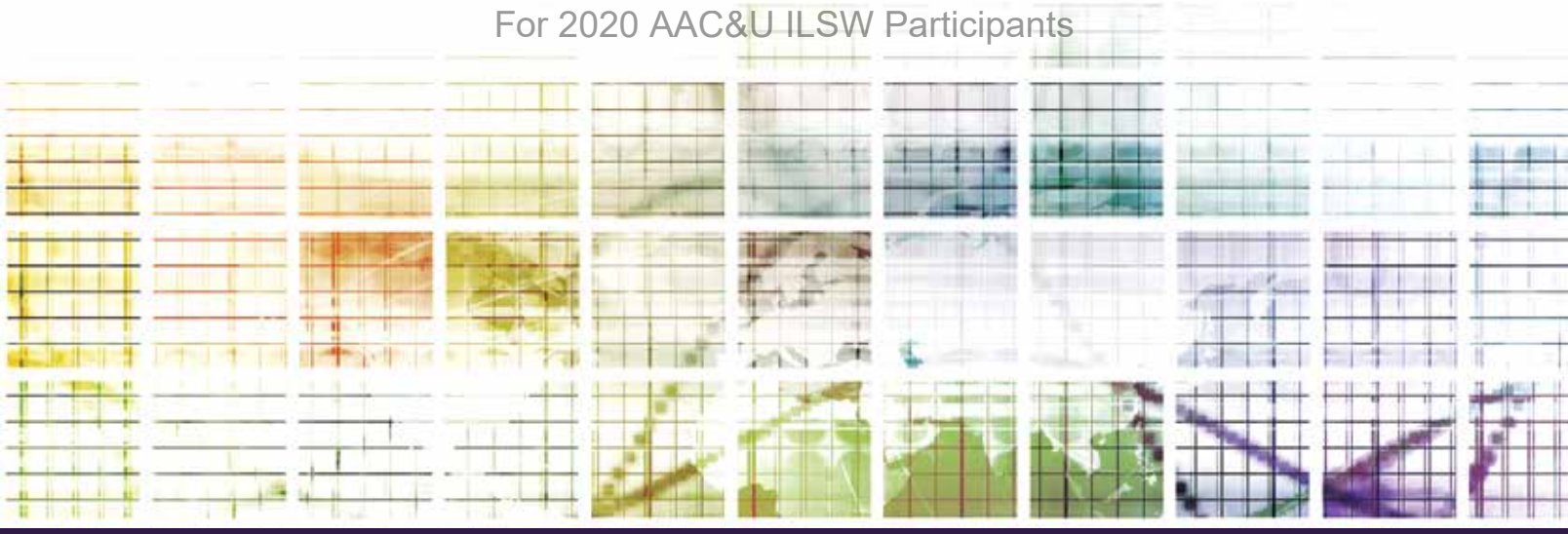
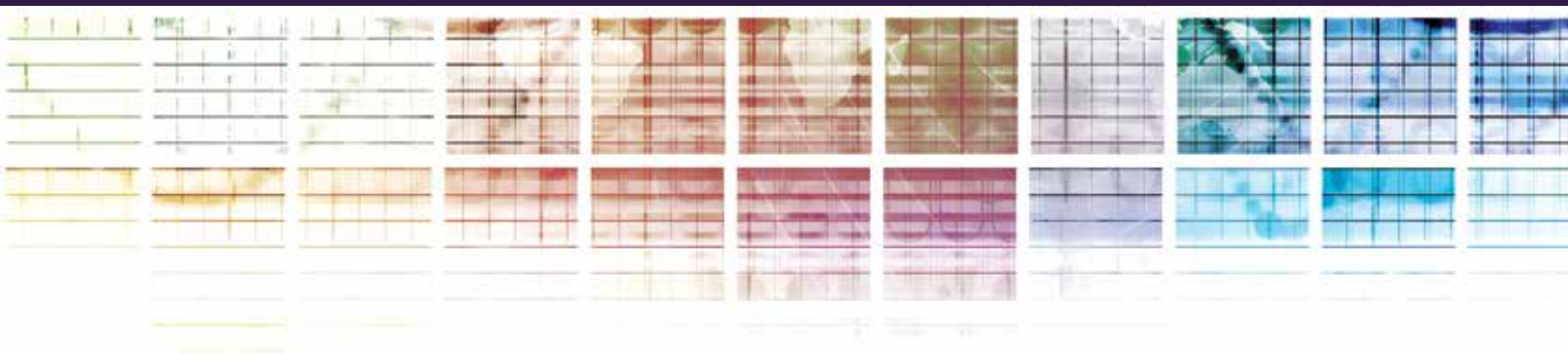
For 2020 AAC&U ILSW Participants



Faculty Leadership *for* Integrative Liberal Learning

Ann S. Ferren AND David C. Paris



Association of American Colleges and Universities
SINCE 1915

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Association of American Colleges and Universities,
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For 2020 AAC&U ILSW Participants

Foreword

By Carol Geary Schneider

President of the Association of American Colleges and Universities

The mission of the Association of American Colleges and Universities (AAC&U) is to promote liberal education for all students—"to make liberal education and inclusive excellence the foundation for institutional purpose and educational practice in higher education." [1] In 2005 AAC&U launched Liberal Education and America's Promise (LEAP) to promote a twenty-first-century liberal education. LEAP defines the Essential Learning Outcomes that should be the goal of undergraduate education, including broad knowledge, intellectual and practical skills, personal and social responsibility, and integrative and applied learning.

Integrative and applied learning is the Essential Learning Outcome that results from the development of knowledge, skills, and values throughout the undergraduate experience in all its aspects, including traditional classrooms, special programs, and cocurricular settings. Through integrative liberal learning, students adapt and apply what they have learned to new areas and problems just as they will need to in a quickly changing world. "[T]his capacity to integrate new and old experience, to adapt knowledge and skills to novel circumstances … protects our students from professional obsolescence and prepares them to face the unpredictable challenges awaiting them." [2]

To promote this kind of learning and achieve these outcomes, AAC&U has endorsed high-impact practices: those research-supported pedagogies and programs that, when done well, have educational benefits for all students, especially underserved students. High-impact practices typically involve high levels of student engagement in academic research, writing, collaboration, and problem solving in a variety of settings, including cocurricular and community work. Taken together, these practices support an integrative and meaningful education that helps students make sense of their undergraduate experience, promotes their personal development, and enhances their capacity to be productive, responsible citizens.

