

INTEGRATIVE LEARNING

OPPORTUNITIES TO CONNECT

Call for Campus Participation



The Project

Integrative Learning: Opportunities to Connect is a national project sponsored by the Association of American Colleges and Universities (AAC&U) and The Carnegie Foundation for the Advancement of Teaching. Aimed at promoting integrative learning in undergraduate education, the three-year project gives serious attention to assessment and to disseminating models useful to many campuses.

In a turbulent and complex world, every college student will need to be purposeful and self-directed in multiple ways. . . . Intentional learners are integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions. They adapt the skills learned in one situation to problems encountered in another: in a classroom, the workplace, their communities, or their personal lives. . . . intentional learners succeed even when instability is the only constant.

— *Greater Expectations*
(2002)

One of the great challenges for liberal education is to foster students' abilities to integrate their learning over time. Learning that helps build integrative capacities is important because it nurtures habits of mind that prepare students to make informed judgments in the conduct of personal, professional, and civic life.

However, the normal structures of academic life encourage students to see their courses as unrelated requirements. How can campuses help students pursue their learning in more intentional, connected ways?

As documented by AAC&U's recently released report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, many colleges and universities are creating opportunities for more integrative learning through practices like first-year seminars, learning communities, interdisciplinary studies, capstone experiences, portfolios, and student self-assessment. Often, however, such innovative educational programs involve small numbers of students or exist in isolation. What would the college experience look like if we designed or linked such programs so that all students had multiple, varied opportunities to pursue integrative learning?

Designed to strengthen programs that foster integration, this project will work with campuses that, having already made significant progress, wish to take the next steps to enhance integrative learning strategies.

Call for Participation

Eight to ten campuses will be chosen competitively to participate in the project. Selected both on the basis of work already accomplished and on a desire to extend that work, participants will develop new models to provide students with more purposeful, progressively challenging, integrative educational experiences.

Campuses could choose, for example, to scale up student participation, expand the number of opportunities, better link opportunities to explicit learning goals and to other parts of the curriculum, and assess students' ability to integrate knowledge across fields and experiences. Campuses could also propose to implement new practices to complement and supplement existing programs.

Integrative learning strategies on which campuses might focus their attention include:

- Enriched capstone courses that integrate the major with general education goals
- Opportunities to integrate vertically across levels and horizontally across disciplines
- Senior-year projects or comprehensive exams that require integration within and across borders of majors
- Advising, mentoring, or student portfolios that help students plan and represent their learning over time
- Community-based learning, international experiences, or internships that advance integrative learning
- Curricular and co-curricular experiences that connect academic learning with campus life.

Who Should Apply

Campuses of any type—two- or four-year—may submit applications. Linked campuses (e.g., a community college and its transfer partner), consortia, or state systems may also apply as a team. Whatever the particular student experience or curricular structure selected as the focus of work during the project, we seek institutions that are:

Deliberate about promoting integrative learning throughout a student's career

The proposed project should address integrative learning in comprehensive ways that improve student learning over time. For example, a final-year capstone might serve students better if milestone experiences in earlier years built toward it. An institution might have integrative learning opportunities along the way, but lack a strong culmination. Or it might need to adapt to changing enrollment patterns or increased numbers of transfer students.

Serious about assessment

Successful proposals will demonstrate serious interest in exploring and assessing the depth of student learning that results (or does not) from participation in integrative opportunities. Recognizing that assessment of integration represents a special challenge, this new national project's collective work will involve a multi-campus effort to develop appropriate assessment strategies. How do we know if students are able to integrate their learning? What aspects of the curriculum, co-curriculum, course design, and pedagogy foster and improve this capacity?

Committed to knowledge-building

The project proposed by each applicant should be designed for broad impact. Too often, good work remains with its creators and is unavailable for others to consult, review, and build on. Project campuses will commit to sharing their efforts publicly, both at home and within the larger academic community.

Benefits to Participant Campuses

- A grant of \$5,000 to support work integral to the project
- Opportunities to learn from and with project partners through meetings and on-line networking
- Assistance with assessment and access to expert consultants
- National visibility through the Carnegie Foundation and AAC&U publications, meetings, and networks
- Financial support for participation in three workshops and three summer institutes on integrative learning (see next page).

