Faculty. She is a frequent presenter at national conferences on the areas of assessment, planning, strategic conversations, appreciative inquiry, and organizational learning.

# Thursday, October 1

8:00 am – 5:30 pm

**Registration**

**Registration Room, Three Rivers Conference Center**

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9:00 am – 12:00 noon

## **Pre-Conference Workshops (PC)**

**PC1: Room 304**

### ***Administrative Strategies for General Education Administrators***

*Workshop Sponsored and Led by the Council for Administration of General and Liberal Studies (CAGLS)*

This session will provide strategies, discussion, and promising practices for administrators in general and liberal studies. Session facilitators will describe the governance or administrative structures for their own programs and discuss the strengths and weaknesses of these structures relative to achieving expected outcomes. In addition, panelists will share results of a survey of governance structures and invite participants to engage in conversation about the elements that lead to effective administration of general education programs. Participants will be invited to share ongoing general education challenges from their campuses and will assist participating administrators in the development of techniques and strategies needed to engage effectively in an academic environment. Also addressed will be resolutions to specific administrative problems that concern those attending the session, including strategies used to achieve ends central to curriculum reform and program coordination. This session targets all administrators of general education but is especially valuable for new administrators.

**PC2: Room 305**

### ***Improving Learning in General Education Using The AGLS Guide to Assessment and Program Review***

**John Nichols, St. Joseph's College (Indiana)**

**Barbara Frankle, LeMoyne-Owen College**

**Michael Gress, Vincennes University**

This hands-on session will be led by AGLS members who not only helped to develop The Guide but who also have experience with continuous quality improvement and assessment. The session will provide a thorough discussion of the “heart” of “The Guide,” the Systems Analysis Questions and their foundational principles and literature, including the continuous quality improvement concepts and current general education “best practices.” Session leaders will then provide examples of use of “The Guide” at their respective

# Thursday, October 1

institutions. Finally, participants will design their own assessment and program review plans based on the concepts discussed and modeled.

**PC3:** Room 306

***e-Portfolios: Supporting Authentic Learning and Assessment at the Classroom, Program, and Institutional Level***

**Led by Yves Labissiere**, *Portland State University*

**Rowana Carpenter**, *Portland St. University*

In this workshop, participants will explore the use of electronic portfolios in assessment at the classroom, program, and institution level through practical examples and hands-on activities. Topics to be addressed include: current trends and forces shaping the emergence of e-portfolios, ways in which e-portfolios can serve as both a learning and an assessment platform; best practices for developing a culture that supports e-portfolio as a means of authentic assessment. Participants will learn about the multiple purposes and audiences portfolios serve, what it really takes to develop and maintain them, how to use them effectively for assessment. They will also have the opportunity to consider whether e-portfolios can help to address their institutions' assessment and accountability goals.

**PC4:** Room 304

***General and Liberal Education Innovations: Improving Learning in Community Colleges***

**Led by Lenore Rodicio**, *Miami Dade College*

**Chris Stephens**, *St. Louis Community College*

**Charles Reinhart**, *Vincennes University*

**Tyson Sims**, *Vincennes University*

This workshop will provide participants with “hands-on” activities intended to help them improve general and liberal education in the community college setting. Workshop leaders from three community colleges will model innovative processes used to improve general and liberal education learning: Miami Dade’s move to liberal education outcomes that dissect the whole curriculum, St. Louis Community College’s development and use of cornerstone and capstone classes, and Vincennes University’s use of communal assessment techniques to both assess campus-wide writing outcomes and provide professional development.

# Thursday, October 1

**11:00 a.m. – 12:00 noon**

**PC5:** Lower Missouri Room

***New to AGLS?: Newcomers' Session***

**Led by AGLS Officers and Members of the Executive Council**

Discuss AGLS goals and how AGLS can serve you and your institution.

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**12:00 noon – 1:00 p.m. Lunch (on own)**

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**1:00 p.m. – 2:15 p.m.**

**Mississippi Ballroom**

**Conference Welcome**

**Stephen Bowen, *President, AGLS***

**First Plenary:**

***Title: Bridging the Cultures: Humanities, Science and Art***

**Pangratios Papacosta, *Columbia College Chicago***

**Catherine Carter Goebel, *Augustana College***

In his classic 1959 essay, *The Two Cultures*, C. P. Snow warned of the dangers of the growing intellectual gap between scientists and non-scientists. What exactly did Snow propose and how far have we come in response? In today's fast changing and complex world, Snow's admonition is relevant and indeed urgent. The increasing demands in higher education for narrower specializations must prompt us to reinvent Snow's idea of intellectual bridge building between disciplines. Many benefits can result from such an approach. Professors Papacosta and Goebel will offer a critical summary of Snow's *Two Cultures* and describe successful bridge building methods that link the humanities with the sciences and the arts.

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**2:30 p.m. – 3:45 p.m.**

***Breakout Sessions (A)***

**A1: Room 304**

***Bridging Curricula, Learning, and Assessment: General Education Multicourse Assessment Project***

**Chris Foreman, *Eastern Michigan University***

**Ann Blakeslee, *Eastern Michigan University***

# Thursday, October 1

Eastern Michigan University has recently begun the task of collecting data to assess whether or not they are achieving their goal of “providing EMU students with the knowledge and abilities they need to become successful citizens of a global community.” The co-facilitators will provide an overview of their General Education Multicourse Assessment Project (GEMAP), including a synthesis of their findings and discussion about strategies for both collecting and utilizing assessment data to improve student learning. Participants will leave the session with knowledge and materials to assist them in “building bridges” between curriculum, assessment, pedagogy, and student learning.