As valuable as these practices are, however, they are not widespread enough and even where provided are often not woven into the fabric of institutions' cultures and programs. In order to discover how to promote a broader and deeper embrace of integrative liberal learning, AAC&U looked to residential liberal arts colleges as institutions that are positioned to provide a high degree of intentionality about liberal learning and student development. The small scale of these colleges allows for the creation of close student–faculty relationships and high levels of student engagement. Intentionally designed academic and cocurricular programs provide numerous opportunities for students to increase the depth of their engagement with knowledge and values, develop skills in communication and problem solving, and synthesize their work across a variety of experiences. In addition, a residential community promotes many informal but still significant occasions for "lateral learning" in conversation and interaction with other students, faculty, administrators, and staff. [3]

Residential liberal arts colleges have some distinct advantages in providing an undergraduate education that is far more than the accumulation of courses and credits, but their purposes can also be relevant for a wide variety of institutions and for older as well as younger college students. Optimally, liberal learning should be an intentional, integrative, and empowering experience in which students reflect on and see the point of their

1 Association of American Colleges and Universities, "Mission Statement," accessed June, 15, 2015, https://www.aacu.org/about/mission.

2 Task Force for the Study of Undergraduate Education, *The Study of Undergraduate Education at Stanford* (Stanford, CA: Board of Trustees of the Leland Stanford Junior University, 2012), 13.

3 Andrew Delbanco, *College: What It Was, Is, and Should Be* (Princeton, NJ: Princeton University Press, 2012), 54–57.

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academic work: its relationship to cocurricular and community activities, and to the larger world and their place in it. As Andrew Delbanco puts it, "a college should strive to be an aid to reflection, a place and process where young people take stock of their talents and passions and begin to sort out their lives in a way that is true to themselves and responsible to others." [4] This is a goal for all college learning. But how do educators help students make connections between learning and life?

From 2012 to 2014, AAC&U, with support from the Teagle Foundation and the Andrew W. Mellon Foundation, worked with fourteen liberal arts colleges in the Faculty Leadership for Integrative Liberal Learning (FLILL) Principles and Practices project, exploring how they could provide ongoing faculty leadership to improve the coherence and integration of their work with students. These institutions included Allegheny College, Babson College, Bard College, Carleton College, Clark University, Colgate University, Mount Holyoke College, Skidmore College, Spelman College, St. Olaf College, The College of Wooster, Wagner College, Wellesley College, and Wheaton College. Schools were chosen because they had already demonstrated intentional and integrative approaches to their curricula and programs.

Nonetheless, these institutions recognized that extending and sustaining their work would require greater self-awareness and a strengthened role for faculty. The FLILL colleges worked on a variety of projects, ranging from broad curricular reforms to career preparation programs to exploring the role of cocurricular and community activities in promoting student learning. Equally important, these colleges focused on the crucial factor of faculty leadership, how faculty members defined their work and interacted with one another in making changes and improvements at their institutions such that the goal of integrative liberal learning was woven into the culture and practices of the institution. Project leaders understood that greater self-awareness of both formal and informal roles in promoting change is key to making improvements in curricula and programs to promote integrative liberal learning.

As the colleges explored different approaches to and different aspects of integrative liberal learning, certain common themes and ideas emerged about both the nature of integrative liberal learning and the faculty leadership needed to support and sustain it. In consultation with the faculty members and administrators involved in the initiative, Ann S. Ferren, AAC&U senior fellow, and David C. Paris, vice president of AAC&U's Office of Integrative Liberal Learning and the Global Commons at the time, developed a set of principles, practices, and examples, drawn from the work of these institutions that embody an ideal of integrative liberal learning. The principles and practices of both integrative liberal learning and faculty leadership to promote it are central to the work of a residential liberal arts college, but these principles, practices, and examples can be adapted and applied in other undergraduate settings.

Two assumptions are central to this initiative and the principles emerging from it. First, *integrative liberal learning provides the greatest value for both the individual and society*. Integrative liberal learning does more than prepare students for a career; it provides the tools for personal development and responsible citizenship across a lifetime. The key elements of integrative liberal learning—an understanding of the foundations of knowledge and inquiry about nature, culture, and society; mastery of core skills of perception, analysis, and expression; cultivation of a respect for truth; recognition of the importance of historical and cultural context; and exploration of connections among formal learning, citizenship, and service to different communities—provide the basis for a full and meaningful life.

Second, *integrative liberal learning should be accessible to all on an equitable basis*. All students should be given the guidance and support they need to engage with and benefit from high-impact practices that promote broad learning, critical knowledge and skills, and opportunities to connect learning to real-world problems related to careers and citizenship. Currently, such an education is available mainly to more privileged students,

4 Ibid., 15–16.

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while first-generation students and those from underserved groups often receive less guidance and are steered toward narrower programs and courses of study. It is neither fair nor wise to have one enriching and empowering education for some while settling for constrained and limiting education for growing numbers of others seeking access to higher education.

This educational divide is especially unnecessary and unacceptable because we increasingly understand how to provide integrative liberal learning for all students. Research on a set of high-impact practices and emerging evidence on guided learning pathways mapping students' academic and personal pathways intentionally with high-effort assignments (writing, research, problem solving, practicums, major projects, integrative portfolios) indicates that these practices and pathways lead to increased rates of achievement, persistence, and graduation.[5] In addition, digital tools and resources increasingly allow students to gather information, build relationships, and construct personalized academic and career pathways across institutional settings. Thus, we have the knowledge and technology to serve all our students.

There is a broad consensus that the twenty-first-century economy will demand more college-educated workers and more engaged and informed citizens with high levels of skills and knowledge and the ability to apply them to complex and fast-changing problems. The ideal of integrative liberal learning defined in this document suggests how colleges and universities can respond to and meet these needs for all students. It is our hope that faculty members at colleges and universities from all sectors will find these principles and practices helpful in providing coherent, integrated programs that promote quality liberal learning for all students.

5 See Ashley Finley and Tia McNair, *Assessing Underserved Students' Engagement in High-Impact Practices* (Washington, DC: Association of American Colleges and Universities, 2013).

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Acknowledgments

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We also want to acknowledge the excellent work of Kevin Hovland and Chad Anderson—former senior director and former program coordinator, respectively, at AAC&U—in staffing the project and providing advice on issues ranging from organizing project meetings to thinking about what integrative liberal learning is. Similar thanks go to the project teams from the fourteen liberal arts colleges—Allegheny College, Babson College, Bard College, Carleton College, Clark University, Colgate University, Mount Holyoke College, Skidmore College, Spelman College, St. Olaf College, The College of Wooster, Wagner College, Wellesley College, and Wheaton College—whose institutional projects helped us think through critical questions and who conducted a joint editing session with us that had a profound impact on the shape of the final document.

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Finally, we wish to thank AAC&U President Carol Geary Schneider, who also commented on and helped edit the document, and, more important, has been a visible and powerful advocate for integrative liberal learning in all of AAC&U's endeavors.