DATES

Workshops

January 20, 2004
Washington, DC

January 25, 2005
San Francisco

January 24, 2006
Washington, DC

Summer Institutes

July 22-25, 2004

July 2005

July 2006

Responsibilities of Participant Campuses

During each of the three years:

- Send a three-person team to a one-day pre-conference workshop at AAC&U's annual meeting. Materials and meals will be provided. Institutions will be expected to cover team member travel and lodging expenses. Teams are encouraged to stay for AAC&U's annual meeting and will receive a discount on conference fees.
- Send a three-person team to a three-day summer institute at the Carnegie Foundation in Stanford, California. Materials, meals, and lodging will be provided. Institutions will be expected to cover team member travel expenses.
- Support the work back on campus.
- Participate in on-line networking and collaboration.
- Share accomplishments through electronic postings, conference presentations, and publications. The Carnegie Foundation's Knowledge Media Lab will assist with electronic tools; AAC&U's meetings and periodicals will provide other dissemination venues.

Application Procedure

This application brochure, including cover sheet and detailed instructions, is available on the Web sites of both sponsors (www.aacu.org and www.carnegiefoundation.org).

Each dossier should include:

- A completed application cover sheet with the names of the three team members (one designated as team leader) and contact information for each.
- A narrative, not to exceed five pages (double-spaced), that clearly:
 1. Describes current accomplishments in integrative learning and its assessment, goal(s) for the work proposed, and why the project is an important next step in promoting integrative learning
 2. Identifies questions the campus wants to answer about the development of students' abilities to integrate across disciplines and experiences
 3. Explains how the campus can contribute to the collective work on assessing integrative learning and building knowledge for the field
 4. Discusses plans for sustaining the work on integrative learning beyond the three-year project (e.g., ongoing opportunities for faculty development)
 5. Suggests ways of disseminating the campus's work to other institutions
 6. Explains the rationale for team selection.
- A 50-word summary of the proposed project.
- A signed statement by the chief academic officer committing the institution to honor its responsibilities, as described above, if selected for participation (part of cover sheet).
- A one- to two-paragraph resume for each of the three team members.

Through rendering their learning more active, reflective, and collaborative, students would actually learn more liberally, understand what they have learned more deeply, and develop the capacity to use what they have learned in the service of their communities.

— Lee Shulman,
President,
The Carnegie
Foundation for the
Advancement of
Teaching

Applications must be received at the Carnegie Foundation's offices by October 10, 2003
Selection will be announced by October 31, 2003
The project will begin January 20, 2004

Integrative Learning: Opportunities to Connect

Application Cover Sheet

Sponsored by the Association of American Colleges and Universities and
The Carnegie Foundation for the Advancement of Teaching

Applications must be received at the Carnegie Foundation's offices by October 10, 2003

Institution: _____

Team Leader: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **E-mail:** _____ **Fax:** _____

Team Member: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **E-mail:** _____ **Fax:** _____

Team Member: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **E-mail:** _____ **Fax:** _____

ENDORSEMENT OF CHIEF ACADEMIC OFFICER

If selected, my institution's team will attend the six meetings (three workshops and three institutes). We agree to meet all terms of participation outlined in the application brochure.

Signature: _____

Printed Name: _____

Title: _____

When application is complete...

- send an electronic version of the narrative and summary to
babb@carnegiefoundation.org
- send four (4) hard copies to
The Carnegie Foundation for the Advancement of Teaching
Project on Integrative Learning
51 Vista Lane
Stanford, CA 94305

*Questions should be directed to Marcia Babb, Program Coordinator
The Carnegie Foundation for the Advancement of Teaching
Telephone: 650-566-5145 or babb@carnegiefoundation.org.*

Sponsoring Organizations



Association
of American
Colleges and
Universities

AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. Since its founding in 1915, AAC&U's membership has grown to more than 850 accredited public and private colleges and 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 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.

www.aacu.org



The Carnegie
Foundation for
the Advancement
of Teaching

Founded by Andrew Carnegie in 1905 and chartered in 1906 by an Act of Congress, The Carnegie Foundation for the Advancement of Teaching is an independent policy and research center whose charge is "to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education." A number of current initiatives, in partnership with the William and Flora Hewlett Foundation and other organizations, seek to advance the aims, practices, and contexts of liberal education.

www.carnegiefoundation.org



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