

# ***AGLS***

**Association for General and Liberal Studies**

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***Inclusion and Integration in General and Liberal  
Education: Reimagining Campus Communities***

**56th Annual Conference**

**Little America**

**Salt Lake City, Utah**

**S e p t e m b e r 2 9 t o O c t o b e r 1 , 2 0 1 6**

# W CORE

## WESTMINSTER'S NEW CORE CURRICULUM

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Consider this: a liberal arts core curriculum that lets students grow intellectually through integrative learning and high-impact practices. WCore fulfills general education requirements with classes that are anything but basic. Forget Math 101 or Intro to Psychology. Students at Westminster have exciting choices like Counting Votes, a look at US voting methodology that puts mathematics to use in new ways; or Bust that Psych Myth, which exposes legends such as the power of hypnosis.

**Welcome to WCore.**



Learn more at [WESTMINSTERCOLLEGE.EDU/WCORE](https://WESTMINSTERCOLLEGE.EDU/WCORE).

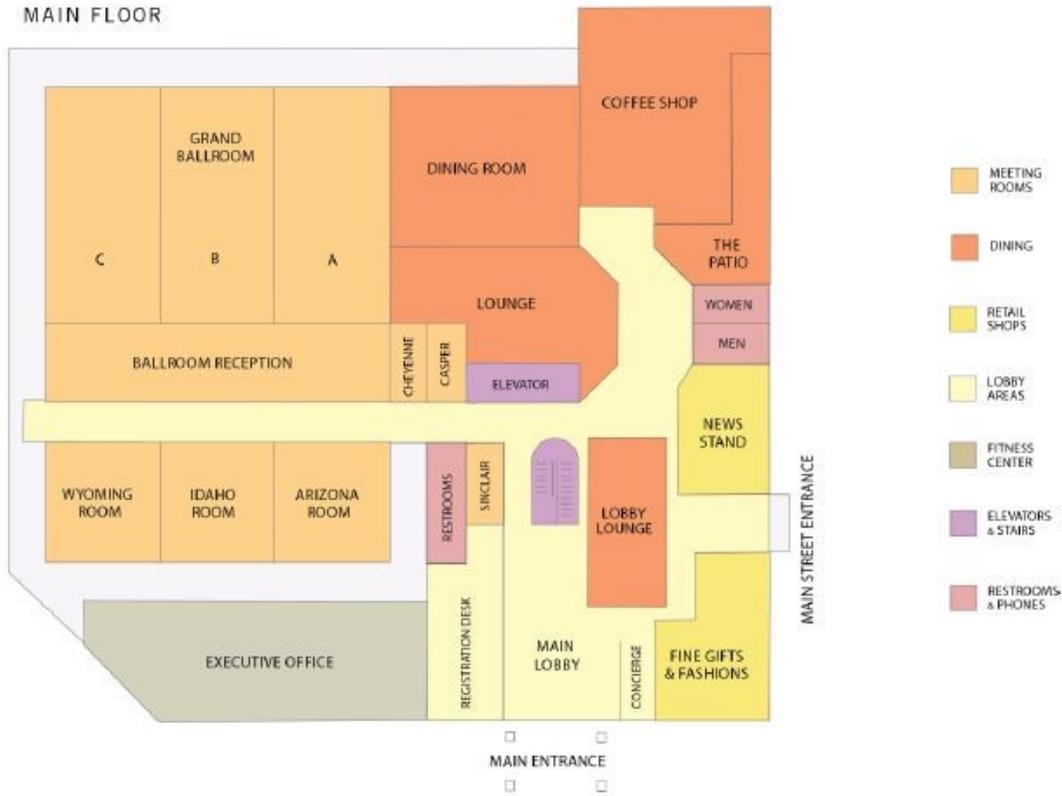


**WESTMINSTER**  
SALT LAKE CITY

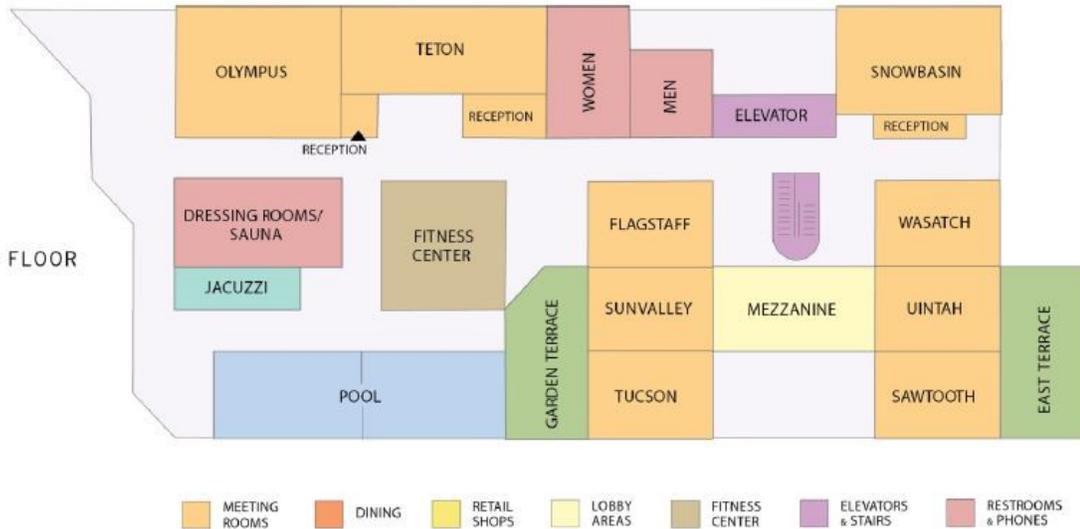
# LITTLE AMERICA Hotel

SALT LAKE CITY

## MAIN FLOOR



## SECOND FLOOR



**Welcome to the 56th annual meeting of the Association for General and Liberal Studies.**

Change is in the air. Can you feel it?

Temperatures are dropping, political debates are accelerating, and GenEd review committees are forming. It's a good time to be here in Salt Lake City among faculty and administrators from across the nation.

Originally founded by members of a single faith community, Salt Lake City now boasts one of the most diverse populations in the USA—diverse ethnically, religiously, politically, and culturally. So, too, members of the AGLS represent diversity both in their persons and in their instructional affiliations. On the program and in the audience you will hear from colleagues at small, liberal arts colleges, community colleges, HBCUs and HSIs, health science campuses, big public universities, and for-profit educational institutions. We include everyone who shares the AGLS's commitment to advance liberal learning and degree attainment for all Americans. Whereas some organizations want you to learn from them, we want to learn from you: what's working on your campus and what's not? What are your unique challenges or strengths? Most important, What can AGLS do to help? Now, let's roll up our sleeves and get busy!

Thank you for your commitment to general and liberal studies.

I wish you a great conference!



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

# Thank You to Our 2016 Sponsors



## ...and our association partners



## **2015-2016 AGLS Council**

### Executive Council

Past President	Lenore Rodicio, Miami Dade College
President	Margaret Mulrooney, James Madison University
President Elect	David DiMattio, Montgomery County Community College
Secretary	Lori Woods, Saint Francis University
Treasurer	David DiMattio, Montgomery County Community College
Executive Director	Joyce Lucke

