2021 VIRTUAL INSTITUTES

APPLY NOW

www.aacu.org/institutes
AAC&U VIRTUAL INSTITUTES

AAC&U virtual institutes offer opportunities for teams or individuals to develop and exchange best practices in support of advancing campus change initiatives.

INSTITUTES FOR CAMPUS TEAMS

AAC&U’s team-based institutes provide an opportunity for campus teams to engage in sustained collaborative work on a project of importance for their institutions. Each institute is organized around a curriculum that is delivered by leading experts and focused on the latest trends, research, and best practices.

Institute on General Education and Assessment
June 8–11, 2021

Institute on Teaching to Increase Diversity and Equity in STEM
Institute I: June 7–10, 2021
Institute II: June 27–30, 2021

Institute on High-Impact Practices and Student Success
June 15–18, 2021

Institute on Truth, Racial Healing & Transformation Campus Centers
June 22–25, 2021

Institute on Integrative Learning and Signature Work
July 20–23, 2021

Institute on ePortfolios (a unique year-long institute)
January 21, 2022–January 28, 2023

INSTITUTES FOR INDIVIDUALS

AAC&U also offers institutes for individual STEM faculty and administrators engaged in leading projects aimed at transforming undergraduate STEM education in their classrooms, departments, and institutions.

Institute on Teaching to Increase Diversity and Equity in STEM
Institute I: June 7–10, 2021
Institute II: June 27–30, 2021

PKAL STEM Leadership Institute
Institute I: July 13–16, 2021
Institute II: July 20–23, 2021
Top Reasons to Attend an AAC&U Institute

1. Design sustainable, evidence-based activities to serve all students across modalities and throughout the curriculum and/or co-curriculum.

2. Generate plans to bring effective education practices to scale.

3. Learn how to embed diversity, equity, and educational quality into your campus’s strategic priorities.

4. Work directly with an institute faculty comprised of nationally recognized experts, scholars, and practitioners.

5. Network with campus leaders across professional roles and institutional types who share a commitment to quality, and equitable teaching and learning in higher education.

“We gained perspective on how different colleges struggle with changing students and constrained resources. We appreciated learning how other colleges had approached the process of curricular change.”

— Institute Participant
Institute on General Education and Assessment  
June 8–11, 2021

*Application Deadline: March 2, 2021*

The **Institute on General Education and Assessment** provides opportunities for campus teams to improve the design and assessment of their general education programs. Teams will explore equity-minded approaches to integrating general education and the major, ways to connect student learning with critical social issues, and how to ensure alignment between program goals and the essential learning outcomes of a contemporary liberal education.

**During the Institute, teams will**

- learn how to define broad, yet engaging, learning outcomes for general education;
- develop evidence-based, theory-to-practice models that connect research and scholarship with effective approaches to developing courses, curricula, and pedagogies;
- identify strategies and practices for successful implementation of curricular/co-curricular change;
- implement meaningful, authentic, course-embedded assessment strategies that produce useful data that can be widely communicated; and
- create an action plan team members can use to implement new general education reform and assessment strategies that align institutional goals of teaching and learning with considerations related to the “whole” student and long-term transformation.

The Institute on General Education and Assessment is designed for any campus, system, or consortium engaged in redesigning general education for students. For more information and/or to apply, visit [www.aacu.org/igea](http://www.aacu.org/igea).

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**AAC&U’s Summer Institute Symposium**

**Improving and Accelerating Quality and Equity Initiatives at Scale**

June 14, 2021

This new one-day symposium is designed to bring together teams consisting of state-level and campus leaders who aspire to bring high-impact practices, general education reform, increased equity, and/or meaningful assessment strategies to scale within and across institutions in their state. The symposium is a stand-alone event, but it can also be seen as a companion to either the Institute on General Education and Assessment or the Institute on High-Impact Practices and Student Success. State teams will engage in planning activities to foster coordinated, cross-institutional collaboration in the service of improving and accelerating their quality and equity initiatives.

While encouraged, participation in an institute is not required to participate in this symposium. Leaders and members of broad-based consortia and associations are also welcome and encouraged to participate in this event.
Institute on Teaching to Increase Diversity and Equity in STEM

Institute I: June 7–10, 2021
Institute II: June 27–30, 2021
Registration Deadline: March 15, 2021

The Institute on Teaching to Increase Diversity and Equity in STEM (TIDES), derived from our evidence-based model of professional development, offers a unique opportunity for individual—or teams of—STEM faculty and administrators to build capacity and self-efficacy in exploring the root sources, unwritten codes, and systemic causes of the underrepresentation of minoritized groups in STEM. The Institute honors and pays keen attention to the uniqueness of all institutional contexts, while also promoting accountability as a unifying theme. Participants can expect to leave TIDES having developed the necessary skillsets for creating and sustaining a networked improvement community that can be leveraged for widespread institutional and/or departmental change.

