

FACULTY COLLABORATIVES PROJECT RUBRIC

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The **Faculty Collaboratives Rubric** is modeled on the VALUE rubrics. Project leaders intend this rubric to help state teams assess their progress and make further plans for development and sustainability of the collaborative hub site and associated statewide network for faculty professional leadership and learning.

Definition

The integrative learning VALUE rubric serves as a template for the project rubric. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. This framework includes both knowledge and dispositional learning. We assume that the state team is a collective student of faculty leadership and learning. Development of a hub and statewide network for professional learning demand new and complex efforts. Integrating the large-scale proficiency initiatives into this work helps with alignment and increases the challenge.

Project Overview

Overall, the project intends to help all faculty and all educators engage in high-quality teaching, learning, and assessment that is aligned and focused on achievement of essential college learning for all students. The project centers on the essential learning outcomes of AAC&U's *Liberal Education and America's Promise*, the LEAP initiative. The four essential learning outcomes of LEAP have come to represent a broadly held consensus on the aims and outcomes of liberal education in college. But the outcomes alone are insufficient to move action in states and systems. The purpose of the project is to launch large-scale collaboration that begins with LEAP outcomes and enables faculty to use the frameworks and tools of an array of connected and aligned projects or initiatives—with particular emphasis on the Degree Qualifications Profile and Tuning, the VALUE rubrics for assessment, and new designs for general education now being explored by GEMs, General Education Maps and Markers. The project recommends leading the work through development of high-impact practices and signature, problem-centered assignments for all students. In short, the collaborative effort meets faculty where they are and makes it possible for them to align their teaching for student success through engaged liberal learning—using the excellent frameworks, tools, and pedagogies now available. This is an ambitious project to achieve high-quality learning for all students. It carries a deep belief in equity for students and educators as key to the wellbeing of a modern pluralistic democracy. In simplest terms, the project hopes to help all educators do a better job of working together for the students who embody our collective future.

Working in partnership across all Faculty Collaboratives states, the project state hubs welcome all faculty to join in professional development or, to put the highest goal forward in different language, in collaborative leadership and learning for liberal education. The Faculty Collaboratives hubs serve both the needs of their state-based collaborative and the goals of the project as a whole. With this partnership in mind, the project leadership is recommending that the hubs use the following guidelines for design and assessment of the hub.

WHAT IS a Faculty Collaborative HUB?

A virtual center with a public URL for communications and community organizing that is

- 1) Easy to find online—with links to it readily available on related sites (a system site, for example)
- 2) Created as a durable and resilient resource for the state and collaborative
- 3) Welcoming to all faculty and all educators, using language that is appropriate to the context of the state collaborative and that gives a clear introduction to the larger project
- 4) Explaining terms of art and acronyms so that visitors will feel welcome and informed
- 5) Providing information about statewide or collaborative-wide activities or meetings for faculty leadership and learning, both connected to the project or convergent with it
- 6) Offering social networking tools that facilitate communication, which may include a listserv, a Twitter feed, other news feeds, a blog or blogs, a chat function
- 7) Presenting a news and information section, brief and cogent
- 8) Connecting to other important networks in and beyond the state, including other state hubs and AAC&U
- 9) Housing or connecting to resources for educators in the state for collective impact
- 10) Striving to be visually attractive and inviting, creative and playful
- 11) Identifying the key participants—the liaison, hub director, and fellows

DRAFT Glossary: *Recommendations Requested*

Fostering leaders' abilities to integrate learning—across courses, programs, institutions, and initiatives over time, and between and among campus and state, system, or consortial partners—is the pragmatic goal. Because integrative learning requires systemic thinking and fluid connective thinking, this learning may not be as evident in traditional academic artifacts or venues. Through integrative learning, a team can pull together their experience and their recommendations for professional leadership development and social learning for colleagues. The project intends that the effort be sustainable.