### Council

Council Members	Thomas Steen, University of North Dakota Leon Book, Southwest Missouri Hospital College of Nursing and Health Sciences Cory Lock, St. Edward's University John Frederick, University of South Carolina at Charlotte Michael Kolb, Metropolitan State University of Denver Alison Moore-Parker, Belmont University Paul Winterhoff, Meredith College Vicki Stieha, Boise State University Edward Klonoski, Northern Illinois University
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	Pangratios Papacosta, Columbia College Chicago

# AGLS Institutional Members

through August 2016

Boise State University*	Northern Illinois University*
Chadron State College	Saint Francis University*
Chinese University of Hong Kong*	Saint Joseph's College*
Dar Al-Hekma College	Saint Leo University
Elon University*	St. Edward's University*
James Madison University*	University of Alabama
Kaplan University*	University of Phoenix
Lansing Community College	University of South Carolina
Metropolitan State University of Denver	University of Utah*
Montgomery County Community College*	Westminster College*
North Dakota State University*	*to date have renewed for 2016/17 institutional member year

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 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 *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.

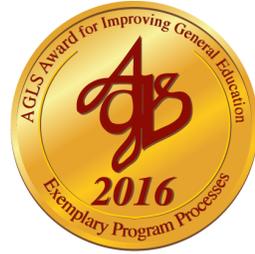
Institutional memberships are \$350 per year, running September 1 to August 31.

## **AGLS 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
2017-2018	David DiMattio, Montgomery County Community College

# 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

- 2016 Florida Gulf Coast University; Kaplan University; Webster University
- 2015 Boise State University; The Chinese University of 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

## **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

- 2016 Larry R. Peterson, North Dakota State University
- 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



**2016 recipient  
Larry Peterson**

## **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, Miami University of Ohio
2001	John Hinni, Southeast Missouri State University
1999	John Nichols, St. Joseph's College
1996	Richard Weeks,
1994	L. Jackson Newell, University of Utah
1993	Kathryn Mohrman, Colorado College
1992	Jerry Gaff, Association of American Colleges & Universities

Nomination and application for the 2017 awards will  
be available in December. Watch your inboxes or  
visit our web site for announcements.

## **Inclusion and Integration in General and Liberal Education: Reimagining Campus Communities**

The 56th Annual Conference of the Association of General and Liberal Studies takes place in Salt Lake City, “The Crossroads of the West.” Founded in 1847 by Brigham Young as a Mormon Settlement, Salt Lake City has over time established itself as a city of diverse identities. Salt Lake City was the site of the completion of the First Transcontinental Railroad, physically and symbolically uniting eastern and western American culture and commerce. Utah is the Beehive State, and today the community-focused metaphor extends in Salt Lake City to a diverse range of cultures, including thriving Hispanic and LGBTQ communities.

