

Connecting the Broader Work of AAC&U to Cultivating the Globally Sustainable Self

Dawn Michele Whitehead
Association of American Colleges & Universities
whitehead@aacu.org

WE ASPIRE

Advancing Student Performance through Integration, Research, and Excellence



Association
of American
Colleges and
Universities

Senior

Form
Global

Inter



U
of
or

WE ASPIRE

Advancing Student Performance through Integration, Research, and Excellence



Association
of American
Colleges and
Universities

What is AAC&U

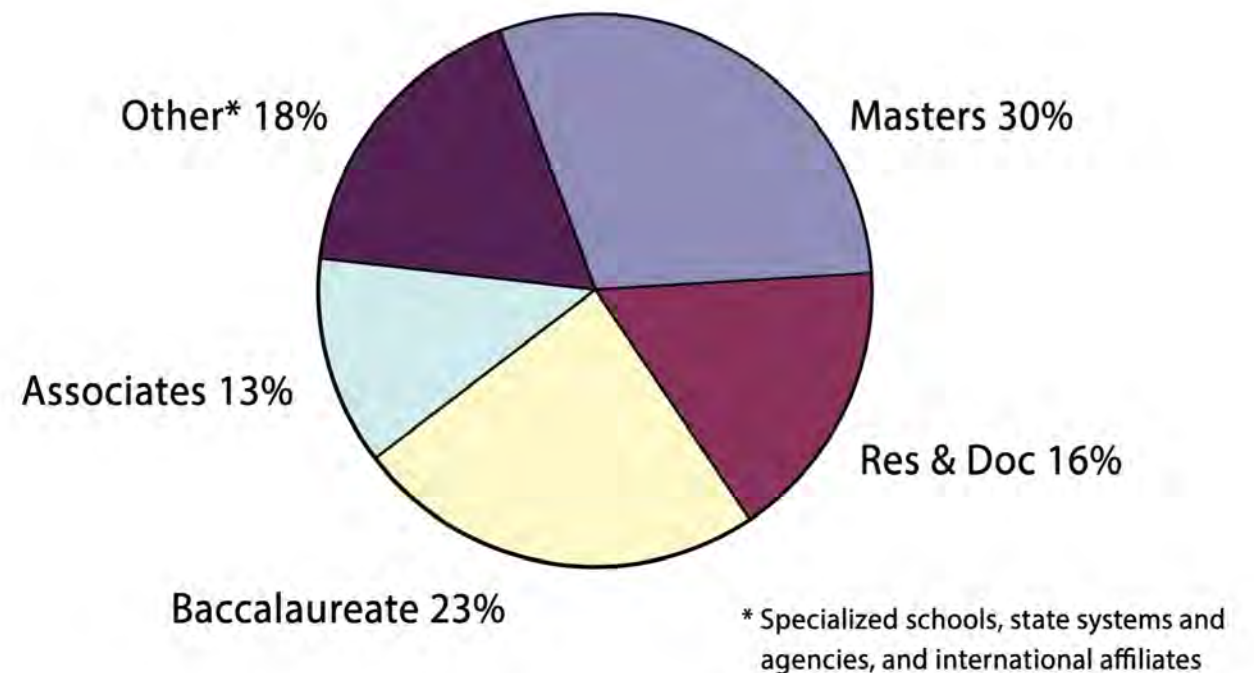
Association of American Colleges and Universities

Leading national association concerned with the quality of student learning in college

1400 diverse institutional members

4.5% International

AAC&U Membership 2018



What is Our Mission?

To advance the vitality and public standing of **liberal education** by making **quality** and **equity** the foundations for excellence in undergraduate education in service to democracy.

What is Liberal Education?

Liberal education is an approach to college learning that empowers students to deal with complexity, diversity, and change for all majors

Broad Knowledge

In-Depth Field of Interest

Helps students develop a sense of social responsibility, intellectual and practical skills



Skills Gained from Liberal Education Help Students Cultivate Their Sense of Self and Their Place in the Local and Global Communities

Communication

Problem-solving

Application of knowledge into real-world settings to address today's challenges



What and Who Guides Our Work?

Collaboration with our members

Meeting ground and network for over 35,000 educational leaders

administrators, faculty of all types, leaders and practitioners in assessment, civic engagement, diversity/equity, global learning, and student success, student affairs professionals and other educators

All of our projects and
initiatives are guided by our
member institutions.

Global Learning
HIPS
VALUE

WE ASPIRE

Advancing Student Performance through Integration, Research, and Excellence



Association
of American
Colleges and
Universities

The Definition of Global Learning Used by AAC&U

Global learning is a **critical analysis** of and an **engagement** with complex, **interdependent global systems** and **legacies** (such as natural, physical, social, cultural, economic, and political) and their **implications** for people's **lives** and the earth's **sustainability**.

WE ASPIRE

Advancing Student Performance through Integration, Research, and Excellence



Association
of American
Colleges and
Universities

Global Learning Principles: Guidance Toward Cultivating the Globally Sustainable Self

meaningful opportunities to analyze and explore **complex global challenges**

enhance students' sense of **identity, community, ethics**, and **perspective-taking**

apply learning to take responsible **action** in contemporary global contexts, and evaluate the goals, methods, and consequences of that action.

collaborate respectfully with diverse others

the world is a collection of interdependent yet inequitable systems and that **higher education** has a **vital role** in expanding knowledge of. . . privilege and **stratification**, and sustainability and development to foster individuals' ability to **advance equity** and justice at **home** and **abroad**.

