

# COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

## DISCUSSION ITEM C: Update on Tuning, the Degree Profile, and LEAP

### Staff Recommendation

For information only.

### Background

At its last meeting, the Commission for Higher Education requested an update on the Tuning initiative. Given that a conference was held on February 25, which focused attention on two other projects related to Tuning (the Degree Profile and LEAP), it seemed appropriate to include all three initiatives in this update. The February 25 conference, which was held at the Indiana History Center, was attended by 67 administrators and faculty from both the public and independent sectors.

#### Tuning Indiana

Indiana was one of three states (along with Utah and Minnesota) that participated in a 2009 pilot of Tuning, which fits under the broad umbrella of the Bologna process developed in Europe. Tuning process has since spread to other parts of the world, most notably Latin America.

The pilot began with a gathering of teams from all three states in Chicago in April and concluded with a similar gathering in Washington, DC in December. In Indiana, the Tuning process was applied to three disciplines: Chemistry, Elementary Education, and History. Each discipline team met three times in Indianapolis and all three teams gathered for a concluding conference in November. After some follow-up work was concluded, a final report was issued in June 2010.

#### Degree Profile

Earlier this year, the Lumina Foundation for Education issued a report entitled, *The Degree Qualifications Profile*, authored by Cliff Adelman, Peter Ewell, Paul Gaston, and Carol Geary Schneider. The Degree Profile described in this report spells out five basic areas of learning: Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning; and Civic Learning. Descriptions of how these five areas of learning apply to three degree levels – associate, baccalaureate, and master’s – are included in the report.

## LEAP

In 2005, the Association of American Colleges and Universities (AAC&U) launched an initiative entitled “Liberal Education & America’s Promise” (LEAP). This initiative includes the Essential Learning Outcomes, which describes four areas of preparation for undergraduate students: Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Personal and Social Responsibility; and Integrative and Applied Learning. LEAP also includes other areas of activities, such as High Impact Practices that affect student learning and a major effort on the assessment of student learning.

At present, four public institutions or campuses (Indiana State University, IPFW, IUPUI, and Vincennes University) and eight independent institutions (Butler University, Earlham College, Franklin College, Goshen College, St. Joseph’s College, University of Evansville, Valparaiso University, and Wabash College) are members of the LEAP Campus Action Network. The faculty of four regional campuses (IU Northwest, IU East, IU South Bend, and Purdue University North Central) have approved resolutions to join the Campus Action Network, with the faculty of the remaining regional campuses scheduled to address participation in the coming weeks.

**Supporting Document**

To be distributed.