- Liberal Education: An approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.
- Making Excellence Inclusive: AAC&U's guiding principle for access, student success, and high-quality learning. It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations.
- Academic knowledge: Disciplinary learning in and beyond content knowledge; knowledge, skills, and dispositions; disciplinary threshold concepts and methods; epistemology.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which people demonstrate learning outcomes. New and challenging contexts encourage learners to stretch their frames of reference.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self-Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.
- Social Learning: Collective learning, teamwork, collaborative problem solving that is intentionally social and that may use tools of information technology
- Collective Impact: A set of shared goals and measures that are used intentionally and collectively by different people and groups or networks.
- The Proficiency Initiatives at the center of the Faculty Collaboratives Project:
 - LEAP: Liberal Education and America's Promise aacu.org/leap
 - DQP: Degree Qualifications Profile degreeprofile.org/
 - Tuning: facultycollaboratives.digication.com/albertines_faculty_collaboratives_eportfolio/Tuning_Explained
 - VALUE: www.aacu.org/value
 - VALUE Multi-State Collaborative: www.aacu.org/value/msc
 - GEMs: www.aacu.org/gems

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Definition

Integrative learning requires knowledge, experience, and dispositions that the team builds, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus, state system, collaborative, or consortium. Integrative learning in the Faculty Collaboratives project incorporates the various proficiency initiatives.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
<p>EQUITY in Practice <i>Team members connect relevant experience and knowledge. The hub site addresses equity specifically to “make excellence inclusive.”</i></p>	<p>Team synthesizes connections among proficiency initiatives through experiences (including life and academic experiences) to deepen understanding of equity in practice across fields of study, to broaden leaders' points of view, and to offer learning opportunities for others.</p>	<p>Team selects and develops leadership materials and social learning models drawn from a variety of contexts to illuminate equity-mindedness in practice, including concepts, theories, frameworks pertinent to all fields of study. This is culturally responsive leadership.</p>	<p>Team compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than one’s own or one’s own identity group(s). This is a form of equity-mindedness.</p>	<p>Team identifies connections between goals for making excellence inclusive—for equity—and the goals of the several proficiency initiatives. This is an “additive” approach to equity.</p>
<p>Integration: Connections to Disciplines, Programs, and Initiatives <i>Sees (makes) connections; conscious of perspective</i></p>	<p>Hubsite is designed to grow and adapt, has capacity to change, combining examples, facts, or theories from more than one field of study or perspective, and incorporating multiple tools for learning.</p>	<p>Hubsite design presents vision and mission and connects materials, examples, facts, or theories from initiatives and from more than one field of study or perspective.</p>	<p>Team presents materials, examples, facts, or theories from all proficiency initiatives included in the project for convenings and on the hub.</p>	<p>Team presents materials, examples, facts, or theories from several proficiency initiatives in convenings or on the hub.</p>
<p>Transfer and Sustainability <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations toward learning over time</i></p>	<p>Team adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways and ensure sustainability, including appropriate job descriptions.</p>	<p>Team adapts and applies skills, abilities, theories, or methodologies gained to solve problems or explore issues so that hub and statewide professional learning can be sustainable.</p>	<p>Team uses skills, abilities, theories, or methodologies gained to contribute to understanding of problems or issues: hub helps others learn.</p>	<p>Team uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation to fulfill assignments and create the hub.</p>
<p>Communication and Social Learning</p>	<p>Team fulfills the assignment(s) by choosing a format, language, or visual representation in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</p>	<p>Team fulfills the assignment(s) by choosing a format, language, or visual representation to explicitly connect content and form, demonstrating awareness of purpose and audience.</p>	<p>Team fulfills the assignment(s) by choosing a format, language, or visual representation that connects in a basic way what is being communicated (content) with how it is said (form).</p>	<p>Team fulfills the assignments and produces hub in an appropriate form.</p>
<p>Reflection and Self-Assessment <i>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)</i></p>	<p>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).</p>	<p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</p>	<p>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</p>	<p>Team describes own performances with general descriptors of success and failure.</p>