This year’s conference draws inspiration from the many ways Salt Lake City has imagined and reimagined itself as community as we look to discussions of inclusion and integration in higher education. How do faculty, administrators, and institutions succeed (or fail) in inspiring achievement and a sense of belonging in all learners?

AGLS members play an integral role in campus debates over community and inclusion. As faculty, many of us address topics related to diversity within the classroom. We also are engaged in developing campus-specific curricular and co-curricular elements that incorporate high-impact practices to promote deep learning. As administrators, we seek to ensure that all students successfully achieve their educational goals. And, over time all of us are involved in conversations about what traditional elements of campus life should be retained and what new ways our campuses can be invigorated and transformed. With all this in mind, sessions are designed to consider:

- How we develop and promote learner-centered classroom environments.
- Identifying best practices of institutional support for integration and inclusion.
- How traditional, blended, and online classroom communities promote learning.
- How we integrate the curriculum and co-curriculum.
- The strengths and challenges of interdisciplinary courses.
- How we include diverse populations in campus conversations.
- Developing a roadmap for success for all students.
- Starting difficult dialogues on our campuses and facilitating communication.
- How co-teaching can work best.
- The role of assessment in campus conversations about inclusion.
- How general education revision promotes integrative learning.
- The ways E-portfolios facilitate integrative learning.



## ***Bridging the Gap: The Role of General and Liberal Studies in the National Higher Education Agenda***

# **Lenore Rodicio**

Executive Vice President and Provost  
Academic and Students Affairs  
Miami Dade College

Have American higher education institutions evolved beyond the need for general and liberal studies, or do these disciplines continue to play a critical role, particularly in workforce training?

During this session, we will analyze how rigidity in the definitions of both general education and workforce training can lead to an impasse, and explore how we can work across these areas to bridge key gaps in student learning.

Recently named as Executive Vice President, Dr. Rodicio previously has served as Miami Dade's Vice Provost for Student Achievement, and led a nationally recognized planning and implementation process to redesign the student experience at MDC from early connections with potential students through degree completion. In collaboration with key partners such as the Bill and Melinda Gates Foundation, Achieving the Dream, Lumina and Kresge, the process brought together faculty, staff and administrators across all campuses to analyze the current state of student success and completion at MDC and to implement comprehensive solutions to improve completion rates. A key component of this initiative was the development of program pathways that prepared students within their major program of study, while maintaining a strong commitment to general education in the curriculum.

In 2016, Lenore was named to the AAC&U Board of Directors. She is currently ending her term as Past President of the AGLS.

Dr. Rodicio joined MDC in the fall of 2002 as an adjunct instructor of chemistry at the Kendall and Inter-American campuses. Since that time, she has held a number of positions at the college including associate professor, Chair of Natural and Social Sciences, and dean of Academic Affairs. Dr. Rodicio holds a Bachelor of Science degree in chemistry from Barry University and a doctor of philosophy degree in chemistry from Louisiana State University.

Select reading:

Modeling Democratic Practices through General Education Reform: A Developmental Journey, in AAC&U's *Diversity & Democracy*, Summer 2014, Vol. 17. No. 3

*AGLS Issues in Higher Education Plenary*

***The Secret Sauce:  
How Utah Creates a Sustainable  
Statewide Conversation about  
General Education***

presented by the  
**Regents General Education Task Force**



**Norm Jones, Utah State University**  
**Phyllis Safman, Utah System of Higher Education**  
**Eric Amsel, Weber State University**  
**David Hubert, Salt Lake Community College**  
**Ann Darling, University of Utah**

In 1996 educators in the state of Utah began to ask the question, “can we share ideas about the best way to go about educating our students?” This question, asked almost naively at first, has given birth to a statewide system that shares common values for General Education, collaborates on programs to support General Education, nurtures faculty who are committed to the project of meaningful General Education, shares best practices for assessment, and helps students transfer smoothly among our institutions. This panel will describe how we evolved from a simple question to a comprehensive set of practices that create coherence in General Education.

# ***Jerry G. Gaff Faculty Award for Faculty Excellence in General and Liberal Studies***

**2016 Recipient**

**Larry R. Peterson**

**Interim Dean of Libraries, and  
Director of Accreditation,  
Assessment and Academic  
Advising**

**North Dakota State University**



## ***A Quarter Century in General Education: Lessons Learned***

Since 1991, I have focused much of my time and energy on General Education at the campus, regional, and national levels. Based on those experiences, I will explore the implications of some metaphors we often use to frame our work as General Education administrators.



**JUDGMENTS of QUALITY**

Connecting faculty best assessment  
with student best work!