## **A2: Room 305**

### ***Using a Speaker Series to Foster Engaged Citizenship***

**Dr. Karen Moranski**, *University of Illinois at Springfield*

**Kimberly Craig**, *University of Illinois at Springfield*

**Leslie Reutter**, *University of Illinois at Springfield*

The Speaker Series at University of Illinois at Springfield (UIS) is integral to the Engaged Citizenship Common Experience, an interdisciplinary general education core offered to all undergraduates. UIS’ Speaker Series is unique in being a credit-bearing course in which students reflect on their learning experience. This presentation will address the role of the Speaker Series in the curriculum, program administration, and the results of direct and indirect assessment of the program’s impact on student learning.

## **A3: Room 306**

### ***Bridging the Divide: Reconnecting the Faculty and the Majors to General Education***

**Cory Lock**, *St. Edwards University*

**Russ Frohardt**, *St. Edwards University*

**Julie Sievers**, *St. Edwards University*

In his 2008 AGLS invited paper John Nichols called for a “both/and” approach to liberal education that “emphasizes conjunction rather than disjunction between general education and the major.” Our panel presents the steps St. Edward’s University currently is taking both to foster university-wide responsibility for the entire curriculum and to achieve an integrated balance between broad studies in core classes and deep studies within the major. (See “Extended Summaries of Concurrent Sessions” in conference folder. This presentation has been cancelled due to scheduling difficulties. David Burrows has made his paper available at the “AGLS Resources” link at <http://www.agls.org>. It will be available through October 2008.)

# Thursday, October 1

**A4:** Room 307

***A Rubric for the Assessment of Research Papers in Capstone Courses in the Sciences***

**Rob Mauldin**, *University of Central Arkansas*

Capstone experiences in general education programs frequently are offered within the disciplines and meet requirements of both the major and general education. These capstone experiences provide an excellent opportunity to assess student learning objectives by way of evaluation of research papers. The presenter used a rubric to assess lab reports written in a format suitable for publication in a scientific journal as part of an analytical chemistry class for many years. This rubric has been modified to apply to the assessment of any research paper in the laboratory sciences that follows the traditional scientific literature's format of introduction, experimental, and results & discussion. The rubric can be used to evaluate writing and critical thinking goals in general education as well as goals within scientific disciplines such as the ability to write in a format suitable for publication in the scientific literature. Paper and electronic copies of the rubric will be provided for use in its current form or for modification to suit your particular program.

**A5:** Room 312

***Today's Ethical Issues: Bringing General Education to the Public—A Progress Report***

**Leonard Berkowitz**, *Penn State York*

At the AGLS Conference two years ago I described a new program—*Today's Ethical Issues*--designed to bring reasoned discussion of current ethical issues to the general public. I have now completed the second full year of *Today's Ethical Issues*. I propose to describe how that program has evolved and its success and difficulties. The session is designed to allow for discussion about ideas for similar programs at the home institutions of session participants.

**A6:** Lower Missouri Room

***More than Two Links: Creating a Purposeful Whole for Students through Experiential Learning***

**Annette Sisson**, *Belmont University*

**Paul Gatrell**, *Belmont University*

In our Linked Cohort Course (two general education courses linked by a common theme and set of students), we have gradually introduced new pedagogies, assignments, and syllabus innovations in order to create a “whole

# Thursday, October 1

experience” and to encourage students to learn more deeply and authentically. Expanding the “common experience” in our LCC this fall, we will introduce experiential learning into our LCC: Service Learning in the Theatre class (working with theatre productions and reflecting on the experience) and significant library research in the Literature class (writing dramaturgy for use in the development of the productions).

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**Refreshments Provided, Foyer, Three Rivers Conference Center**

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**4:00 p.m. – 5:00 p.m.**

***Concurrent Sessions (B)***

**B1: Room 304**

***Technology Tools for General Education Assessment***

**Matt Smith, *University of Saint Francis***

This presentation describes the University of Saint Francis’ new process of assessment of its general education curriculum through the use of Blackboard Outcomes. Previously, faculty gathered for a week to score hard-copy artifacts and recorded results in Excel spreadsheets. In the summer of 2009, faculty were able to use Blackboard Outcomes in order to receive artifacts electronically and record results in this system. This presentation will discuss the challenges and benefits to incorporating Blackboard Outcomes as part of the university’s General Education assessment process.

**B2: Room 305**

***Robots and English***

**Lisa Maple, *Vincennes University***

Using Lego Robot kits for hands-on English class projects engages students with a variety of learning styles, fosters active learning and reaches students from interdisciplinary programs. Students build confidence while they apply strategies that help them maintain their communication skills, writing skills, and presentation skills. The robot project and associated activities show students how to utilize, transfer, and incorporate concrete writing skills with their field of study.

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## **B3: Room 306**

### ***Forming the Right Fit: Assessing Multiple Models of Academic Program Review***

**Jo Galle**, *Georgia Gwinnett College*

**Kent Linville**, *Oxford College of Emory University*

**Jeff Galle**, *Director, Oxford College of Emory*

This presentation poses the question, “What are the best forms of academic program review that will meet the needs of my institution?” Presenters offer a thumbnail sketch of the APR processes in four institutions where they have served and outline key differences in terms of the way that reports are produced, the venues and contexts for the presentation of the reports, and the use(s) of report findings and results.