During the TIDES Institute, participants can also expect

- an expert-guided, intensive review of the literature that interrogates the culture of STEM and the assumptions about who belongs in STEM;
- deep immersion into self-reflection on and introspection of the ways in which we, as STEM faculty of all backgrounds and social identities, have been complicit in perpetuating dominant STEM cultures that often exclude diverse STEM talent; and
- an introduction to the application of mindfulness as an instrument for implementing meaningful, culturally responsive policies, practices, and pedagogical strategies.

For more information and/or to register, visit www.aacu.org/tides.
Project Kaleidoscope (PKAL) STEM Leadership Institute

Institute I: July 13–16, 2021
Institute II: July 20–23, 2021
Application Deadline: March 16, 2021

The PKAL STEM Leadership Institute is designed for both early- and mid-career STEM faculty, principal investigators, and administrators who are engaged in leading initiatives and interventions aimed at transforming undergraduate STEM education in their classrooms, departments, and institutions. This Institute empowers individuals to navigate the politics of change by developing the capacity to confront intra- and interpersonal conflicts, restructure traditional institutional systems, and balance power and privilege in ways that serve all STEM students and faculty, particularly those from marginalized groups.

To date, the Institute has proven effective in promoting leadership self-efficacy among its participants, with over 65 percent of alumni of the Institute noting a significant increase in their ability to: (1) facilitate change, (2) effectively respond to problems, and (3) fully consider diverse cultures in designing policies and practices for institutional transformation.

By attending the PKAL STEM Leadership Institute, participants can expect to

• learn, develop, and experience the arts of deep contemplation and self-reflection as mechanisms for recognizing and understanding the root causes of racism in STEM higher education;

• explore both practical and tactical leadership skills for directing campus and national undergraduate STEM reform projects and initiatives;

• have access to professional diversity trainers and experienced mentors, who have been trained in evidence-based coaching; and

• be guided through the development of a powerful leadership prospectus that outlines and sets a clear course of action for lifelong professional and personal growth.

For information and/or to apply, visit www.aacu.org/stemleadership.
Institute on High-Impact Practices and Student Success

*Enhancing Institutional Capacity for Quality, Equity, and Student Engagement*

**June 15–18, 2021**

*Application Deadline: March 5, 2021*

The *Institute on High-Impact Practices and Student Success* is designed to advance campus and system-level efforts to achieve quality, equity, and student engagement goals through high-impact practices in a time of unprecedented changes, limited resources, and variations in modes of delivery. Teams will work with the Institute faculty to identify opportunities to deepen connections between students’ assets and their educational experiences in preparation for work, life, and productive citizenship.

*The Institute will give participants the opportunity to*

- develop action plans to design and implement equitable and evidence-based high-impact practices across modalities;
- identify strategies and practices for leading curricular/co-curricular change to advance diversity, equity, and student success;
- develop strategies to bring effective high-impact practices to scale;
- build institutional capacity for faculty-led, direct, equity-focused assessment of student learning outcomes; and
- strengthen processes to directly assess high-impact practices.

The program for the Institute addresses ambitious goals for intentionally serving all students, improving both completion rates and the quality of student learning, and it is highly relevant for institutions at various stages of work. For more information and/or to apply, visit [www.aacu.org/institutehips](http://www.aacu.org/institutehips).

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**AAC&U’s Summer Institute Symposium**

*Improving and Accelerating Quality and Equity Initiatives at Scale*

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This new one-day symposium is designed to bring together teams consisting of state-level and campus leaders who aspire to bring high-impact practices, general education reform, increased equity, and/or meaningful assessment strategies to scale within and across institutions in their state. The symposium is a stand-alone event, but it can also be seen as a companion to either the Institute on General Education and Assessment or the Institute on High-Impact Practices and Student Success. State teams will engage in planning activities to foster coordinated, cross-institutional collaboration in the service of improving and accelerating their quality and equity initiatives.

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Institute on Truth, Racial Healing & Transformation Campus Centers

Expanding TRHT Campus Centers to Dismantle Racial Hierarchies and Build Equitable Communities

June 22–25, 2021

Application Deadline: March 12, 2021

Among the most urgent challenges facing America today is growing racial, ethnic, and economic segregation. Increasing aversion to difference and rising distrust among communities nationally have left colleges and universities with the challenge of healing from the legacies and harm of racism. AAC&U is partnering with higher education institutions to develop Truth, Racial Healing & Transformation (TRHT) Campus Centers to prepare the next generation of strategic leaders and critical thinkers to promote racial healing and to catalyze efforts to address current inequities grounded in notions of a racial hierarchy.

As a national, community-based initiative, the TRHT effort seeks to address the historical and contemporary impacts of race and racism within our communities. Each TRHT Campus Center prioritizes expansive, community-based healing activities that seek to change collective community narratives and broaden the understanding of our diverse experiences.

At the Institute, teams will

• develop comprehensive action plans for expansive institution- and community-focused change efforts to dismantle the false belief in a hierarchy of human value;
• participate in and design Rx Racial Healing Circles™ that build trust and understanding among diverse groups;
• identify and examine current realities of race relations in their communities and the local history that has led to these realities;
• identify evidence-based strategies that support their vision of what their communities will look, feel, and be like when the belief in the hierarchy of human value no longer exists; and
• consult with experienced mentors from existing TRHT Campus Centers and seasoned racial equity facilitators.