PART I

Principles and Practices of Integrative Liberal Learning

The concept of a liberal education has been traditionally understood as teaching and learning aimed at developing the knowledge and capacities of free individuals. In curricular terms, a liberal education has generally been seen as combining breadth and depth of inquiry through general education and the major, with the former often being seen as a prelude to the latter. Typically, arts and sciences departments have the primary responsibility for providing courses that fulfill general education requirements aimed at promoting skills and capacities for lifelong learning.

Recently, there has been increasing dissatisfaction with this simplistic approach to liberal education. Faculty believe that sharply separating general education and specialized study makes it less likely that there will be coherence, intentionality, and integration in a student's coursework and less likely that students will gain all that they might from their undergraduate education. Similarly, keeping formal academic instruction separate from learning experiences in the cocurriculum and in communities beyond the classroom misses opportunities to expand students' understanding of the meaning and application of their developing knowledge and skills. At the same time, especially as the cost of education continues to rise, students as well as parents and policy makers question the relevance of a liberal education in preparing students for the career demands of a rapidly changing global economy.

Many colleges and universities are responding to these concerns and rethinking liberal education for the twenty-first century. They are drawing lessons from interdisciplinary courses, majors, and programs to create broader, more intentional, problem-centered curricular designs that better integrate general education and the major across departments and throughout students' experiences to engage them in their learning and demonstrate its relevance. They are also experimenting with more sophisticated ways of linking cocurricular and service-learning activities to specific learning outcomes and of connecting these experiences to coursework. Similarly, they are giving greater attention to career preparation through internships, and they are engaging employers and students in recognizing opportunities for integrating classroom and applied learning. In this environment, faculty in the arts and sciences programs increasingly realize the necessity and desirability of addressing students' career concerns, and faculty in the preprofessional and vocational programs likewise realize the value of grounding their work in a broad liberal education.

As the Association of American Colleges and Universities (AAC&U) enters its second century, it continues to support and further these developments. They represent a natural and positive evolution of the idea of a liberal education and an emergent ideal of integrative liberal learning. This ideal involves several overlapping principles that reflect a broader concept of undergraduate education in terms of student self-development, a view of integrated learning opportunities and experiences, and greater clarity and transparency of learning outcomes so they are understood by students and others.

DEVELOPING THE WHOLE STUDENT

PRINCIPLE—Integrative liberal learning develops the whole student, laying the groundwork for personal growth, economic productivity, and responsible citizenship. A college education should be more than the accumulation of credits in the arts, humanities, social sciences, mathematics, and sciences—the specific categories of most general education programs. Integrative liberal learning catalyzes a process of intellectual and personal growth by providing students with opportunities and guidance to make sense of the world and their place in it. Students develop and shape their identities by integrating the disparate parts of their undergraduate experience.

PRACTICE—Integrative liberal learning practices feature curricular designs that recognize the stages of student development and the importance of connecting and scaffolding learning experiences. Thematic first-year seminars, second-year community projects, upper-level interdisciplinary seminars, and capstone experiences, for example, support students as they take on progressively challenging tasks. Educational experiences include independent as well as collaborative work. Topics that engage students at both an intellectual and an emotional level lead to deeper and more lasting learning. Advisors, faculty, and staff understand that the educational impact of intellectual and social experiences both in and out of the classroom are strengthened when these experiences are developmentally appropriate and build upon one another.

EXAMPLE—A model for an integrative, developmentally appropriate curricular design includes advising, course work, and experience outside the classroom. Guiding students through the activities across programs and years supports their ability to connect their experiences.

DEVELOPMENTALLY APPROPRIATE CURRICULAR DESIGN

Foundation Experiences

- Student self-assessment for plan of study
- Interdisciplinary first-year seminar on sustainability
- Community projects—January term
- Writing and oral communication seminar

Developmental Experiences

- General education science course with lab
- Writing-intensive seminar on contemporary issues
- Creation of a learning portfolio to apply for major and meet with faculty
- Noncredit volunteer work through campus civic engagement center

Culminating Experiences

- Major course with community-based consulting
- Collaborative undergraduate research
- Capstone project
- Internship with alumni mentoring

ADDRESSING COMPLEX ISSUES THROUGH PROBLEM-BASED INQUIRY

PRINCIPLE—Integrative liberal learning should prepare students to tackle complex and unscripted problems. Integrative liberal learning should be personalized and defined in terms of what students are actually able to do, in what context, and at what stage of their learning. Students should be addressing "big questions"—where the answer is not known, the solutions are not simple and well-defined, and the consequences matter. Students must engage with a range of challenging issues in order to develop the analytical skills to respond to them. In facing these kinds of questions, students need the capability to make intellectual and ethical judgments grounded in notions of personal and social responsibility.

PRACTICE—Integrative liberal learning practices emphasize a variety of student-centered and problem-based pedagogies. Students are most likely to engage deeply with their work when they see it as meaningful, relevant, and connected to significant questions of their own choosing. Faculty guidance in contemporary issues courses, interdisciplinary seminars, thematic clusters, service learning, and intercultural experiences encourages students to consider alternative explanations of causes and options for solutions. Problem solving at increasing levels of challenge that requires synthesizing methods, theories, and data empowers students.

EXAMPLE—Assignments for integrative liberal learning provide students with opportunities to engage their higher-order thinking skills, such as analysis and synthesis, while incorporating their own points of view. To address a given problem, students need to apply sophisticated knowledge, skills, and values drawn from a strong foundation in the arts, humanities, social sciences, natural sciences, and community- or project-based learning experiences.

INQUIRY-BASED ASSIGNMENTS

To allow students to demonstrate this type of integrative liberal learning, assignments—from critical essays to theatrical performances to policy proposals to scientific inquiry—should require them to do the following:

- Identify a specific problem to be addressed, describe the relevant background, and articulate the problem's importance in a local or global context.
- Undertake additional research—outside the course material—to further define the focus and context for their topic or project.
- Take a position on the subject matter that examines his or her own assumptions and those of others.
- Consider disciplines and approaches to the problem or question other than the one they have proposed and assess the potential effects on the local, global, or scholarly landscape.
- Identify possible objections or concerns about their approach or piece of work and its local, global, and/or scholarly implications.
- Decide on their approach, defining the main point of the project or work, providing evidence supporting the strength of their approach/ideas, and considering implications for success.
- Develop, implement, or test their idea with peers, colleagues, faculty, community partners, and others to evaluate their reasoning and consider next steps and potential redesign or revision of their work.
- Reflect on their work, synthesize feedback and lessons learned, and conceptualize a new or revised idea or approach.