Adapted from AAC&U Global Learning VALUE Rubric Framing Language

AAC&U Global Learning Outcomes

Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences

Seek to understand how their actions affect both local and global communities

Address the world's most pressing and enduring issues collaboratively and equitably

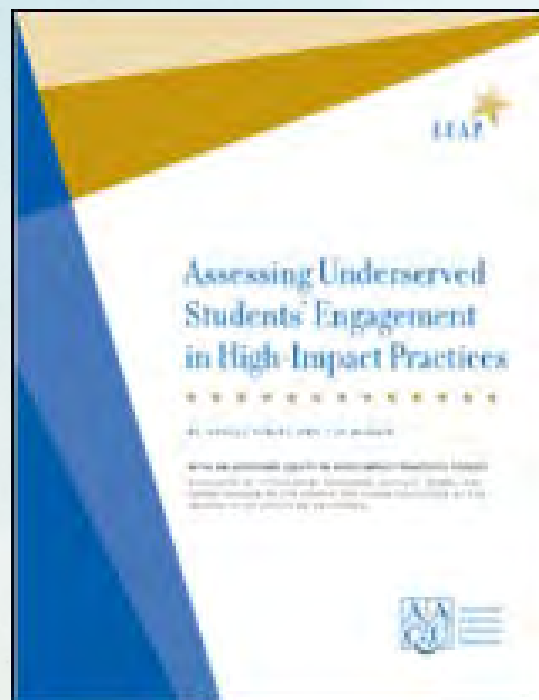
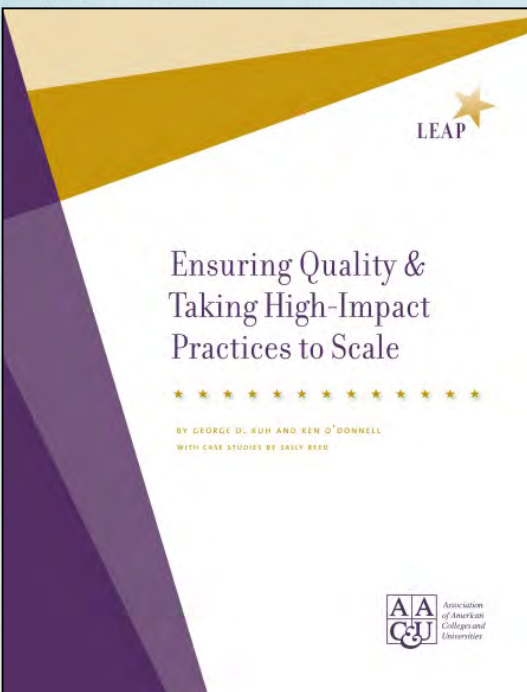


**What global learners
can do...**

Educating For Democracy

High-Impact Practices (HIPs) Help Students Achieve the Outcomes

Widely tested teaching and learning practices shown to benefit students from many backgrounds—especially new majority students



High-Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignment & Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Course and Project
- ePortfolios

<https://www.aacu.org/leap/hips>

HIPS are not Magical



HIPS are not Magical.



HIPs become high-impact when certain conditions are met.

HOW DO YOU MAKE HIGH-IMPACT PRACTICES **HIGH IMPACT?**

8 Key Elements

**Performance expectations
set at appropriately
high levels**

*Example: A writing- or inquiry-
intensive first-year seminar that
challenges students to achieve
beyond their current ability levels.*



**Significant investment of time
and effort by students over an
extended period of time**

*Example: A multiple-part class assignment
that a student works on over the course
of the academic term, culminating in a
completed paper and concluding with
a demonstration or performance evaluated
by faculty.*



**Interactions with faculty and peers
about substantive matters**

*Example: Out-of-class activities in which students in a
learning community come together at least once weekly
to attend an enrichment event such as discussion of
common readings facilitated by a peer mentor.*



**Experiences with diversity where students are exposed to and
must contend with people and circumstances that differ from
those that students are familiar with**

*Example: A service-learning field assignment where students work in a setting with people
from different backgrounds and demographics coupled with class discussion and journaling.*

Frequent, timely, and constructive feedback

*Example: A student-faculty research project where students meet and
receive suggestions from supervising faculty to discuss progress and next steps.*



Periodic, structured opportunities to reflect and integrate learning

*Example: Linked courses in a learning community where an instructor of one course designs
assignments that require students to draw on material covered in one or more of the other
linked courses.*

Opportunities to discover the relevance of learning through real-world applications

*Example: An internship, practicum, or field placement that requires that students apply knowledge and skills
acquired during their program of study.*

Public demonstration of competence

*Example: An oral presentation, attended by classmates, of the required capstone
seminar product that is evaluated by faculty or an accomplished practitioner.*



Association
of American
Colleges and
Universities

VALUE Initiative (Valid Assessment of Learning in Undergraduate Education)

Developed 16 rubrics with faculty and assessment expert teams across the country

More than 2000 institutions are currently using the VALUE rubrics for assessment

Authentic student work is used as evidence for scoring

<https://www.aacu.org/resources/assessment-and-value>

Cultivating the Globally Sustainable Self

Clear Understanding of learning outcomes BEFORE the learning occurs (Global Learning Outcomes and Principles)

Powerful Practices that allow students to demonstrate what they have learned and can do (HIPS)

Assessment of Student Learning to find out what, if anything, they actually learned

Liberal Education Prepares Students for “Good Trouble”

“Dr. King and Rosa Parks inspired me to get in trouble. Good trouble...And maybe, just maybe, this museum* will inspire a new generation of young people to get in trouble, good trouble, necessary trouble. To make our country and make our world a better place.”

US Congressman John Lewis

*National Center for Civil and Human Rights in Atlanta, GA