*Association for General and Liberal Studies 2013*

**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 2016-17 fees**

**When asked, this is what past conference attendees have said why  
AGLS is distinctive and why they return each year:**

*I get considerable “bang for my bucks” in that belonging and participating in AGLS is affordable—especially compared to other professional development organizations for general education personnel*

*AGLS represents a consistent opportunity to interact with like-minded people who do what I do and who understand my role at my institution*

*AGLS provides opportunities to discuss general education ‘administrivia’ with folks “who’ve been there, done that”*

*I can seek and find solutions to especially knotty problems regarding gen ed reform, development, administration. AGLS develops me both as faculty and administrator*

*AGLS is a COMMUNITY of people dedicated to general and liberal education and thus provides support to faculty and administrators who may not find such community or support at their home institutions. Yet is small enough that I can develop relationships with those people*

*Nuts and bolts! AGLS is the place to discuss how to apply a wide variety of general education ideas. AGLS is grass-roots organization, driven by concerns of faculty on campuses*

*AGLS provides guidance through the thorny problems of general education program revision and assessment*

*AGLS is large enough to include faculty from a wide variety of types of institutions, but small enough so I can get to know people well enough to collaborate on projects*

*AGLS focuses on the day-to-day, problem-solving end of general education that we all share*

*AGLS is proudly and properly diverse in its council members, general membership and conference participants—geographically, institutional types, diversity of student bodies and diversity of disciplinary backgrounds*

## THURSDAY 9/29 and FRIDAY 9/30 MORNING

### THURSDAY, SEPTEMBER 29

12:00pm to 2:00pm [Cheyenne] REGISTRATION DESK OPEN

1:00pm to 5:00pm PRE-CONFERENCE WORKSHOP

[Flagstaff] ***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 (Southeast Missouri Hospital College of Nursing and Health Sciences)

4:30pm to 6:00pm [Cheyenne] REGISTRATION DESK OPEN

### FRIDAY, SEPTEMBER 30

7:00am to 4:00pm [Cheyenne] REGISTRATION DESK OPEN

7:30am to 8:15am [Ballroom A] WELCOME AND CONTINENTAL BREAKFAST  
hosted by Office of General Education, James Madison University



8:30am to 9:30am CONCURRENT SESSIONS

[SnowBasin] **Science is More than Rocks, Rainbows, or Rattlesnakes: The integration of multiculturalism and diversity concepts in online science courses**  
Amy Smith (Kaplan University)

[SunValley] **Gaining a Global Perspective through Text and Experience**

Why Non-Traditional Students Need London, William Wallace and Jennifer Speights-Binet  
(Samford University)

A Bilingual Mechanism for University General Education in Classical Reading and Discussion,  
Jie Yang (The Chinese University of Hong Kong)

[Tucson] **Toward the Broadest Possible Definition of 'Diversity'**

Leon Book (Southeast Missouri Hospital College of Nursing & Health Sciences)

[Flagstaff] **A Collaborative Approach to Inclusion and Equity in General Education Courses**

Edward Klonoski and Greg Barker (Northern Illinois University)

9:45am to 10:45am CONCURRENT SESSIONS

[Snowbasin] **Research On and For General Education Reform**

## FRIDAY 9/30 MORNING AND AFTERNOON

*breakout session continued from last page...*

Experiential Learning Outcomes in the Elon Core Curriculum, Jeffrey Coker and Evan Gatti (Elon University)

Game Changers in General Education Reform: Finding the win in a potential loss, Michele Sweeney and Amy Everitt (Salem State University)

[SunValley] **Tales of a Gen Ed Reform: What we learned along the way and how it might inform your process**

Sandra Bailey, Marialynn Kessler and Terri Torres (Oregon Institute of Technology )

[Tucson] **Who Would Have Thought? Unexpected Challenges for General Education Program**

Where Do You Draw the Line: Balancing free speech and safe speech, David Anderson (Lewis University)

Student Orientation Plus: Finding new ways to support student persistence, Jodene DeKorte, Philippa Duncan, Deborah Brien and Kira Shank (Kaplan University)

[Flagstaff] **Global Keystone Seminars: An integrative gen ed capstone**

Bruce Umbaugh and Victoria McMullen (Webster University)

**11:00am to 12:15pm** LUNCH ON YOUR OWN

**12:30pm to 1:30pm** CONCURRENT SESSIONS

[SnowBasin] **Their Eyes Wide Open: Fostering a new perspective on the world**

Interdisciplinary Capstones for All Students: The Elon model, Evan Gatti and Jeffrey Coker (Elon University)

Teaching a Geography of Ethics: Integrating ethical reasoning outcomes into a general education geography course, Robert Oliver (Virginia Tech University)

[SunValley] **When the Blues of the African American Oral Tradition Interfaces with the Pedagogy of Composition and Math Teachers**

Hazel Arnett Ervin (HBCU-General Education Alliance)

[Tucson] **Scaffolding Information Literacy Threshold Concepts to Help Students Think Critically in St. Edward's General Education Writing Curriculum**

Todd Onderdonk, Brittney Johnson and Moriah McCracken (St. Edward's University)

[Flagstaff] **Creating a Boston to London Freshmen Program: Maximizing high impact practices for undergraduate students**

Megan Sullivan (Boston University)

**1:15pm to 2:00pm** [Ballroom Foyer A] BEVERAGE SERVICE  
hosted by St. Edward's University



## FRIDAY 9/30 AFTERNOON AND EVENING

### 1:45pm to 2:45pm CONCURRENT SESSIONS

[SnowBasin] **A Tale of Two Proposals: Principles for successful general education reform**  
Bryan Lamkin and Bradley McCoy (Azusa Pacific University)