INTEGRATING CURRICULAR, COCURRICULAR, AND COMMUNITY EXPERIENCES

PRINCIPLE—Integrative liberal learning requires connections that are logical and transparent to students within the curriculum, between the curriculum and cocurriculum, and with larger communities. Coursework should be organized in ways that go beyond the simple categories of general education and the major to form an intentional and coherent program of study. Students' learning in academic settings and preparation for careers are enhanced by being clearly connected to cocurricular activities, community service, and internships where ideas and theories are tested and applied. Through such connections, students are able to make sense of and see the relevance of their academic work in terms of their self-development and aspirations beyond college.

PRACTICE—Integrative liberal learning practices make explicit connections among a variety of learning experiences. Courses and programs should encourage students to demonstrate the ability to draw upon knowledge, skills, and methods encountered in many aspects of their educational experiences and to practice rigorous inquiry, analysis, and synthesis as they address problems. Faculty need to design assignments aligned with integrative liberal learning outcomes and provide concrete opportunities for students to reflect and receive feedback as they explore unconnected and seemingly disparate ideas. Opportunities to apply theory to practice in community projects and to bring experience from service and study abroad to inform classroom discussion help students understand liberal learning as relevant and useful.

EXAMPLE—Students need guidance to connect and scaffold various curricular and cocurricular experiences over their time at the institution. These student experiences can and should occur several times with feedback and reflection.

INTEGRATING ACADEMICS, COMMUNITY ENGAGEMENT, AND CAREER DEVELOPMENT

Establish Goals and Map Pathways

- Learn about campus resources, including academic and career advising
- Explore majors that connect to one's interests, identities, and professional goals
- Connect curricular and cocurricular experiences with career and personal goals

Build Career and Professional Capacities

- Develop and identify transferable skills in the major
- Access career advising resources and begin cocurricular transcript
- Participate and provide leadership in student organizations

Apply and Integrate Knowledge

- Engage with community, locally and/or globally
- Reflect on connections among campus jobs, academic learning, and career goals
- Participate in internships and informational interviews

Prepare for Career

- Develop a résumé and request constructive feedback
- Attend networking events and career fairs
- Apply for graduate school, fellowships, and jobs

ASSESSING AND DOCUMENTING STUDENT LEARNING

PRINCIPLE—Integrative liberal learning requires students to engage in ongoing demonstration, to themselves and to others, of the gains made through curricula, programs, and the educational experience as a whole. Students should be able to describe their accomplishments and growth in ways that go beyond the transcript and the résumé, with increasing autonomy and sophistication over time. The point and pattern of their assignments and projects, as well as their cocurricular experiences, should be evident. A developing body of work stands as growing evidence of intellectual and personal growth, development, and potential.

PRACTICE—Integrative liberal learning practices build upon strategies that help students integrate and demonstrate their learning, reflect on their progress, and establish future goals. Advising by faculty, staff, and student peers lays the framework for exploring goals and making choices. Faculty should evaluate course assignments and projects with rubrics that are shared with students. Portfolios and student–faculty conferences offer students multiple opportunities to identify exemplars of their best classroom and experiential work, reflect upon their developing competencies, and receive feedback and guidance as they make sense of their education. Through the selection of illustrative exemplars and other artifacts, students gain a holistic understanding of how they are connecting their interests and abilities to their aspirations. Through all of these experiences, students gain skills in goal setting, reflection, self-assessment, and problem solving.

EXAMPLE—The Catalyst for Learning Project identifies the following "design principles that inform and strengthen multiple aspects of effective e-portfolio practice." Both the student and the faculty learn from the process of documenting and analyzing integrative liberal learning at several points in the student's education. Below are excerpts from the Catalyst for Learning Project's design principles.

CREATING EFFECTIVE E-PORTFOLIOS

Inquiry

E-portfolio pedagogy engages students in a recursive inquiry into their own learning and their evolving identities as learners. Through sustained collective inquiry in e-portfolio-related professional development and outcomes assessment, faculty, staff, and the broader institution construct new knowledge and understandings about the teaching and learning process.

Reflection

E-portfolios function as sites for prompting, documenting, and sharing students' reflection on their learning. Reflection helps to move outcomes assessment beyond accountability as individuals and programs reflect on assessment findings and their implications for curricular and pedagogical change.

Integration

Students use e-portfolios to bring together work from multiple contexts, to consider the relation between their classrooms and their lives outside of class, and to construct new identities as learners. In e-portfolio-related professional development, an integrative approach prompts faculty to develop and test strategies that help students integrate their learning.

Source: Catalyst for Learning Framework, http://c2l.mcnrc.org/framework/.

ENHANCING LEARNING THROUGH PRACTICAL APPLICATION

PRINCIPLE—Integrative liberal learning promotes adaptability, creativity, and new perspectives so students can apply their knowledge and skills to new situations. Students should have multiple opportunities to practice skills across disciplines, at increasingly advanced levels, both in and out of the classroom in order to synthesize knowledge and experience and construct new concepts, insights, and relationships. As new jobs appear and old ones evolve, the abilities to see connections, adapt to different situations, solve problems, and work with others are increasingly necessary and valued.

PRACTICE—When encountered throughout the curriculum and applied in a variety of contexts, integrative liberal learning practices help students develop advanced skills, such as in communication, quantitative literacy, research methods, and teamwork. Curricular designs lead students from introductory work in general education, through practice in specialized courses, to mastery in capstones and internships. Students need experience working collaboratively on a range of problems in various settings, including cocurricular and community work, that will encourage them further in taking seriously the perspectives of others. In this way, students can understand and demonstrate both their skills development and their career readiness.

EXAMPLE—Students who master integrative liberal learning are able to transfer skills to new contexts and adapt to requirements of their professions. The Accreditation Board for Engineering and Technology (ABET), for example, demonstrates the relationship of general education to the major and the importance of integrating liberal learning with professional outcomes.

ABET LIBERAL LEARNING OUTCOMES FOR ENGINEERING AND TECHNOLOGY GRADUATES

- An ability to apply knowledge of mathematics, science, and engineering.
- An ability to design and conduct experiments, as well as to analyze and interpret data.
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- An ability to function on multidisciplinary teams.
- An ability to identify, formulate, and solve engineering problems.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- A recognition of the need for and an ability to engage in lifelong learning.
- A knowledge of contemporary issues.
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Source: Engineering Accreditation Commission. 2015. *Criteria for Accrediting Engineering Programs.* Baltimore, MD: ABET.