Campuses interested in learning more about the Truth, Racial Healing & Transformation (TRHT) framework, or that have an interest in hosting a TRHT Campus Center at their institution, are encouraged to apply. For more information and/or to apply, visit www.aacu.org/institutetrht.
Institute on Integrative Learning and Signature Work

July 20–23, 2021

Application Deadline: May 10, 2021

The Institute on Integrative Learning and Signature Work provides campus teams with time, resources, and support to develop and advance institutional-level efforts to expand integrative learning. Teams will explore and create ways to build students’ capacity to integrate knowledge and skills across disciplines and curricular and co-curricular experiences; transfer learning to new, complex experiences within and beyond campus; and embed learning into signature work.

The Institute will give participants the opportunity to

• develop action plans that embed integrative learning and/or signature work;
• integrate preparation for full civic lives and careers in local and global contexts into students’ educational experiences;
• identify ways to leverage general education, interdisciplinary and problem-based learning approaches, and/or global and civic practices to promote equity, authentic assessment, and student inquiry;
• explore integrative learning practice for virtual and/or in-person instruction; and
• empower leadership at multiple levels to facilitate change efforts aligned with integrative learning, equity, community engagement, and signature work.

The Institute is designed for teams of faculty, staff, and administrators at all phases of campus reform efforts. Because integrative learning, signature work, and community engagement cross multiple areas of campus work, teams can explore a range of campus reform efforts. For more information and/or to apply, visit www.aacu.org/instituteilsw.

Institute on Teaching and Learning for Campus-Wide Interfaith Excellence

July 15, 2021 and July 20–23, 2021

The Institute on Teaching and Learning for Campus-Wide Interfaith Excellence (IIE), held in tandem with the Institute on Integrative Learning and Signature Work and led by the Interfaith Youth Core and AAC&U, will prepare college and university leaders to transform their campuses into model environments for interfaith cooperation. The Institute is an opportunity for campuses to develop context-specific plans for integrating interfaith cooperation to cultivate new generations of civic interfaith leaders.

Through the generous support from the Lilly Endowment Inc., we welcome applicants from both public and private institutions. For more information and/or to apply, visit www.aacu.org/ifyc/2021.
Institute on ePortfolios

January 21, 2022–January 28, 2023 (a unique year-long institute)

Application deadline will be announced summer 2021.

Intended for those seeking to integrate ePortfolios beyond a single course or major, this institute will help teams of faculty, staff, and administrators design and implement ePortfolio processes and technologies in large-scale adoptions. The Institute on ePortfolios provides a year-long engagement opportunity for campus and/or state system teams seeking to actualize an ambitious strategy to broaden student engagement with ePortfolios. The Institute also represents an opportunity for a campus to develop formal collaborations between academic and student affairs in the service of student learning and success.

The Institute will provide teams the opportunity to

• articulate a clear, compelling, and communicable purpose for the ePortfolio initiative under development and/or expansion;

• discern evidence-based theory-to-practice models that connect research and scholarship with effective approaches to developing and utilizing ePortfolios for high-impact learning;

• develop equity-minded strategies for planning and implementing courses and programs through inclusion of student voices and identities in demonstrating learning, programmatic assessment, and/or professional development;

• identify collaborators and form key partnerships with those on their campus who can advocate for resources, support, and the adoption of ePortfolios at the institutional level;

• utilize evidence-based innovation and leadership strategies to increase the probability of successful scaling of ePortfolio initiatives; and

• create an ePortfolio action plan for team members and campuses to implement with measurable benchmarks for charting success.

Campuses and/or systems considering ePortfolios for general education purposes or to capture the full range of the undergraduate student experience would be among those ideally suited for the Institute. For more information and/or to apply, visit www.aacu.org/instituteeport.
What Your Colleagues Are Saying about AAC&U Institutes

“I am thrilled to have had the opportunity to be among some of the best scholars and experts on HIPs. They were inspiring, innovative, engaging, and they are doing amazing work.”

“I came away feeling inspired, refreshed, and with concrete ways of moving forward with our next steps.”

“It was so helpful to have at our disposal such knowledgeable and experienced faculty with different perspectives and varied backgrounds giving us advice on our project related to content and also strategy.”

“The sessions weren’t just a menu of things you could do, but guides on how to do them. It took us from being a group of faculty who work at the same institution to a team with a clearer idea of how we want to change and improve campus culture.”
Summer is a great time to join your colleagues for enriching and action-based professional development experiences. There is no better way to learn, grow, expand, and recharge than by connecting with other higher education professionals to develop and exchange best practices in support of advancing campus change initiatives.

**Choosing among AAC&U Institutes?**

Learn more by visiting www.aacu.org/institutes

*Keep up with AAC&U and follow us on social media!*