



INSTITUTE for EVIDENCE-BASED CHANGE
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Institute for Evidence-Based Change in Partnership with Midwestern Higher Education Compact Host National Inaugural Symposium on Tuning USA

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San Diego—The Tuning USA Inaugural Symposium was held June 7-8th in Indianapolis, IN. The first ever Tuning symposium was hosted by the Midwestern Higher Education Compact (MHEC) in collaboration with the Institute for Evidence-Based Change (IEBC).

The symposium, with funding support through the Lumina Foundation, involved 133 participants from 47 public and private, two-year and four-year, colleges and universities from 14 states in the United States plus Canada, Australia, Japan and Pakistan, as well as interested state and national agencies and organizations. The event was the first opportunity in the United States for Tuners from around the country to listen, learn and share.

According to Brad Phillips, PhD, President and Chief Executive Officer of IEBC, “The event turn-out was impressive, enabling faculty, professionals, and stakeholders the opportunity to discuss outcomes from the Tuning workgroups that have taken place over the past three years. Tuning provides a rare opportunity for faculty to have a chance to come together to focus on curriculum, create core competencies and outcomes and bridge institutional and state boundaries. We expect this symposium will strengthen the work going forward.”

In 2010 Lumina selected IEBC as the Tuning USA technical partner, providing technical and evaluation assistance for MHEC’s multi-state project which spans Illinois, Indiana, and Missouri, as well as other states where Tuning is now underway, including Kentucky, Texas, Minnesota, Utah and most recently California. IEBC facilitated the MHEC three-state Tuning initiative kick-off in November of 2011.

IEBC manages and facilitates Tuning USA and the Tuning process, in which faculty identify what students should know and be able to do when awarded a degree – associate, bachelor’s, or master’s – in a discipline. Tuning USA provides states, regions and organizations with facilitation services that support this faculty-led process.

According to Chris Rasmussen, PhD, MHEC Vice President for Research and Policy Analysis and lead organizer of the Tuning symposium, “The Tuning process helps clarify to students, parents and policymakers what degree holders know, understand and are able to do. In Tuning, faculty use learning outcomes as critical reference points to encourage diverse teaching methods

and delivery models. By creating clear, transparent pathways to degree completion, Tuning facilitates retention, especially among students from underserved groups. Through consultation with students, recent graduates, other faculty, and employers about learning outcomes, Tuning better prepares graduates for citizenship and the workforce.”

Symposium topics included: Tuners Speak: The Faculty Experience; Tuning Across Degrees-Unique challenges for transfer articulation and Impact of Tuning on Students-Educating prospective students and families, current students and informing alums.

According to Phillips, attendees at the event shared that the work is essential and the benefits are going to be hugely important. Participants strongly affirmed the value and work of Tuning, and expressed great interest in furthering the work. Clifford Adelman, Senior Associate, Institute for Higher Education Policy; member of the IEBC Tuning USA Advisory Committee; nationally known expert on Tuning, who participated in both days of the Tuning Symposium and shared: “At the Symposium I witnessed a bunch of experts – very committed – working hard. I learned from their mistakes and their achievements. If I have a day where I have learned, that’s a day worth having. The Tuning Symposium was two days worth having.”

In addition to working with geographical areas, Tuning USA is also working with national organizations such as the American Historical Association.

IEBC team members moderated sessions, made presentations and reported that the symposium highlighted the national and state work that is occurring at a variety of levels. Phillips noted, “For IEBC, it is about student success and educational quality. Tuning is one example of an approach that integrates institutions and their faculty and community. Tuning is forging new ground and working to improve educational outcomes for our students.”

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INSTITUTE FOR EVIDENCE-BASED CHANGE (IEBC)

Institute for Evidence-Based Change is a nonprofit organization dedicated to improving academic success for all students. IEBC is nationally recognized for their leadership and innovative approaches in working with educators and education stakeholders to access, organize and use the data already at their disposal, as well as data from other systems and institutions. IEBC is equally skilled in forming collaborative solutions that lead to improved student success. The organization provides hands-on leadership and facilitation skills in consensus-building conversations with a wide range of stakeholders. Their process leads to in-depth conversations that are geared toward increasing understanding and generating solutions that ultimately result in greater student success. Learn more about IEBC at www.iebcnow.org .