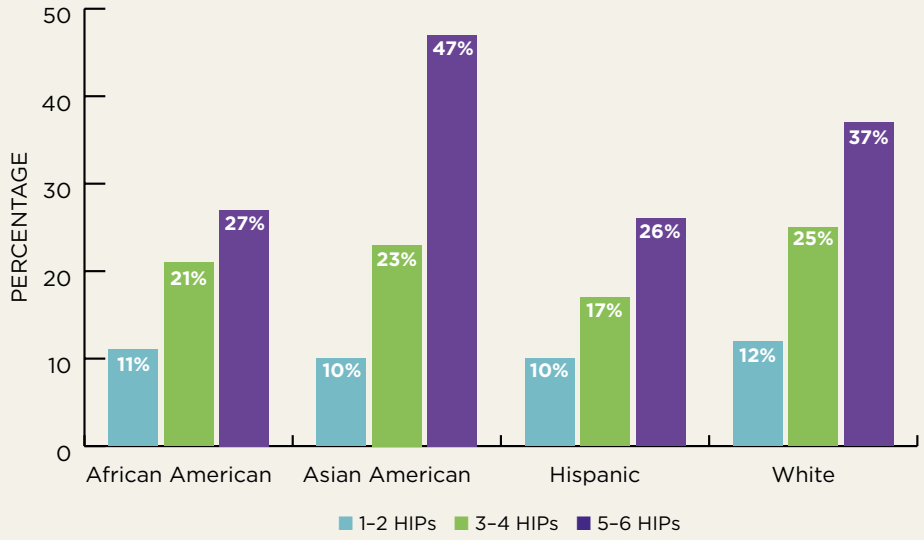
PROMOTING INCLUSIVE EXCELLENCE AND EQUITABLE OUTCOMES

PRINCIPLE—Integrative liberal learning should be a powerful experience for all students across all types of institutions and modes of education. Every effort must be made to provide integrative liberal learning to all students regardless of background and educational experience. We should not have a richer, broader undergraduate education for some and a narrowly focused vocational education for others, with one form of higher education for the privileged and wealthy and a different program for disadvantaged populations. Integrative liberal learning can be the vehicle for making excellence inclusive and ensuring equity in both access and outcomes.

PRACTICE—Integrative liberal learning practices take advantage of pedagogies that are challenging, supportive, and adaptable to advance the success for diverse student populations. Both faculty and staff share responsibility for ensuring students have personalized support services along with engaging academic experiences. Ongoing orientation and advising take into account the needs and backgrounds of different students, and promote taking full advantage of integrative liberal learning opportunities. High-impact practices (HIPs) in academic programs, cocurricular programs, and career planning promote integrative liberal learning. As faculty and staff work together to see that academic and student life programs are well integrated and equitable, all students can develop a clear understanding of learning outcomes and their own development.

EXAMPLE—Institutions typically have many examples of high-impact practices on their campuses and can gather general data from surveys such as the Cooperative Institutional Research Program and the National Survey of Student Engagement. To better understand which students are participating, how often, and to what effect, it is necessary to disaggregate the data. Doing so will help campus faculty and staff understand the kinds of integrative liberal learning opportunities available to students and help them ensure equitable access to those experiences.

WITHIN-GROUP COMPARISONS BY RACIAL OR ETHNIC CATEGORY: Average Boost in Deep Approaches to Learning and Self-Reported Gains in Learning with Multiple High-Impact Practices (HIPs) vs. No Participation



Source: Finley, Ashley, and Tia Brown McNair. 2013. *Assessing Underserved Students' Engagement in High-Impact Practices*. Washington, DC: Association of American Colleges and Universities.

EXAMPLES OF INTEGRATIVE LIBERAL LEARNING PRACTICES

Institutions use a variety of strategies to help students achieve integrative liberal learning outcomes. This list can serve as the basis for an inventory of current activities at your institution and can help you identify areas in which additional opportunities to strengthen integrative liberal learning may be developed.

Practices that develop the whole student, including

- Student self-assessment for plan of study
- Thematic living-learning communities with reflective writing
- Writing portfolios with reflective essays as a step in declaring majors
- Internships with alumni mentoring
- Ethical issues integrated throughout the curriculum
- Opportunities to participate and provide leadership in student organizations

Practices that address complex issues through problem-based inquiry, including

- Team-taught, interdisciplinary thematic courses or first-year seminars
- Upper-level interdisciplinary contemporary issues courses
- General education courses designed around modes of inquiry
- Course clusters with signature assignments
- Emphasis on critical inquiry and analytic thinking in all general education courses
- Undergraduate research experiences

Practices that integrate curricular, cocurricular, and community experiences, including

- Study away programs with opportunities for pre- and post-experience reflection and analysis
- Programs of job shadowing, mentoring, informational interviews, and internships
- Curricular and cocurricular experiences intentionally connected with advising in the major
- Campus events linked to general education requirements
- Leadership courses linked to cocurricular experiences
- Community-based major courses and consulting

Practices that promote assessing and documenting student learning, including

- E-portfolios of learning experiences and artifacts, including reflective integrative essays
- Capstone courses in the major
- Course projects keyed to AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics
- Assessment of writing-across-the-curriculum programs
- Periodic inventories where students self-report on intellectual, social, and personal development, social agency, and intercultural competence

Practices that enhance learning through practical application, including

- Problem-based group assignments
- Alternative spring break work projects
- Internships and practicums with assignments prompting reflection and analysis
- Service-learning courses
- Major courses focused on community-based research projects

Practices that promote inclusive excellence and equitable outcomes, including

- HIPs assessment data disaggregation to evaluate participant demographics
- Cross-cultural dialogues with an emphasis on equity
- Orientation and advising tailored to students with different backgrounds and needs
- Support services to promote retention and success for all students
- Courses and inquiry-based projects relevant to students' different experiences and interests

For 2020 AAC&U ILSW Participants

PART II

Principles and Practices for Faculty Leadership

The evolving ideas about curriculum and pedagogy outlined in Part I are just some examples of the significant transformation underway in American higher education that requires colleges and universities to closely examine how they are organized, especially with respect to faculty work and leadership. New types of faculty appointments and standards for contract renewal have led to shifts in faculty roles, responsibilities, and commitments. Recognition of education as critical to social mobility and social cohesion requires campuses to make inclusive excellence their goal as they embrace greater diversity and work to ensure that all students receive a high-quality education. As technology breaks down boundaries to knowledge and to interaction with colleagues around the world, both pedagogical and research opportunities are leading to innovation, experimentation, and new definitions of what an institution of higher learning is and how it is organized and administered. In this dynamic environment, faculty and staff must play a larger role in institutional adaptation, understand how to contribute new ideas, and share a commitment to change in order to ensure alignment of their own energies with the emerging vision of integrative liberal learning.

The role of faculty in promoting integrative liberal learning has typically focused on course and curricular design and related pedagogies. The underlying assumption has been that integrative liberal learning is the result of faculty shaping the educational program to create intentional connections among a variety of experiences in and out of the classroom. While curriculum and instruction are an important focus, AAC&U's work across all types of campuses suggests that to develop, extend, and sustain integrative liberal learning requires not only careful design of learning experiences, but also a reshaping of institutional relationships and infrastructure. Faculty engaged in liberal learning need to know how to build additional professional capacity for this work and reduce the barriers to involvement by others. Campus projects aimed at strengthening integrative liberal learning reveal the various ways in which faculty leadership initiates and supports this work and, in turn, impacts the institution, colleagues, students, and community partners.