[SunValley] **Implementing Interdisciplinary General Education: UDC's story of success and challenges**

Lena Walton (University of the District of Columbia)

[Tucson] **Ethical Reasoning: Moving the liberal arts tradition into 21st century action**

Lori Pyle and Erin Phillipi (James Madison University)

[Flagstaff] **Diversity, Equity, and Inclusion in the New W-Core Emphasis: Present and future challenges, stage 3**

Giancarlo Panagia, Michael Mamo, Shamby Polychronis and Julian Mendez (Westminster College)

### 3:00pm to 4:00pm CONCURRENT SESSIONS

[SnowBasin] **Leading through Listening: Communication and process planning in general education revision**

Cory Lock, Sara Gibson, Chad Long and Lynn Rudloff (St. Edward's University)

[SunValley] **Jumpstart GE: SUU's journey creating a fully integrated general education program**

John Taylor (Southern Utah University)

[Tucson] **A Personalized Learning Experience: Mentoring and teaching in an online, competency-based general education model**

Joseph St. John and N. Shane Cutler (Western Governors University)

[Flagstaff] **Civic Responsibilities: Creating global citizens for a diverse world**

Christopher Murphy (The College of New Jersey)

### 4:15pm to 5:15pm AGLS KEYNOTE PLENARY

[Ballroom A] **Bridging the Gap: The role of general and liberal studies in the national higher education agenda**

Lenore Rodicio, AGLS Past President (Miami Dade College)

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

### 5:15pm to 6:30pm [Ballroom Foyer A] PRESIDENT'S RECEPTION

hosted by Westminster College and The University of Utah



**WESTMINSTER**  
SALT LAKE CITY



## SATURDAY 10/1 MORNING

### SATURDAY, OCTOBER 1

**7:00am to 3:00pm** [Cheyenne] REGISTRATION DESK OPEN

**7:30am to 8:00am** [Ballroom A] FULL BREAKFAST AND AGLS BUSINESS MEETING  
hosted by Montgomery County Community College  
Conducted by Meg Mulrooney, AGLS President (James Madison University)



Montgomery County  
Community College

**8:00am to 8:15am** [Ballroom A] AGLS AWARDS CEREMONY  
2016 Jerry Gaff Award presentation by David DiMattio, AGLS President Elect (Montgomery County Community College) to Larry Peterson (North Dakota State University)

2016 Exemplary Program Awards presentations by Mike Gress, AGLS Exemplary Program Award Committee Chair (Vincennes University) to Florida Gulf Coast University, Kaplan University, and Webster University

**8:15am to 9:15am** [Ballroom A] AGLS WORKING SESSION  
Strategic Directions: Constructing New AGLS Initiatives

#### **9:30am to 10:30am** CONCURRENT SESSIONS

[SnowBasin] **General Education Reform: The lesser told story of implementation**  
Alison Parker (Belmont University)

[SunValley] **BYU-Idaho's General Education Experiment**  
Henry Eyring and Brian Felt (Brigham Young University Idaho)

[Tucson] **Crafting Interdisciplinary Inquiry-Based Learning in General Studies: What's essential?**  
Mary Jo Carnot, James Margetts, Kathleen Kirsch, Josh Ellis, David Nesheim, Matt Evertson and Ann Buchmann (Chadron State College)

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

[Wasatch] **Developing a General Education Conference: Fostering connections that support an inclusive institutional culture**  
Michele Riley, Jodene DeKorte and Kate Scarpena (Kaplan University)

#### **10:45am to 11:45am** CONCURRENT SESSIONS

[SnowBasin] **Persistence and Adaptability for Change: Promoting learning through structural and cultural institutional transformation**  
Amy Rupiper-Taggart and Larry Peterson (North Dakota State University)

## SATURDAY 10/1 MORNING AND AFTERNOON

### [SunValley] **2016 Exemplary Program Award Applicant Presentations, Part I**

Moderated by Michael Gress (Vincennes University)

Making the Most of a Mandate: General education program revision at FGCU

Eric Otto (Florida Gulf Coast University)

A Transparent Process and a Secret Vision: Developing the Global Citizenship Program at Webster University

Bruce Umbaugh (Webster University)

### [Tucson] **High Impact Practices in STEM General Education**

Jessica Berryman, Kristen Taylor, Maura Hahnenberger and Adam Dastrup (Salt Lake Community College)

[Flagstaff] Communication Across the General Education Curriculum

Vicki Stieha and Heidi Estrem (Boise State University)

[Wasatch] Creative, Collaborative Problem Solving as Professional Development: Design, preparation, and implementation of the Bradley core curriculum

Kelly McConnaughay, Jana Hunzicker, Birge Gruening and Jeffrey Bakken (Bradley University)

### [Ballroom A] **Gen Ed Round Tables**

Meeting of the Gen Ed Reformers Anonymous Support Group

Stephen Biscotte (Virginia Tech University)

Inclusion as a Guiding Principle Of General Studies Redesign: The Essential Studies Program at Chadron State College

James Margetts, Matt Evertson, David Nesheim and Mary Jo Carnot (Chadron State College)