## **B4: Room 307**

### ***Tools For Pedagogy: Helping Faculty Combat Postsecondary Reading Habits (P)***

**Susan Thompson**, *Lynchburg College*

**Jeri Watts**, *Lynchburg College*

College students rarely read their textbooks. To help students develop appropriate reading strategies and to expand the use of textbooks as an meaningful instructional tool, professors must build a bridge between text assignments and text reading. In this presentation we introduce participants to data about college students’ reading habits. Then, we connect reading theory to textbook reading assignments. Finally, we suggest approaches to text assignments to enhance the reading strategies of students.

## **B5: Room 312**

### ***How Do We Engage Students to Take General Education Seriously***

**Ned Scott Laff**, *Columbia College*

**Katrina Hoop**, *Saint Joseph’s College of Maine*

Can we challenge students to engage liberal learning intentionally and to integrate their general education experience into their overall undergraduate experience? Engaging students in “advising-as-a liberal-learning,” a teachable moment grounded in problem-based learning (PBL), challenges them to recognize the value of liberal learning and of liberal learning outcomes. Participants will see how this approach works in different campus settings -- research universities, urban campuses, liberal arts colleges -- and how it can work on their campuses.

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**B6:** Lower Missouri Room

***A Question of Fit: The Role of the Humanities in a Contemporary Core Curriculum***

**Paul Ranieri**, *Ball State University*

Recent and upcoming national publications are reviving conversations about the role of the humanities in liberal education, as well as in the undergraduate experience as a whole. This presentation reviews these recent efforts and then sketches a comprehensive, integrative argument as to why the humanities are historically, theoretically, and practically essential to liberal and general education for the 21st century.

**B7:** Middle Missouri Room

***CAGLS Board Meeting***

The Council for the Administration of General and Liberal Studies (CAGLS) invites members and potential members to join us for our board meeting. CAGLS provides support for the increasing number of college and university administrators who have responsibility for institutional general/liberal education programs. Please come and share your ideas about how we can better serve general education administrators.

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**5:30 p.m. – 7:00 p.m.**

**Reception, Sponsored by St. Louis Community College  
Mississippi Ballroom**

**Greetings by Donna Dare**, Vice Chancellor, Academic and Student Affairs,  
St. Louis Community College

**Stephen Bowen**, President, AGLS

# Friday, October 2

7:30 a.m. – 5:00 p.m.

**Registration**

**Registration Room, Three Rivers Conference Center**

7:30 a.m. – 8:30 a.m. **Breakfast**

**Mississippi Ballroom**

8:00 a.m. – 9:00 a.m. **Announcements and Awards**

**Mississippi Ballroom**

2009 Award for the Improvement of General Education:

Exemplary Program Award

2009 Jerry G. Gaff Award for Faculty Excellence in General and  
Liberal Education

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9:00 a.m. – 10:15 a.m.

**Second Plenary Mississippi Ballroom**

***Sustaining a Mature Program: General Education at James Madison University.***

**Meg Mulrooney**, *James Madison University*

**Respondent: Jerry Gaff**, *Association of American Colleges and Universities*

Located in Harrisonburg, Virginia, James Madison University is a comprehensive, public institution enrolling nearly 18,000 students. A key part of campus culture is *The Human Community*, JMU's eleven-year-old, award-winning General Education program. This presentation will review how it came into being, how its distinctive curriculum changed while maintaining its integrity, and how it handles recurring challenges, such as faculty and student engagement, assessment, and budget issues. Of particular interest will be data from several recent self-studies and a 2008-09 inquiry into faculty attitudes about the program.

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10:30 a.m. – 11:45 a.m.

**Breakout Sessions (C)**

**C1: Room 304**

***Can General Education Make Institutional Mission Real?***

**Mary Hinton**, *Misericordia University*

**Marianne Hopper**, *St. Edward's University*

**John Nichols**, *Saint Joseph's College*

## Friday, October 2

Twelve Catholic institutions that have strong commitments to general education have been studying the connection between general education and college mission, both of which are intended to reach and affect ALL students. They focused on the special student outcomes that religiously affiliated colleges seek to achieve. Three members of this project will present major findings from this study—outcomes, curricular and co-curricular programs, assessments—and seek further information from the audience on promising practices.

**C2:** Room 305

***Bridging the Information Gap: Partnerships for Student Learning in the Digital Age***

**Andrea Heisel**, *Oxford College of Emory University*

**Mary Murray**, *Oxford College of Emory University*

**Satu Riutta**, *Oxford College of Emory University*

College students' purported technology skills do not directly translate into information skills. Through a variety of assessment projects, including institution-wide surveys, individual assessment forms in library classes, and feedback from faculty we've worked with, two librarians identified a need to build stronger information retrieval and evaluation skills in students and an opportunity to build these skills by working closely and collaboratively with professors who bring their students to the library for sequenced, embedded library instruction.