Collaborative faculty leadership is central to effective integrative liberal learning. When faculty relate to each other as colleagues and collaborators rather than in hierarchical and department-bound relationships, it is easier to model for students the connections across courses, disciplines, and ideas. Faculty members who are willing to try new things are well suited to guide both colleagues and students in projects that make connections beyond the classroom and embrace multiple perspectives. Every campus needs faculty who are thought of as the "go to" people for new projects, who can turn ideas into action, and who are supportive and appreciative of colleagues who join the effort. Finally, a mindset of shared responsibility for the outcomes of an undergraduate education helps faculty and staff appreciate that they can share a sense of common purpose while also holding to diverse views, methods, and standards for learning.

AAC&U's work to build faculty capacity for change is well known and continues as a central commitment. Among the emerging ideas to enhance faculty leadership and oversight for integrative liberal learning is the importance of the role of faculty development in facilitating change and socializing new faculty, the value of both formal and informal processes in encouraging faculty to reach across boundaries and create a collaborative environment, and the way in which reform initiatives build campus community. Making integrative liberal learning a reality for all students requires a renewed recognition of, and support for, faculty leadership.

PROMOTING SHARED RESPONSIBILITY

PRINCIPLE—Faculty leaders promote shared responsibility for student learning outcomes, making the crucial shift from "my work" to "our work." To overcome fragmentation in campus activity and the student experience, faculty leaders need to help colleagues recognize and articulate how their work fits into the larger picture of integrative liberal learning for holistic student development. Better outcomes result when faculty are actively involved in sharing ideas for assignments and projects, reviewing assessment data, and understanding their contribution to the whole undergraduate experience.

PRACTICE—Faculty leaders effectively balance collaborative curricular development with respect for academic freedom. They engage colleagues in collaborative curricular design and assessment that crosses disciplinary, departmental, and institutional boundaries. They recognize that integrative liberal learning occurs in a variety of ways, and they reassure colleagues that agreeing on initiatives such as developmental advising, careful integration of general education and the major, and curricular mapping can be compatible with faculty's individual choices. As colleagues pursue a variety of interesting initiatives such as seminars on big questions, writing assignments calling for two different methodologies, and community-based work, they are encouraged to agree on meaningful connections and pathways from first to last year.

EXAMPLE—Mapping general education outcomes to courses in the major enables faculty to see how their courses contribute to strengthening skills and knowledge across the curriculum. Mapping also encourages vertical connections as students move from introductory work to integrative capstone work in their fields of study. Outcomes can also be mapped to cocurricular activities.

Mapping General Education Outcomes to the Economics Major

General Education Outcome/ Major Course	Writing/Oral Communication	Quantitative	Global Perspectives	Critical Thinking	Team Work
Micro Economics	Introduce	Develop	—	Introduce	—
Macro Economics	Develop	Develop	Introduce	Develop	—
International Trade	—	Develop	Develop	Develop	Introduce
Junior Project/ Study Abroad	—	Master	Master	Develop	Develop
Senior Project	Master	—	Use	Master	—

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ALIGNING POLICIES AND PROCEDURES

PRINCIPLE—Faculty leaders recognize the importance of infrastructure to support faculty initiatives. Infrastructure includes the alignment of faculty-related policies, procedures, relationships, responsibilities, and rewards with curricular and cocurricular integrative outcomes and assessments. As curricular designs and faculty expectations evolve, appropriate governance structures need to emerge to support these cross-campus relationships. This ensures that efforts to implement and extend integrative liberal learning are sustainable and institutionalized.

PRACTICE—Faculty leaders work at both the institutional and the departmental level to identify barriers to integrative liberal learning. They share responsibility with decision makers at many levels for ensuring that faculty incentives and rewards are aligned with the variety of new activities and pedagogies necessary to support integrative liberal learning. Faculty leaders endorse experimentation, advocate for resources for innovation, and facilitate revisions of policies and procedures to match new curricular forms and workloads. They make sure that new faculty are oriented to the institutional commitment to integrative liberal learning and included in activities, councils, and other forums that advance integrative work so that they can be active contributors and know their work will be recognized.

EXAMPLE—As institutional priorities change, it takes time to adapt policies—such as those guiding evaluation of faculty—to be sure they support the emerging expectations. Adding language to the faculty handbook, for example, to reflect a commitment to integrative liberal learning will give faculty a consistent message about what is valued.

ADAPTING FACULTY HANDBOOK POLICIES ON PROMOTION AND TENURE

Recognized Activities that Enhance Teaching and Learning

- Collaborating with colleagues in developing themed course sequences
- Developing assignments to integrate writing throughout the major
- Integrating a career advising program with first-year experiences

Recognized Activities in Service to the Institutional Mission

- Conducting curriculum mapping workshops for department colleagues
- Serving on the civic engagement board to promote community partnerships for all majors
- Participating in rubric calibration training to assess integrative liberal learning outcomes

Recognized Activities that Promote Research and Creative Activity

- Mentoring a group of students in summer field research
- Supervising senior theses and projects
- Designing internship opportunities for students in the arts and humanities

ENGAGING FACULTY AND STAFF

PRINCIPLE—Faculty leaders facilitate communication among practitioners, experimenters, and observers to connect integrative liberal learning to the guiding vision for the institution. Effective communication is essential to make visible the variety of forms of integrative liberal learning and to increase understanding of the value of integrative liberal learning. Faculty leaders often emerge naturally from those who are trusted as innovators, mentors, boundary crossers, and supporters of educational improvement. In this work, faculty leaders should follow inclusive practices when engaging other faculty members.

PRACTICE—Faculty leaders use both formal and informal opportunities to overcome boundaries, help faculty recognize their common purpose, and stimulate creativity and commitment. Faculty leaders take advantage of a variety of opportunities to increase faculty and staff awareness and understanding of integrative liberal learning, including lecture series, study groups, learning circles, and town hall meetings. They stay informed about new ideas and opportunities both on their own campus and across higher education, and they help ensure that colleagues are aware of these developments and their implications for individual and collective efforts. Faculty leaders are articulate advocates, good listeners, and effective managers of group dynamics so that these activities are productive and encourage collaboration and continued communication.

EXAMPLE—Both faculty and staff need multiple opportunities in varied venues to learn about and discuss ways in which they can become involved in integrative liberal learning. These communication strategies can be adapted as integrative liberal learning develops and is extended throughout the campus.