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

**1:00pm to 2:00pm** CONCURRENT SESSIONS

### [SnowBasin] **A Problem-Based Learning Approach to General Education Curriculum Design**

Annette Schwabe, Nikki Raimondi, Scott Thorp and Joshua Mills (Florida State University)

### [SunValley] **2016 Exemplary Program Award Applicant Presentations, Part II**

Moderated by Michael Gress (Vincennes University)

General Education Evaluation via a Distributed Model

Jodene DeKorte and Peggy Hohnensee (Kaplan University)

SUU's Jumpstart GE: Current Status and Future

John Taylor (Southern Utah University)

## SATURDAY 10/1 AFTERNOON

[Tucson] **How can We Better Tell the Story of Liberal Education for 21st-Century Audiences?**  
Moderated by David Thiele (University of Mount Union)

Panelists: Norm Jones (Utah State University), David Hubert (Salt Lake Community College), John Frederick (University of North Carolina at Charlotte) and Larry Peterson (North Dakota State University)

[Flagstaff] **The Creation, Implementation, and Teaching of Interdisciplinary Gen Ed Courses at an Open Enrollment University**

Eric Amsel, Erik Stern, Craig Oberg, Marjukka Ollilainen and Leigh Shaw (Weber State University)

[Wasatch] **After the Vote: Building campus-wide ownership of general education**

Sarah Fatherly and Jeffrey Thomas (Queens University of Charlotte)

**2:00pm to 3:00pm** [Ballroom Foyer A] BEVERAGE SERVICE  
hosted by Southern Utah University



**2:15pm to 3:15pm** [Ballroom A] AGLS ISSUES IN HIGHER EDUCATION PANEL  
**The Secret Sauce: How Utah creates a sustainable statewide conversation about general education**

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

Panelists from the Utah System of Higher Education, Regents General Education Task Force  
Norm Jones (Utah State University), Phyllis Safman (Utah System of Higher Education), Eric Amsel (Weber State University), David Hubert (Salt Lake Community College) and Ann Darling (University of Utah)

**3:30pm to 4:30pm** CONCURRENT SESSIONS

[SnowBasin] **Assessment is Still King**

The Evolution of Using Portfolios to Assess Student Learning  
Peggy Rosario (Elizabethtown College)

Revising the Narrative and Busting Myths: Rhetorical uses of general education assessment data

Jamie White-Farnham and Beth Austin (University of Wisconsin-Superior)

[SunValley] 2016 Jerry G. Gaff Award Recipient Presentation: **A Quarter Century in General Education: Lessons Learned**

Larry Peterson (North Dakota State University)

## **SATURDAY 10/1 AFTERNOON AND EVENING**

[Tucson] **Reading Core Texts to Bridge Two Cultures: Teaching science to humanities students and learning human values through science texts**

Mei Yee Leung (The Chinese University of Honk Kong)

[Flagstaff] **ePortfolios and Integrative Learning at Salt Lake Community College**

David Hubert and Emily Dibble (Salt Lake Community College)

[Wasatch] **AGLS Strategic Directions Discussion Continues**

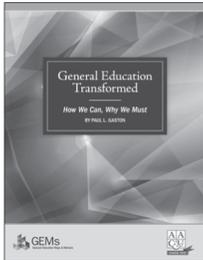
**5:00pm to 9:00pm** [Cheyenne] **AGLS FALL COUNCIL MEETING AND DINNER**

The Committee 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 to share your ideas about how we can better meet that goal. All input is welcome regarding content for our annual fall workshop, disciplinary or educational conferences at which CAGLS might present, or having CAGLS host a workshop on your campus.

Contact CAGLS Chair Dr. Peterson  
at [larry.r.peterson@ndsu.edu](mailto:larry.r.peterson@ndsu.edu)

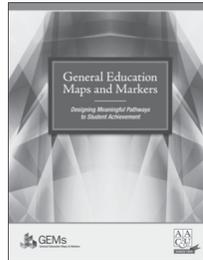
# AAC&U Publications on General Education



## General Education Transformed: How We Can, Why We Must

*General Education Transformed* calls for a re-envisioning of general education with clear, purposeful pathways for all students, allowing them to actively demonstrate

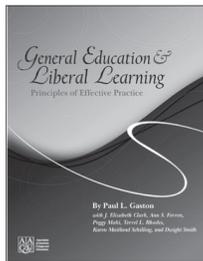
their learning through high-impact practices and teaching strategies that are transferable across disciplines, departments, institutions, and even state systems. (2015) \$15 members/\$25 nonmembers



## General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement

This publication provides clear principles and guidelines to ensure that general education fosters the key proficiencies important for

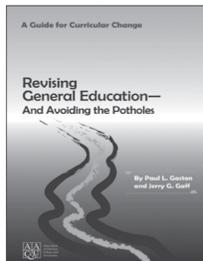
long-term success and flourishing, enriches students' learning in the major, and prepares college students to successfully tackle complex problems. (2015) \$15 members/\$25 nonmembers



