



The 104th Annual Meeting of the Association of American Colleges and Universities

FINAL PROGRAM
**Can Higher Education
Recapture the
Elusive American Dream?**

**January 24–27, 2018
Washington, DC**

Pre-Meeting Symposium on January 24
**The Power of Civic Engagement—
Across Campus, Within Communities,
Beyond Borders**

9th Annual ePortfolio Forum on January 27

Welcome to AAC&U's 2018 Annual Meeting

Welcome to Washington!

The 2018 Annual Meeting will address higher education's role in the American Dream in the face of a public narrative that argues the two have become disconnected. Featuring a broad array of plenaries, forums, and more than 125 concurrent sessions, the conference will challenge attendees from across the spectrum of higher education in addressing the most urgent and pressing issues facing our colleges and universities. The topics and themes woven throughout the Annual Meeting program will reinforce the alignment of higher education, life, work, and citizenship by highlighting evidence-based educational practices guided by clearly articulated goals for student learning—practices designed for students of all backgrounds and across all disciplines and institution types.

We look forward to challenging discussions in the days ahead and working together to advance higher education's civic mission of educating for democracy.

Your Hosts



The Association of American Colleges and Universities

AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1,400 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, faculty, and staff engaged in institutional and curricular planning. Through a broad range of activities, AAC&U reinforces the collective commitment to liberal education at the national, local, and global levels. Its high-quality programs, publications, research, meetings, institutes, public outreach efforts, and campus-based projects help individual institutions ensure that the quality of student learning is central to their work as they evolve to meet new economic and social challenges. Information about AAC&U can be found at www.aacu.org.



The American Conference of Academic Deans

Founded in 1945, the American Conference of Academic Deans (ACAD) is an individual membership organization dedicated to the professional development of academic leaders. ACAD members are current and former deans, provosts, academic vice presidents, associate and assistant deans and other academic leaders committed to the ideals of a liberal education. Recognizing that academic administrators undertake academic leadership as their "second discipline," ACAD's mission is to assist these leaders as they advance in careers dedicated to the ideals of liberal education. Through meetings and workshops relevant to the current and future directions of higher education, ACAD facilitates professional networking across institutional types in order to promote collaboration, innovation, and effective practice.

More information can be found on our website at www.acad.org.



AAC&U thanks Watermark™ — our Featured Sponsor for the 2018 Annual Meeting.

Program Notes

Download the Mobile App



Be sure to download the Guidebook mobile app (available for Android, iOS, and the web) so you can create a personal schedule for the Annual Meeting. The app includes descriptions of all sessions; a listing of speakers; information about our Sponsors; floor plans; restaurant suggestions; easy access to social media discussions; and more. Stop by the AAC&U Registration Desk for assistance.

Limited Seating in Some Sessions

Please note that seating for some sessions may be limited. We suggest that you go early to the sessions you want to attend and, to be safe, have a second choice. We ask that everyone please make available every chair in the meeting rooms (rather than placing materials on the chair next to you) and that you please move to the center of the row, rather than sit on the aisle, as you enter sessions. This is particularly important at the Opening Plenary on Thursday morning. Overflow seating for the Opening Plenary (with live video feed) will be in the Independence BCDE rooms to the right of the ballroom.

Media Coverage



AAC&U's 2018 Annual Meeting is open to credentialed members of the media, identified by their name badges. Please note that comments from the floor, or made in group discussions, may be considered "on the record," unless requested otherwise. Participants and speakers are welcome to ask if media are present at a particular session or discussion.

AAC&U Video and Photography Release

By attending the conference, participants consent to be photographed or filmed by AAC&U, granting AAC&U the unconditional right to use, publish, display, or reproduce images, audio, or videos recorded on site for educational and promotional purposes. If you have any questions, please contact communications@aacu.org.

Video and Photography by Attendees

Because all presentations and associated materials are the presenters' intellectual property, you must obtain the presenters' permission to record or publish their session content in any medium. Recording for commercial purposes is allowed only with prior written permission from both AAC&U and the presenter(s). AAC&U reserves the right to ask any participant to move within or to leave a session venue if their use of technology is disruptive to presenters or other participants.



Social Media

Follow @AACU for meeting updates and contribute to the conversations and discussions using #AACU18.