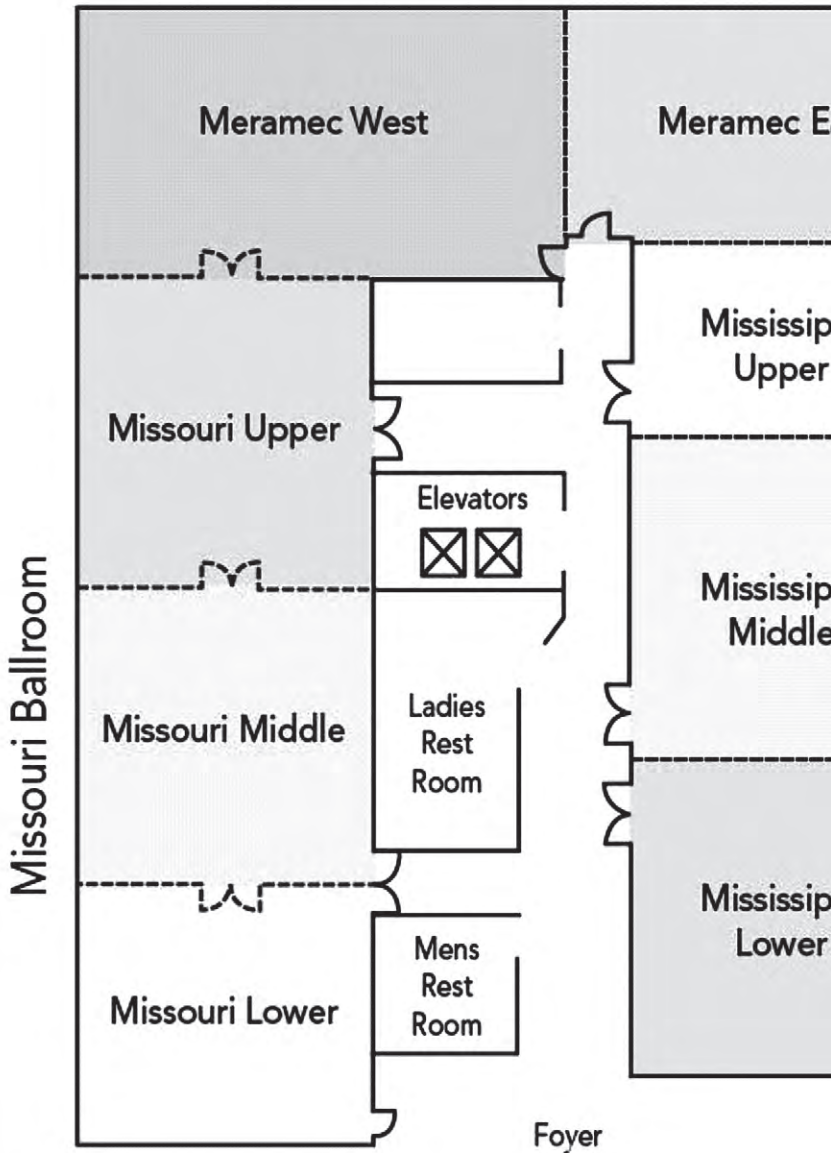
**C3:** Room 306

***Creating a Bridge: Using Technology to Increase Student Learning***

**David Taylor**, *St. Louis Community College-Meramec*

This multimedia presentation explores the importance of digitalizing the community college classroom by utilizing technology tools to enhance established methods of instruction. Doing so increases student engagement and, thus, student learning. The following questions guide this discussion: How can technology be incorporated in assignments? How do students perceive using technology in their learning? How can instructors find pedagogically sound uses for technology?

# Meramec River Ballroom





# CROWNE PLAZA®

ST. LOUIS - DOWNTOWN

**Plus, Rooms 304, 305, 306  
307, 312 on the 3rd floor**

# Friday, October 2

## **C4: Room 307**

### ***Back to the Core: An Institute that Helps Faculty in all Disciplines Develop New Strategies for Teaching***

**Mark Krahling**, *University of Southern Indiana*

**Evon Hawkins**, *University of Southern Indiana*

**Tim Mahoney**, *University of Southern Indiana*

**Joe Palladino**, *University of Southern Indiana*

**Chris Payne**, *University of Southern Indiana*

**Kent Scheller**, *University of Southern Indiana*

**Karyn Sproles**, *University of Southern Indiana*

**Kevin Valadares**, *University of Southern Indiana*

The University of Southern Indiana will reintroduce a summer institute in 2009 to help faculty build new strategies for the classroom. This program is open to faculty from all disciplines who are attempting to prepare materials for courses that utilize many different learning styles. This panel will describe the program, share selected outcomes of the Institute and reveal whether the goals of a University Core Curriculum are important.

## **C5: Room 312**

### ***Calypso, Costa Rica and Cross-Disciplinary Learning: Modeled Learning through Ethnomusicology***

**Warren Anderson**, *Southeast Missouri State University*

**Jeffrey Noonan**, *Southeast Missouri State University*

In spring 2009, the presenters designed a team-taught course around an ethnomusicological project, modeling learning, planning, and execution in the classroom. Students, evenly divided between Anthropology and Music Students, split into two-person teams and, following the faculty model, utilized musicological and ethnographic tools in team projects. In using these tools, students came to a deeper understanding of hands-on scholarly work, disciplinary strengths and weaknesses, and their own places in these paired disciplines.

## **C6: Lower Missouri Room**

### ***The Center for Active Student Education: Integrating Individualized Student and Programmatic Assessment and Community Engagement in Learning at LeMoyne-Owen College***

**Barbara S. Frankle**, *LeMoyne-Owen College*

**Margrethe Frankle**, *LeMoyne-Owen College*

## Friday, October 2

LeMoyne-Owen College, a historically Black liberal arts college in Memphis recently launched the Center for Active Student Education (CASE). CASE integrates assessment and community involvement. In conjunction with ongoing assessment of student learning, our undergraduates will participate in meaningful community experiences while community members actively engage in college assessment. Building on our assessment system, service learning program, and 2008 Transformation Plan, CASE will enhance LeMoyne-Owen's mission to mold students into leaders, scholars, and professionals.