## General Education & Liberal Learning: Principles of Effective Practice

*General Education and Liberal Learning* explores elements common to strong general education programs, discusses how institutions may improve

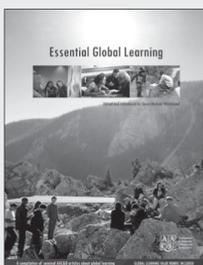
their general education practices, and provides numerous examples of successful practices. (2010) \$15 members/\$25 nonmembers; eBook version available (PDF)



## Revising General Education—And Avoiding the Potholes: A Guide for Curricular Change

Fifty pitfalls and common errors in the process of general education reform are enumerated in this practical guide, which

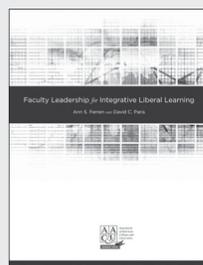
provides practical advice and offers tips for how to advance a successful general education reform process. (2009) \$12 members/\$20 nonmembers



## Essential Global Learning

*Essential Global Learning* is a compilation of seminal AAC&U articles about global learning. It provides a working definition of global learning, a framework for assessment of global learning, and case studies of high-impact

global learning activities on a variety of campuses. It is a foundational publication for those interested in exploring the range of global learning opportunities for students. (2016) \$12 members/\$20 nonmembers



## Faculty Leadership for Integrative Liberal Learning

This publication articulates a set of principles and practices to guide integrative liberal learning for today's students. The overlapping principles reflect a holistic concept of undergraduate

education that focuses on student empowerment and self-development; intentionally integrated learning opportunities and experiences; and greater clarity and transparency of learning outcomes. (2015) \$15 members/\$25 nonmembers



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For more information and to order publications,  
visit [www.aacu.org/publications](http://www.aacu.org/publications)

## RESOURCES: Liberal Education and America's Promise

Liberal Education and America's Promise is AAC&U's signature centennial initiative focused on championing the value of a liberal education for all students regardless of background, enrollment path, academic specialization, or intended career.

*National Survey Report*

### **Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches**

This report summarizes key findings from a 2015 survey of chief academic officers at AAC&U member institutions and explores how institutions are defining common learning outcomes; trends related to general education design; and use of emerging, evidence-based teaching and learning practices.

Available free online at [www.aacu.org/about/2015-membersurvey](http://www.aacu.org/about/2015-membersurvey)



### **Why Do I Have to Take This Course? A Student Guide to Making Smart Educational Choices**

This practical guide, written for undergraduate students, is intended to take some of the mystery out of curricular requirements and educate students about what really matters in college—the broad learning outcomes

developed over the entire course of their undergraduate years. (2005) \$12 members/\$20 nonmembers (bulk discounts available)



### **What Is a Liberal Education? And Why Is It Important to My Future?**

*A brochure for prospective and current college students*

This brochure serves as an introduction to what a liberal education is—and why it is important to all college students. It provides a contemporary definition of the term “liberal education,” discusses the most important outcomes of college, and features the perspectives of recent graduates and employers. Ideal for use in first-year and transfer student orientation, first-year seminars, academic advising, admissions, and career counseling. Available for purchase only in increments of 500 copies. See [pricing online](#).

## **AAC&U General Education Conference and Summer Institute**

### **Network for Academic Renewal**

### **General Education and Assessment: Design Thinking for Student Learning**

February 23–25, 2017 | Phoenix, Arizona

*“General Education and Assessment” will focus on designing, implementing, and evaluating high-quality general education pathways that are effective for all students—especially those from traditionally underserved groups.*

### **Institute on General Education and Assessment**

May 31–June 4, 2017 | Loyola University Chicago

*AAC&U Summer Institutes offer campus teams a time and place for sustained collaborative work on a project of importance to their campus.*



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**AAC&U Resources on General Education:**  
[www.aacu.org/resources/general-education](http://www.aacu.org/resources/general-education)

AGLS serves colleges and universities by fostering strong General Education initiatives and programs on and across campuses. General Education—only in part—is that part of the curriculum required of all students and dedicated specifically to liberal learning. More broadly, it encompasses the development of knowledge, skills, values, and habits of mind characteristic of an educated person. The members of our association comprise a community intent upon keeping and improving liberal learning by advocating the centrality of general education, and through supporting its continuous improvement in higher education.

Established in 1961, is the national organization for higher education faculty and administrators who share a commitment to the centrality of general and liberal education in the undergraduate experience. The Association advocates and actively promotes the role of general education in undergraduate studies; stimulates vigorous dialogue concerning the nature, purposes, and outcomes of general and liberal studies; and fosters sound teaching practices, curriculum renewal, and programmatic excellence.