ANNUAL MEETING AGORA FRIDAY, 2:45–5:00 P.M.

For Roundtable Discussion Groups, Campus Team Time, and Continued Conversations

Independence A

Independence A will be set with roundtables available to all. We invite participants to use this space to meet with campus colleagues, to organize a roundtable discussion group, or to continue conversations from earlier sessions.

Creating a Roundtable Discussion Group

You can announce your discussion at #AACU18, and/or visit the AAC&U Registration Desk and have us add it to the schedule on the mobile app.

Don't Forget!

- **"AAC&U 101":**
Wednesday, January 24
4:15 – 5:15 p.m.
Lafayette Park
(See Page 9 for more information.)
- **AAC&U Members' Meeting:**
Wednesday, January 24
5:30-6:45 p.m.
Independence BCDE
(See Page 10 for more information.)
- **Welcoming Reception:**
Wednesday, January 24
8:30-10:00 p.m.
Please join us in the
Constitution Ballroom.

Annual Meeting Highlights

Can Higher Education Recapture the Elusive American Dream?

OPENING PLENARY

Thursday, January 25, 8:45-10:15 a.m.

Identity Matters: Realizing the American Dream

An open discussion moderated by AAC&U President Lynn Pasquerella with **LINDA MARTÍN ALCOFF**, Professor of Philosophy at Hunter College and The CUNY Graduate Center, and author of *The Future of Whiteness*; **NAOMI M. BARRY-PÉREZ**, Director of the Civil Rights Center for the US Department of Labor; **TAMARA DRAUT**, Vice President for Policy and Research at Demos, and author of *Sleeping Giant: How America's New Working Class Will Transform America*; and **WES MOORE**, CEO of the Robin Hood Foundation, and author of *The Other Wes Moore* and *The Work: My Search for a Life That Matters*



Linda Martín Alcoff



Naomi M. Barry-Pérez



Tamara Draut



Wes Moore

NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS

Thursday, January 25, 7:00-8:30 a.m.

Mentorship and Learning: Thoughts on Paulo Freire in the 21st Century

JOIA MUKHERJEE, Associate Professor of Medicine in the Division of Global Health Equity, Department of Medicine at Brigham and Women's Hospital; Associate Professor of Global Health and Social Medicine at Harvard Medical School; and Chief Medical Officer of Partners In Health



Joia Mukherjee

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR

Thursday, January 25, 11:45-1:15 p.m.

When Core Values Collide: Diversity, Inclusion, and Free Speech

PAREENA LAWRENCE, President, Hollins University



Pareena Lawrence

ACAD KEYNOTE LUNCHEON

Friday, January 26, 11:45 a.m. – 1:15 p.m.

Intergenerational Mobility and Higher Education in America: New Findings from Big Data

JOHN N. FRIEDMAN, PI for the Equality of Opportunity Project and Associate Professor of Economics and International Affairs and Public Policy at Brown University



John N. Friedman

CLOSING PLENARY

Saturday, January 27, 10:30-11:30 a.m.

Higher Education: Crisis & Purpose

WILLIAM DERESIEWICZ, author of *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life*



William Deresiewicz

Conference Sponsors

AAC&U thanks the following sponsors for their generous support of AAC&U's 2018 Annual Meeting.



FEATURED SPONSOR

Taskstream, Tk20, and LiveText joined forces in 2017 and are now united under a new name: Watermark. Watermark's mission is to put better data into the hands of administrators, educators, and learners everywhere in order to empower them to make connections and insights that will lead to meaningful improvements. Through its innovative educational intelligence platforms, Watermark supports institutions in developing an intentional approach to learning and development based on data they can trust.

www.watermarkinsights.com



SPONSOR OF THE FORUM FOR PRESIDENTS AND FOUNDATION LEADERS

TIAA is a unique financial partner. With an award-winning track record for consistent investment performance, TIAA is the leading provider of financial services in the academic, research, medical, cultural and government fields. TIAA has \$938 billion in assets under management (as of 3/31/2017) and offers a wide range of financial solutions, including investing, banking, advice and guidance, and retirement services.

www.TIAA.org

CONTRIBUTING SPONSORS



With great teaching, students succeed
www.acue.org



Creating & Sustaining a Diverse Community of Women Leaders in Higher Education
www.HERSnet.org