**C7: Middle Missouri Room (35)**

***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 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 2011 and 2012.

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**12:00 noon – 1:30 p.m.      Lunch**

**Third Plenary Mississippi Ballroom**

***Innovation, Inspiration, and Intentionality: An Accreditor's Perspective on General Education***

**Lynn E. Priddy**, *Vice President for Accreditation Services, The Higher Learning Commission of NCA*

For twenty-plus years, accreditors have challenged institutions to define, assess, and know that students have learned what the institution has defined as a general or liberal education. Have any patterns of success emerged? How is it possible for general education to thrive in a world focused on accountability, cost-benefit ratios, and competitive workforce development? As Peter Block would say, "The answer to how is yes." This session begins with common patterns of success across institutions striving to assess and improve student learning, including the broad outcomes of what has been considered a general or liberal education. The session closes with challenging questions about general education in the future.

# Friday, October 2

1:45 p.m. – 3:00 p.m.

## *Breakout Sessions (D)*

**D1:** Room 304

### *Creating Undergraduate Research Journals to Promote Liberal Learning*

**Todd Onderdonk**, *St. Edward's University*

**Laura Hernandez-Ehrisman**, *St. Edward's University*

**Mity Myhr**, *St. Edward's University*

This interactive panel will discuss the establishment of interdisciplinary undergraduate research journals in a liberal arts setting. Contributing to an academic journal can help students professionalize and experience intellectual community beyond the classroom. Panelists will share their experiences in starting up two new journals, and discuss how such publications can promote liberal learning concepts such as interdisciplinarity, ethical responsibility, and intellectual community. Panelists will also facilitate a discussion with participants about pitfalls and practical challenges.

**D2:** Room 305

### *Charting a Path: Developing a Process towards Successful General Education Reform*

**Mary Hinton**, *Misericordia University*

Many general education administrators face the daunting task of revising or refining their general education program. While there is no one prescription for developing a successful revision process, this workshop shares a five-stage process for leading a strategic reform effort. The workshop will present the process and lead workshop participants through developing their own strategic plan. While best practices will be shared, the emphasis of the workshop is on participants developing their own strategic roadmap.

**D3:** Room 306

### *Going Forward: Sustaining General Education Program Improvement Work*

**Chris Foreman**, *Eastern Michigan University*

**Sukhwant Jahj**, *Portland State University*

**Lenore Rodicio**, *Miami-Dade College*

**Tom Steen**, *University of North Dakota*

## Friday, October 2

Panelists from four institutions that have recently won AGLS Improvement of General Education awards will discuss what they've learned about *sustaining* general education improvements once changes have been put in place. The panel will explore obstacles encountered, problems that needed to be solved, and surprises discovered along the way. The goal of this session is to generate conversation about the kinds of things that need to go right to keep general education improvement work moving ahead.

**D4:** Room 307

***A Bridge to Somewhere: Collaboration to Nurture Information Literacy***

**Claudia Ruediger**, *Southeast Missouri State University*

**Glen Williams**, *Southeast Missouri State University*

**Matthew Olsen**, *Southeast Missouri State University*

Among the principal objectives in our general studies curriculum is that students develop proficiency in locating and gathering quality information and that they communicate effectively and responsibly. A central course providing this instruction is the course in public speaking. The responsible and effective public speaker must not merely look good but have something good to say. To do so, they must acquire information literacy. Instructors of public speaking lack the necessary expertise to provide this training. Collaboration with library faculty can allow for superior instruction as well as improved assessment.

**D5:** Room 312

***Service Learning in General Education (Core) Courses: A Range of Disciplines and Experiences***

**Anne Statham**, *University of Southern Indiana*

**Leigh Anne Howard**, *University of Southern Indiana*

**Renee Frimming**, *University of Southern Indiana*

**Dominic Micer**, *University of Southern Indiana*

**Donald Moore**, *University of Southern Indiana*

**Silvia Rode**, *University of Southern Indiana*

Panelists from four disciplines – English, Modern Languages, Communication Studies, Physical Education – will discuss experiences with doing service learning in a range of courses and focus in particular on integrating such projects into general education (or core) courses in each of their disciplines. Benefits for students, tips for confronting issues and problems, and insights from several disciplinary perspectives will be offered.

# Friday, October 2

**D6:** Lower Missouri Room

***Winning the Uphill Battle: How to Overcome Faculty Resistance to Interdisciplinary Teaching (and all that **change** that comes with it)***

**Jennifer A. Vincent**, *Champlain College*

Champlain College implemented a required sequence of eleven interdisciplinary courses. Taking only 2 years from inception to roll-out, it has been a bumpy ride for the whole campus. As we enter our third year after roll-out, the faculty buy-in battle seems to (finally!) be ending. Sharing perspectives gained as a writer and instructor of the new curriculum, I will discuss the college's successes and failures, and offer tips to minimize the bloodshed for others in transition.