*We hope you found the conference provides you with a variety of networking opportunities, useful pedagogical tools, interesting case studies, and inspiration during your time in Salt Lake City.*

*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.*

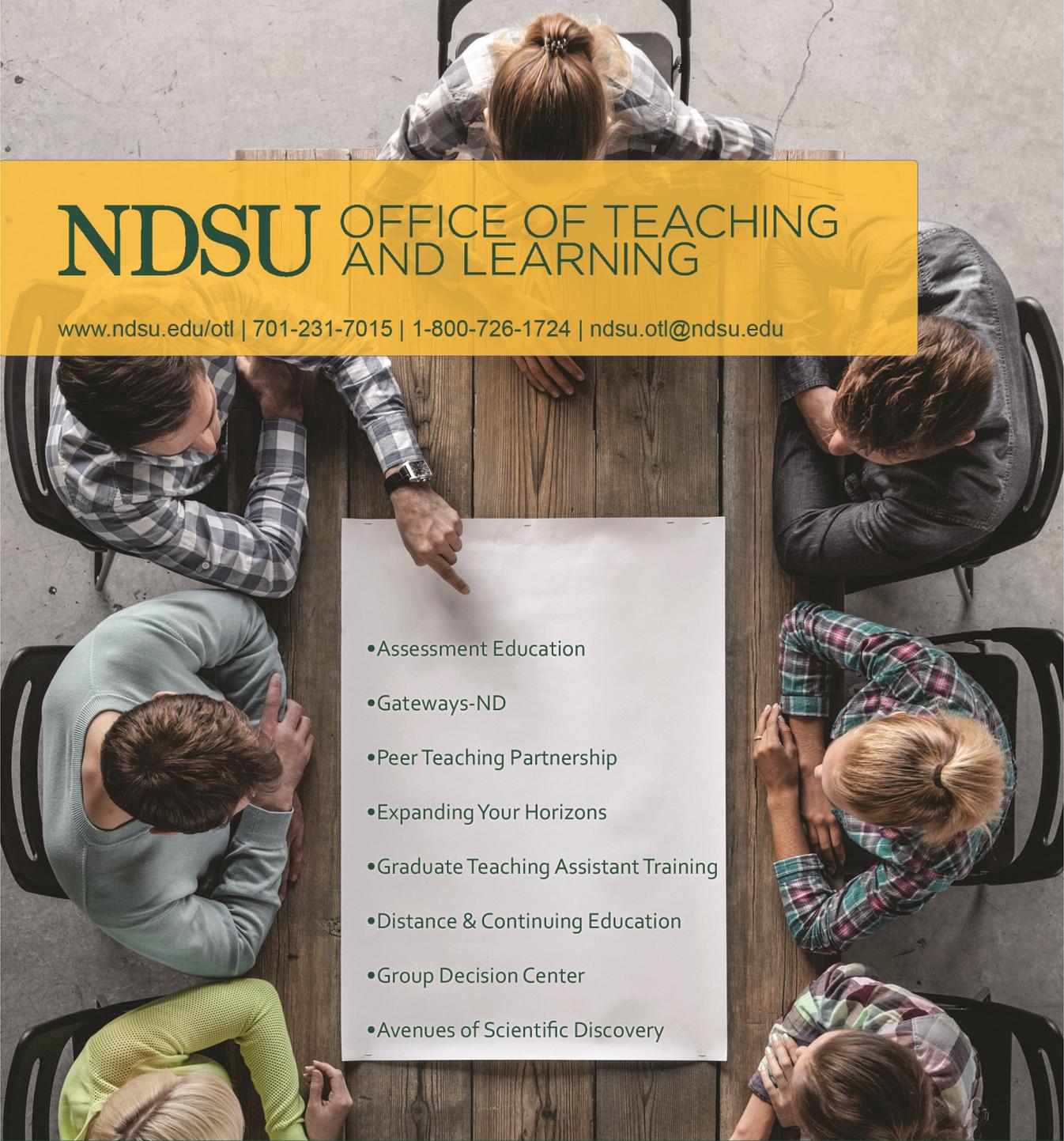
*Think your program is innovative and changing the gen ed game?*

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

*Interested?*

*Submission information on the AGLS website or contact*

*AGLS offices at [execdir@agls.org](mailto:execdir@agls.org).*



# NDSU OFFICE OF TEACHING AND LEARNING

[www.ndsu.edu/otl](http://www.ndsu.edu/otl) | 701-231-7015 | 1-800-726-1724 | [ndsu.otl@ndsu.edu](mailto:ndsu.otl@ndsu.edu)

- Assessment Education
- Gateways-ND
- Peer Teaching Partnership
- Expanding Your Horizons
- Graduate Teaching Assistant Training
- Distance & Continuing Education
- Group Decision Center
- Avenues of Scientific Discovery

North Dakota State University is a student-focused, land-grant, research university. It provides affordable access to an excellent education at a top-ranked research institution that combines teaching and research in a rich learning environment, educating future leaders who will create solutions to national and global challenges that will shape a better world.

NDSU's Office of Teaching and Learning provides, and supports the creation of, student-centered, innovative education programs and professional development to strengthen teaching and learning throughout the NDSU community. It offers a laboratory for the consideration of ideas and assessments that include student-based problem solving, group discussions to sharpen insight, collaborative projects, case-study-based discussions and other strategies that we call, in sum, active learning.

# ***AGLS***

**Association for General and Liberal Studies**

[WWW.AGLS.ORG](http://WWW.AGLS.ORG)