Empowering students through holistic advising
advisestream.com/



Daily. Online. Free
www.insidehighered.com



The Chronicle of Higher Education delivers.
Chronicle.com



Faculty First
www.interfolio.com



The Most Diverse Readership in Higher Education
diverseeducation.com



Post, Connect, and Hire Latino/a candidates
www.latinosinhighered.com/



Our vision is design that performs – for people, purpose, and planet.
eypadesign.com



PebblePad is an award-winning eportfolio, assessment, and personalized learning system
www.pebblepad.co.uk/



Revitalize Teaching and Learning™
facultyguild.org/



Connecting learning with opportunity
<https://portfolium.com>



The Washington Center for Internships and Academic Seminars
www.twc.edu

FRIENDS



MOBILE APP SPONSOR



Honor. Excellence. Impact.
www.phikappaphi.org

8:30 a.m.– 4:15 p.m.

Pre-Meeting Symposium

The Power of Civic Engagement—Across Campus, Within Communities, Beyond Borders

Throughout the year and across the nation, we have experienced unprecedented levels of active citizenship as people exercise their democratic rights and exert their collective power as community members, citizens, and consumers. These expressions of trust or mistrust of public institutions, displays of pleasure or displeasure with the political direction of our nation, and efforts to ensure equal rights for groups who have been marginalized demonstrate the need to examine how higher education can prepare students to be engaged in civic action now and throughout their lives

8:30– 8:45 a.m.

Welcome and Introduction

Independence A

LYNN PASQUERELLA, *President, AAC&U*

8:45– 9:30 a.m.

OPENING PLENARY

Mutually Beneficial Democratic Engagement Between Universities and Their Communities



Nancy Cantor

Nancy Cantor is recognized nationally and internationally as an advocate for re-emphasizing the public mission of colleges and universities, both public and private, viewing them not as traditional “ivory towers,” but as anchor institutions that collaborate with partners from all sectors of the economy to fulfill higher education’s promise as an engine of discovery, innovation, and social mobility.

NANCY CANTOR, *Chancellor, Rutgers University–Newark*

9:30– 10:45 a.m.

PANEL PRESENTATION

Multiple Perspectives on Meaningful Civic Engagement

TIMOTHY EATMAN, *Dean of the Honors Living-Learning Community and Associate Professor of Urban Education, Rutgers University–Newark*

EDUARDO OCHOA, *President, California State University–Monterey Bay*

DEBRA SCHULTZ, *Assistant Professor of History, Kingsborough Community College, City University of New York*

ANDREW SELIGSOHN, *President, Campus Compact*

MODERATOR: RICHARD GUARASCI, *President, Wagner College, and Chair of the Board of Directors, Campus Compact*

11:00 a.m.– Noon

Concurrent Sessions

Service-Learning and Community Engagement: Promising Practices for High-Impact Faculty Engagement within Student Learning

Independence D/E

The need for educators to prepare students to be globally-minded civic problem solvers committed to local and global change is stronger now than ever before. Service-learning and community engagement are evidence-based educational practices that serve as key drivers in the liberal education of students. Faculty teaching, scholarship, and learning are often transformed by engagement within these pedagogies and practices. While a growing body of research has examined a broad range of opportunities and issues pertaining to service-learning, knowledge gaps regarding promising practices for faculty development within service-learning/community engagement exist. What models of practice emerge at the intersection of faculty development and service-learning /community engagement? How can institutions remain committed to creating supportive conditions for faculty to engage in service-learning and community engagement?

MICKI MEYER, *Assistant Vice President for Student Affairs and Community, Rollins College*; BECCA BERKEY, *Director of Service-Learning, Center of Community Service, Northeastern University*; CARA MEIXNER, *Executive Director, Center for Faculty Innovation, James Madison University*

Who Votes in College?

Student Voter Turnout and Implications for Higher Education’s Role in Strengthening Democracy

Independence F/G

The preparation of students to serve as civically engaged actors is a key goal of higher education and the health of our democracy depends on it, but how well is higher education achieving this and how can we do better? One direct measure of active citizenship and political participation is voting. We present trends in college student voting and registration rates in the 2012 and 2016 US presidential elections and how the demographic makeup of college student voters changed across the two elections. We analyze data from the National Study of Learning, Voting, and Engagement, a first-of-its-kind database containing de-identified student enrollment and publicly available voting records. Participants will engage in a discussion about ideas for how institutions can create opportunities for political learning and engagement.