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**Refreshments Provided, Foyer, Three Rivers Conference Center**

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**3:15 p.m. – 4:30 p.m.**

**Breakout Sessions (E)**

**E1:** Room 304

***Values-Based, Communal Assessment Techniques: Bridging the Disciplines and Articulating a Shared Vision of General Education Learning***

**Michael Gress**, *Vincennes University*

**Barry Alford**, *Mid Michigan Community College*

Successful general and liberal education programs demand faculty and staff “bridge” boundaries to articulate learning values that underpin meaningful outcomes and intentional pedagogies. This session will demonstrate methods for articulating a shared vision of student learning using values-based, communal assessment techniques. After a theoretical introduction, participants will practice using student artifacts to articulate learning values reflected in those works and learn how to move toward a shared vision of desired learning goals and essential pedagogies.

**E2:** Room 305

***From Idea to Publication: Building Bridges in a Writer's Community***

**Rebecca Mullen**, *Vincennes University*

**Michael Mullen**, *Vincennes University*

We presented this session last fall (2008) at Vincennes University, which hosted the Indiana College English Association conference. It details the ups and downs of the Writer's Guild, a community of writers who gather once a week to share ideas, manuscripts, false starts and successes. The presentation provides some

## Friday, October 2

background about the Writer's Guild history, how it works (and doesn't at times) and how it moves students toward publication, primarily in the on campus literary magazine *The Tecumseh Review*.

### **E3: Room 306**

#### ***The Bowling Green Experience': Building an Integrated, Learner-Centered Environment around Key Undergraduate Transitions***

**Stephen J. Langendorfer**, *Bowling Green State University*

**Bonnie Fink, Director**, *Bowling Green State University*

Bowling Green State University, a comprehensive regional institution, is re-envisioning its undergraduate experience using three key college transitions (i.e., into college, into major, beyond college) to create an integrative, learner-centered environment. The multi-year project partners curricular and co-curricular programs around students' achievement of distinctive University Learning Outcomes. A professional development program facilitated through the Center for Teaching and Learning involves staff from first year seminar, BGeX values, general writing, general education, and student affairs programs.

### **E4: Room 307**

#### ***Using the Learning Dialogue to Discuss "How Do We Get beyond Sundown Towns and Brown v. the Board of Education (1954)?"***

**Jennifer Herring**, *University of Illinois at Springfield*

This presentation exercises the use of learning dialogues to emphasize the exchange of ideas rather than 'correct or incorrect' answers in the classroom, giving all students a voice. Participants will be able to share in a discussion on the event topic of "How do we get beyond Sundown Towns and Brown v. the Board of Education (1954)?"

### **E5: Room 312**

#### ***Building Bridges Across the Disciplines Through Planned Cycles of Individualized Projects in Pedagogy***

**Jeffery Galle**, *Oxford College of Emory University*

Whether establishing or renewing a teaching and learning center, institutions can vitalize their center by initiating a series of individualized SoTL/pedagogy projects with a limited number of faculty across the disciplines. These faculty, once their projects have been completed, can then become a project facilitator in that particular pedagogy with another new or other current faculty. In this way, a seasoned core group of SoTL practitioners can be developed through hands on experience.

# Friday, October 2

**E6:** Lower Missouri Room

***Rethinking General Education and Student Retention***

**Marcia King-Blandford**, *The University of Toledo*

As state legislators reposition their higher education systems to graduate more students, postsecondary institutions are re-focusing their retention strategies. A key area for further development is the course-taking patterns of general education courses taking during the first year. While placement testing addresses English, Math, and Foreign Language courses, higher education institutions need to look at other measures, such as the ACT College Readiness Reading Score, to determine the course-taking patterns of general education courses during the first year.

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**5:00 p.m. – 6:30 p.m.**

**Reception, Sponsored by Southeast Missouri State University  
Mississippi Ballroom**

**Greetings by David Starrett**, *Dean, University Studies and Academic  
Information Serviced, Southeast Missouri State University*

**Stephen Bowen**, *President AGLS*

# Saturday, October 3

**7:30 a.m. – 12:00 noon**

**Registration**

**Registration Room, Three Rivers Conference Center**

**7:30 a.m. – 8:30 a.m. Breakfast (General and Interest Groups)**

**Mississippi Ballroom**

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**8:45 a.m. – 10:00 a.m.**

**Breakout Sessions (F)**

**F1: Room 304**

***Building Unconventional Bridges: A Service Learning Program Re-Imagined***

**Patricia Owen-Smith, *Oxford College of Emory University***

The proposed presentation will describe the ways in which a service learning program in a small liberal arts college transformed this college in substantive and unexpected ways. Central to the presentation will be (1) a discussion of the specific and unpredictable outcomes clearly linked to this service learning program and (2) a commentary on how and why service learning as both a pedagogy and educational philosophy has the potential for transforming a college campus and building unimagined bridges.

**F2: Room 305**

***A Quality Wellness Program in General Education takes Commitment, Collaboration and Assessment"***

**Jeanne M. Martino-McAllister, *James Madison University***

**Debra Sutton, *James Madison University***

When alcohol consumption has the capacity to challenge the productivity and success of students and a pandemic influenza outbreak can shut down a campus indefinitely, universities must have an integrated academic and non-academic approach to student wellness. Three pillars encompass the comprehensive nature of the James Madison University General Education approach to Wellness: commitment, collaboration and assessment. Leadership, structure and assessment data will be discussed, as well as a significant next step for the program.