OPPORTUNITIES TO ENGAGE FACULTY AND STAFF

Formal Processes for Communicating New Ideas and Priorities

- Administrators' speeches outlining the institution's strategic priorities around integrative liberal learning
- Inclusion in the strategic plan and the program review requirements
- Newsletters to and sessions with students, parents, and alumni on the importance of integrative liberal learning
- Communication with colleagues through senate and department meetings

Informal Opportunities to Develop and Strengthen Integrative Liberal Learning

- Voluntary cross-disciplinary learning communities
- Peer support and mentoring for faculty working on integrative liberal learning
- Syllabi and assignments shared among department colleagues
- Colleagues invited to visit classes and observe students in community activities
- Presentations of student work (e.g., theses and projects) demonstrating integrative liberal learning

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BUILDING INSTITUTIONAL CAPACITY

PRINCIPLE—Faculty leaders create a shared culture receptive to innovation. For integrative liberal learning to take hold, faculty and staff need to develop additional expertise and a broader shared understanding of course design, pedagogy, and student development. Broad engagement in various types of campus initiatives is necessary to give faculty of all ages, backgrounds, and disciplines opportunities to work with colleagues and get to know their capacities. Participation in a nonjudgmental community of learners encourages faculty to experiment and take risks. Crossing disciplinary boundaries promotes creativity.

PRACTICE—Faculty leaders promote professional development to enhance faculty and staff capacity. In an open culture, faculty leaders have no need to be "in charge" but instead build good will by engaging others across the institution, both formally and informally, in work that contributes to integrative liberal learning. They notice what colleagues are doing and identify and appreciate exemplars of integrative and interdisciplinary work. A robust professional development program can cross departmental boundaries to support creation of interdisciplinary courses, introduce high-impact practices, and strengthen the kind of advising that will help students master the skills and tools they need to plan their programs, reflect on their learning, and understand their progress. Identifying examples of good practice will help new generations of faculty to extend and sustain integrative liberal learning.

EXAMPLE—Beyond learning about ways to develop integrative liberal learning, faculty and staff need active practice and feedback on their work. Supportive colleagues can build institutional capacity and collaboration across campus by taking advantage of already existing opportunities with low thresholds for getting involved. Administrators can provide essential resources to make integrative liberal learning a priority.

BUILDING FACULTY AND STAFF CAPACITY FOR INTEGRATIVE WORK

- Teaching and learning center programs
- Summer institutes
- Course development grants
- Release time for community engagement
- Awards for innovation in teaching
- Advisor training appropriate for a variety of purposes
- Peer mentoring
- Interdisciplinary workshops
- Faculty learning communities
- Classroom visitation with feedback
- Affinity groups
- Collaborative planning of cocurricular activities
- Team teaching

EMPHASIZING HIGH LEVELS OF STUDENT LEARNING

PRINCIPLE—Faculty leaders see integrative liberal learning as open-ended and encourage increasing levels of challenge and continuous improvement in student achievement. Recognizing the central importance of quality, faculty leaders urge colleagues to push toward more advanced levels of intellectual inquiry in student learning rather than work just to achieve some set standard or intended outcome. Engaging with their colleagues without being constrained by preconceived notions of student success, faculty leaders can advance change efforts that help students achieve their full potential.

PRACTICE—Faculty leaders understand that integrative liberal learning requires reconceptualizing the faculty role from designing the learning experiences to constructing the learning as a coach and co-learner with students. In this co-learner role, faculty ask meaningful questions about complex issues; encourage students to use multiple ways of knowing; suggest relationships, patterns, and alternative perspectives to inform understanding; and support students as they struggle with ambiguity, uncertainty, and unanticipated conclusions. Faculty members support one another and their students as new roles are adopted, control of the classroom is shared, and students are helped to take on greater responsibility for their education. Both faculty and staff encourage students to continuously seek greater levels of challenge and achievement.

EXAMPLE—AAC&U's VALUE rubrics help campus practitioners assess students' achievement of learning outcomes. The VALUE rubrics are aligned with Lumina Foundation's Degree Qualifications Profile, which indicates advanced proficiencies expected for associate and baccalaureate degrees. The Integrative Learning VALUE Rubric can serve as a helpful tool for articulating and assessing integrative liberal learning outcomes. One of the rubric's criteria and its descriptors are below.

EXCERPT FROM VALUE INTEGRATIVE LEARNING RUBRIC

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/ theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.

For the entire rubric, visit http://www.aacu.org/publications-research/publications/integrative-and-applied-learning-value-rubric-pdf.

INITIATING AND SUSTAINING CHANGE

PRINCIPLE—Faculty leaders understand the process of change from initiation to implementation to sustainability and adapt their strategies accordingly. Effective leadership requires understanding the institutional context with its own history, traditions, situational challenges, and emerging opportunities. Faculty leaders for integrative liberal learning take into account the culture of their campus, the role of opinion leaders, the authority of administrators, and stages of previously successful change efforts as they interact with colleagues.

PRACTICE—Faculty leaders use evidence to promote development of integrative liberal learning and demonstrate its effectiveness for all students. They may use a gap analysis or other assessment tools to initiate a conversation about the importance of new curricular designs, making intentional connections, undertaking collaborative work, and engaging students in a holistic understanding of their learning achievement. As integrative liberal learning opportunities develop and spread, faculty leaders build on faculty interest, emphasize transparency, and encourage connection among colleagues to make evident that integrative liberal learning is a significant campus initiative. Data from the VALUE Rubric on Integrative Learning and/or other valid assessments are used to demonstrate progress in student learning and encourage further work to extend and sustain institutional commitment to integrative liberal learning.

EXAMPLE—Conducting an inventory of the current status of integrative liberal learning on your campus can help identify what strategies are appropriate to continue the change effort. The use of open-ended questions may reveal uneven progress as well as opportunities to solidify efforts.

QUESTIONS TO CONSIDER WHEN INITIATING, IMPLEMENTING, AND EXTENDING INTEGRATIVE LIBERAL LEARNING

- How has integrative liberal learning been included in the most recent strategic plan?
- How does the statement on general education describe its relationship to the major?
- How do students learn that integrative and applied learning are institutional priorities?
- How do faculty and advisors regularly help students reflect on their choices and experiences over time?
- How are assessment data used to guide development and improvement of integrative liberal learning?
- What are some examples of effective integrative liberal learning practices at all levels?
- What types of support are available to faculty and staff to make student learning opportunities connected and developmental?
- What institutional policies and practices facilitate the development, extension, and support of integrative liberal learning opportunities?
- How are data on integrative liberal learning included in program review and accreditation reports?