# Saturday, October 3

**F3: Room 306**

***General Education: Connecting the Island to the Mainland***

**Kara VanDam**, *Kaplan University*

**Adam Rafalovich**, *Kaplan University*

**Ms. Susan Collier**, *Kaplan University*

To be successful personally and professionally, college graduates must have competency in key General Education outcomes. This presentation will examine Kaplan University's General Education Program implementation in three key areas: the overall program design and administration which weaves general education throughout students' degree programs; a closer review of Social Science literacy and the course *SS310: The 1960s: an Interdisciplinary Perspective*; and the partnership between the Writing Center and Writing Across the Curriculum.

**F4: Room 307**

***Designing Bridges: The Role of Design Thinking in Building General Education***

**Kevin Mitchell**, *American University of Sharjah, UAE*

This paper presents a case study of a general education program developed at the American University of Sharjah (United Arab Emirates) to describe how an approach characterized by "design thinking" can play in 1) structuring inclusive processes of program development; 2) communicating results and disseminating information; and 3) effectively planning for implementation. The paper demonstrates that design thinking can result in a general education program that challenges disciplinary boundaries and provides a foundation built on clear goals, measurable outcomes and alignment with institutional mission and values.

**F5: Room 312**

***Co-curricular Peer Led Relational Workshops in Religious Reconciliation and Racial Healing for General Education Globalization Courses—A Pilot Project***

**Robert W. Strong**, *St. Edward's University*

**Lewis V. Alexander**, *St. Edward's University*

**Marianne F. Hopper**, *St. Edward's University*

A panel presentation on using a set of co-curricular, peer facilitated, and relational workshops on "Healing Racial Wounds" and "Reconciling the Abraham Religions," that are mandatory for students taking a pair of required courses in a General Education globalization curriculum, as a means of

# Saturday, October 3

increasing global learning for those students. Comprehensive review of all aspects of the project from inception to final assessment, with sample workshop materials provided, and audience feedback and discussion solicited.

**F6:** Lower Missouri Room

***Toward a Comprehensive Assessment of a Liberal Education Program and Its Introductory First-Year Seminar: One Institution's Story***

**Leon C. Book**, *Southeast Missouri State University*

**Cheryl McAllister**, *Southeast Missouri State University*

Presenters describe the process they followed to conduct a general review of their institution's liberal education program, University Studies, and of their first-year seminar, UI100, which serves as an introduction to the program. After outlining the program's genesis, objectives, and structure, they present the outcomes of the review process. Finally, they engage participants in a discussion of the advantages and disadvantages of the process.

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**10:15 a.m. – 11:30 a.m.**

**Breakout Sessions (G)**

**G1:** Room 304

***The Teacher Work Sample: A Professional Culminating Activity that Demonstrates Numerous General Studies Objectives***

**Alberta Sautter**, *Southeast Missouri State University*

**Mary Ann Deline**, *Southeast Missouri State University*

**Simin Cwick**, *Southeast Missouri State University*

**Jean Benton**, *Southeast Missouri State University*

**Mary Harriett Talbut**, *Southeast Missouri State University*

**David Powell**, *Southeast Missouri State University*

**William Bratberg**, *Southeast Missouri State University*

Teacher candidates at Southeast Missouri State University complete a Teacher Work Sample (TWS) as a culminating activity for each field experience. After describing the different phases of the TWS and how they demonstrate eight of the nine University Studies objectives; they will engage participants in a discussion of other ways that their general studies objectives are demonstrated on their campuses outside of their general studies program itself.

# Saturday, October 3

**G2: Room 307**

***The Blog: A Bridge to Learning***

**Aaron Tyson Sims**, Vincennes University

**Kathy Miller**, Vincennes University

In, *Blogging America: The New Public Sphere*, Aaron Barlow argues that the “Blogsphere” is a democratic tool that places the blogger’s voice within the national discourse. Similarly, blogs empower students and instructors to erect bridges across disciplines to examine relevant questions and issues. This presentation highlights the blog’s potential for active learning. Ultimately, the panel represents the blog as a tool for developing critically and socially engaged students.

**G3: Room 312**

***An Assessment Odyssey: Innovations in Learning Community Assessment***

**Carolyn Bliss, Ph.D.**, University of Utah

The University of Utah’s LEAP Program, a seven hundred strong, two-semester learning community for entering students, has developed and implemented an innovative approach to effectiveness assessment based on the methodology used in twin studies. This presentation describes the approach and presents both the encouraging and challenging results it produced. Audience members will be asked to share their own assessment efforts, whether for learning communities or discrete general education courses, and to comment on result interpretation.

**G4: Lower Missouri Room**

***Writing Assessment beyond the English Classroom: Increasing Faculty Engagement and Affecting Change Across General Education and Multiple Campuses***

**Shaun Reno**, St. Louis Community College-Meramec

**Bill Hartmann**, St. Louis Community College-Forest Park

**Daniel Yezbick**, St. Louis Community College-Forest Park

Assessment of general education across multiple disciplines and campuses is a difficult task often leading to indirect assessments (surveys, third party assessment tests, etc.) and little faculty involvement. This session will discuss efforts to use direct assessment to reflect student learning outcomes in writing within the college’s general education program. Facilitators will describe the process for developing an assessment framework for general education course and program outcomes and for faculty engagement in the development and

# Saturday, October 3

implementation of the project. They will also discuss best practices for direct assessment of general education and writing.

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**11:45 a.m. - 12:45 p.m.**

*Conference Wrap-up and Business Meeting*

**Lower Missouri Room**

*All Members Welcome*—Refreshments Provided

**1:00 p.m. - 5:00 p.m.**

*AGLS Executive Council Meeting*

**Middle Missouri Room**

# AGLS Executive Council, 2009-2010

## **President**

*Stephen Bowen*  
Dean, Oxford College  
Emory University

## **Past President**

*Michael Gress*  
Coordinator of General Ed/  
Chair, Eng. Dept.  
Professor of Philosophy  
and English  
Vincennes University

## **Vice President/President Elect**

*Larry Kaptain*  
Dean, College of Music &  
Dramatic Arts  
Louisiana State University

## **Secretary**

*Susan Feiner*  
Director, Women's Studies  
University of Southern  
Maine

## **Treasurer**

*Peter Watkins*  
Professor, Political Science  
Saint Joseph's College

## **Editor, AGLS Newsletter**

*Marianne Hopper*  
Dean, University Programs  
St. Edward's University

## **2009 Conference**

### **Planners**

*David Starrett*  
Dean, University Studies/  
Acad. Inf. Services  
Southeast Missouri State  
University

## *Donna Dare*

Vice-Chancellor,  
Academic/Student  
Affairs  
St. Louis Community  
College

## **Executive Director**

*Paul Ranieri*  
Department of English  
Ball State University

## **Secretary to the Executive Director**

*Rebecca Amato*  
Ball State University

## **Executive Council (2006 – 2009)**

*Lonnie Schaffer*  
Assoc. V.P. for College  
Transfer Education  
Tidewater Community  
College

## *Karyn Z. Sproles*

Director of Faculty  
Development &  
Professor of English  
University of Southern  
Indiana

## *Sukhwant Jhaj*

University Studies  
Academic Affairs  
Portland State University

## **Executive Council (2007 – 2010)**

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Professor of Dance  
Meredith College

## *Marge Jackman*

Associate Director  
Commission on Collegiate  
Nursing Education

## *Emily Johnson*

Chair, Psychology  
Director, General Education  
University of Wisconsin -  
LaCrosse

## **Executive Council (2008 – 2011)**

*Matt Smith*  
Director, General Education  
University of Saint Francis

## *David DiMattio*

Dean, Clare College Core  
Curriculum  
St. Bonaventure University

## *Pangratios (Pan) Papacosta*

Department of Science  
and Mathematics  
Columbia College Chicago

## **Representative, CAGLS**

*Alice Walters*  
Associate Dean of general  
Education  
St. Francis University

## **Representative, Historic Black Colleges and Universities**

*Barbara Frankle*  
Dean of Faculty  
Lemoyne-Owen College

# Institutional Memberships

## *AGLS appreciates the support of its Institutional Members*

Assoc. of American Colleges/Universities

Austin Community College

Ball State University

Belmont University

Champlain College

Columbia Southern University

Dar AL-Hekma College

Duquesne University

Eastern Connecticut State University

Eastern Illinois University

Emerson College

Glion Institute of Higher Education

Humphreys College

Ivy Tech Community College (Indiana)

Ivy Tech Community College (Central IN)

James Madison University

Les Roches, Bluches

Martin Luther College

Misericordia University

Missouri Southern State University

Norfolk State University

Owens Community College

Oxford College of Emory University

Portland State University

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Saint Francis University (PA)

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Saint Leo University

Saint Louis Community College

St. Thomas Univ. (New Brunswick,  
Canada)

Texas State University

University of Indianapolis

University of North Carolina – Asheville

University of Southern Indiana

Vincennes University

Wright State 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 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 of 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>.***

# *The 50th Annual National Conference*



*October 7-9, 2010*  
*Austin, TX*

*Co-Host: St. Edwards University & Austin Community College*

Austin, the 16th largest city in the U.S., the capital of Texas, and one of the most popular cities, is laid-back and bustling with energy. Traditional and avant-garde at the same time. Austinites and visitors alike embrace the city's unique identity and appreciate the traditions upon which it was founded. As the Live Music Capital of the World®, Austin echoes with the sounds of country, rock, blues and Tejano. Fans discover live music in nearly 200 venues throughout the city. One of the country's top technology cities, Austin is headquarters for Dell Computer Corporation and major operations for IBM, Samsung, Freescale and Advanced Micro Devices. Austin is also the top location for moviemaking in Texas. Grind House, The Alamo, Spy Kids, Sin City, The Rookie, Miss Congeniality, Hope Floats and Texas Chainsaw Massacre were filmed in Austin. This small university town has become a big city with a glittering skyline and 1.4 million people in the metropolitan area. (Experience Austin on the Web at [www.austintexas.org](http://www.austintexas.org).)

The Hyatt Regency in downtown Austin hotel offers a wealth of activities for visitors. Enjoy nightlife in the exciting entertainment districts of SoCo, the Warehouse District, 2nd Street and Sixth Street, or visit Auditorium Shores or Zilker Park – all conveniently located nearby. Bikes are even available for rent to use on the adjacent 10 mile hike-and-bike trail. (For more information on this exciting conference venue, visit <http://austin.hyatt.com/hyatt/hotels/index.jsp>.)

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



*Make Plans Today!*

*50th Annual National Conference  
Association for General and Liberal Studies*

*Austin, Texas*

*October 7-9, 2010*

*Hyatt Regency, Downtown on the Lake*

*Co-Host:  
St. Edward's University  
Austin Community College*



Association for General and Liberal Studies

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