EXAMPLES OF FACULTY LEADERSHIP PRACTICES

Leadership effectiveness for integrative liberal learning is affected by campus culture and previous experience with change initiatives. In addition, the changing demographics of the faculty call for a more nuanced approach to engaging faculty, including a strong emphasis on collaboration. The following strategies can serve as the basis for an inventory of current practices on your campus.

Promoting a sense of shared responsibility, including

- Collaborating on curricular design, course connections, and cocurricular projects
- Sharing ideas, assignments, rubrics, and work products
- Demonstrating respect for how individual faculty contribute to the whole
- Orienting all faculty and staff to the collective mission of the institution
- Holding faculty retreats with an emphasis on getting to know colleagues

Aligning policies, procedures, relationships, and rewards, including

- Facilitating revisions of policies and procedures to match new faculty roles and curricular forms
- Upgrading classroom and office configurations to support collaboration and engaged learning
- Adapting governance processes and administrative structures (e.g., councils, work groups)
- Providing release time for coordinators of integrative initiatives
- Changing graduation requirements to embrace new curricular elements

Engaging faculty and staff through communication, including

- Sharing new ideas from other campuses with faculty and others to increase awareness
- Forming study groups and learning circles for voluntary involvement
- Reaching out to faculty and staff over lunch and in small group discussions
- Expanding the discussion through town hall meetings for students, faculty, and staff

Building institutional capacity, including

- Encouraging and supporting team teaching and interdisciplinary work
- Conducting a robust faculty development program with workshops for intensive exploration and creation of initiatives
- Providing administrative support for new initiatives and pilot projects
- Investing resources: for example, providing funding for release time and attending meetings

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Emphasizing high levels of student learning, including

- Reviewing institutional research data on student outcomes and placing the data in the context of efforts to improve quality
- Developing support systems to help all students take responsibility for their own learning
- Rethinking student success to emphasize equity in outcomes
- Helping colleagues focus on individual as well as group improvement
- Encouraging use of various instruments to focus on high standards

Initiating and sustaining change strategies, including

- Conducting an inventory of current integrative liberal learning opportunities
- Engaging in strategic planning with implementation teams for key components
- Using evidence to evaluate progress and make decisions
- Paying attention to variable progress and adapting planning and support accordingly
- Anchoring current programs and new initiatives to ongoing activities, such as program review to support sustainability

Conclusion

The principles and practices of integrative liberal earning outlined in Part I of this monograph aim to counter the many forces pushing students to fragmented and surface learning all too common in curricular requirements and newer online offerings. Integrative liberal learning requires transparent and aligned learning outcomes, inquiry-based pedagogy, and increasing levels of challenge in the curriculum. Yet, we cannot rely on more intentional curricular structures alone to ensure deep learning as students will continue to start and stop, change majors, and combine credits enroute to a degree. Ultimately, integrative learning rests with the students, with consistent collaboration and support by faculty and staff, as they draw together their life experiences and aspirations with classroom, cocurricular, and community opportunities. To prepare for effective living, employment, and civic participation, students must achieve not only well-developed intellectual capacities but also a high degree of self-awareness, integrity, and adaptability. With its emphasis on personalized plans of study, multiple opportunities for reflection, and ongoing guidance as students pursue significant questions of their own choosing, integrative liberal learning provides that preparation.

The principles and practices of faculty leadership outlined in Part II demonstrate the need for and value of building meaningful and supportive connections to develop institutional and faculty capacity to support deep student learning. Although individuality, self-reliance, and competitiveness historically have been hallmarks of American culture, this holistic model of education—integrative liberal learning—calls for new collaborative roles both for students and faculty as they cross organizational and intellectual boundaries to expand their sense of shared responsibility for their institution, communities, and the world. Faculty leadership through interdisciplinary curriculum development, collaborative assignment design, and teaching forums, for example, is essential to engage both experienced and new faculty, including contingent faculty, in forging the future of higher education. The vibrant intellectual life of individual faculty pursuing their scholarly work and innovative teaching is further enriched when shared in the classroom and with colleagues across the campus.

While this monograph aims to extend the effective campus work of the last decade guided by the AAC&U LEAP initiative toward increased understanding of the power of integrative and applied liberal learning, it also calls for a greater sense of urgency. We note that the external environment for which our graduates must be prepared is changing so rapidly that inspired and vigorous faculty leadership will be necessary to keep pace and to adapt the forms, structures, and purposes of liberal learning to the changing circumstances of students' lives, including the digital revolution. The next decade of work—the LEAP Challenge—calls for broadening current efforts to other institutions and colleagues and ensuring that new curricular designs, pedagogies, and forms of student support for engaged and connected learning—face to face, online, and blended—will be strengthened, scaled, and made both sustainable and accessible for all college students.

APPENDIX A

The LEAP Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students can prepare for both responsible citizenship and a global economy by achieving the Essential Learning Outcomes.

★ ★

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with employers and with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *College Learning for the New Global Century* (National Leadership Council for Liberal Education and America's Promise 2007) and *The LEAP Vision for Learning* (AAC&U 2011). For more information, see www.aacu.org/leap.

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APPENDIX B

Integrative Learning VALUE Rubric

VALUE (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment initiative sponsored by AAC&U as part of its LEAP initiative. VALUE provides needed tools to assess students' own authentic work, produced across their diverse learning pathways and institutions, to determine whether and how well they are progressing toward graduation-level achievement in learning outcomes that both employers and faculty consider essential.

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all sixteen of the VALUE

	Capstone 4
Connections to Experience Connects relevant experience and academic knowledge	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.
Connections to Discipline Sees (makes) connections across disciplines, perspectives	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.
Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to **solve difficult problems or explore complex issues in original ways**.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.
Reflection and Self-Assessment Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).

rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Integrative Learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Download this and other VALUE Rubrics at **www.aacu.org/value/rubrics**.

	Milestones		Benchmark
	3	2	1
	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues**.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to **contribute** to **understanding of problems or issues**.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a **new situation**.
	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.
	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

ABOUT THE AUTHORS

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David C. Paris is the executive editor of *Change* magazine. Formerly he was vice president of AAC&U's Office of Integrative Liberal Learning and the Global Commons. Paris has worked in higher education for thirty-five years in a number of administrative and leadership roles, including as vice president for academic affairs and dean of the faculty at Hamilton College from 1999 to 2005. In that role, he oversaw a comprehensive curricular reform, a longitudinal assessment project, several faculty development initiatives, and a significant expansion of undergraduate research. In his position at AAC&U, Paris was responsible for several curricular initiatives, including General Education Maps and Markers (GEMs). He oversaw the development of the document *General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement* (2015), which provides principles and guidelines for a proficiency-based, integrative, and inquiry-based approach in general education throughout the undergraduate experience.

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About AAC&U

The Association of American Colleges and Universities (AAC&U) is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education and inclusive excellence at both the national and local levels, and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

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