INGER BERGOM, *Senior Researcher*, ADAM GISMONDI, *Program Administrator*, and NANCY THOMAS, *Director—all of Tufts University’s Institute for Democracy and Higher Education*

Shifting the Paradigm: Reconceptualizing Civic Engagement to Promote Equitable, Sustainable Partnerships and Student Growth

Independence B/C

The term service-learning has become problematic as it invokes inequitable power dynamics that inherently privilege one group over another. This session discusses a paradigm shift at Salem State University to enhance community-university partnerships and connect to outcomes that cultivate engaged 21st century citizens who are prepared for democratic life. Through professional development workshops faculty learn how to create authentic community partnerships that incorporate equity, a shared vision and authority for knowledge creation, and are sustainable. Additionally, faculty discover how to engage students in reflexive learning experiences that prompt continuous reflection, which helps shape their own understanding of their civic engagement experiences as well as themselves as civic agents. Using a case-study of a deep, sustainable partnership that is bearing fruit at the academic, community, and city levels, participants will discuss how this approach could be applied at their own institution.

CYNTHIA LYNCH, Director, Center for Civic Engagement, **SARA MOORE**, Assistant Professor of Sociology, and **CINDY VINCENT**, Assistant Professor of Communications—all of Salem State University

AUx: The Need, Development, and Impact of a Unique First-Year Experience Course

Independence H/I

In fall 2018, every American University (AU) first-year student will complete a full-year general education course designed to ensure that diversity, inclusion, free speech, and freedom of expression are part of the core curriculum of the university. This presentation shares the powerful call to action by AU students, staff, and faculty that led to the design of the course, reports assessment from a 2016 research project that randomly assigned students to the course, and shares the road map for how AU plans to roll out the course to nearly 1,800 students. Attendees will learn insights into what it takes to make the case for, and ultimately create and implement, a course designed to help students transition to college and become part of a community of learners whose members come from a variety of backgrounds and bring with them a range of experiences.

ANDREA BRENNER, Director, American University Experience (AUx) and Assistant Professor, Sociology, and **JIMMY ELLIS**, Director of Student Success and Assessment—both of American University

Open Discussions on Civic Engagement

Lafayette Park

Participants are welcome to gather to discuss topics raised during the morning sessions in roundtables with leaders from the field of civic engagement.

12:15 – 1:30 p.m.

LUNCHEON PLENARY

Liberating Service Learning and the Rest of Higher Education Civic Engagement

Independence A

Traditional institutionalized service learning has produced weak outcomes for students and even weaker outcomes for communities. This presentation is for all of us who believe we can do more and better. We will completely rethink higher education community engagement toward a model that can produce real community outcomes and real social change.



Randy Stoecker

RANDY STOECKER, Professor of Community and Environmental Sociology, University of Wisconsin–Madison and author of *Liberating Service Learning and the Rest of Higher Education Civic Engagement* (2016, Temple University Press)

1:45 – 2:45 p.m.

CONCURRENT SESSIONS

Incorporating Civic Engagement and Social Responsibility in the Classroom, on Campus, and in the Community

Independence B/C

Project Pericles is at the forefront of incorporating civic engagement and social responsibility in the classroom, on the campus, and in the community in areas of focus including faculty and curriculum development, research into best practices, and student empowerment and engagement. Through multi-year projects in partnership with member institutions, Project Pericles enables more comprehensive curricular and co-curricular programs incorporating civic engagement to address pressing economic, political, and social issues. Audience and panelists will share replicable best practices, challenges, and solutions.

JAN R. LISS, Executive Director, Project Pericles; **DARBY K. RAY**, Director, Harvard Center for Community Partnerships and Donald W. & Ann M. Harvard Professor of Civic Engagement, Bates College; **CHRISTIAN RICE**, Assistant Dean for Civic Engagement and Director, Bonner Leader Program and UCARE, Ursinus College; **KARIN TRAIL-JOHNSON**, Associate Dean, Institute for Global Citizenship and Director, Civic Engagement Center, Macalester College; **ELLA TURENNE**, Assistant Dean for Community Engagement, Occidental College

1:45 – 2:45 p.m. (continued)

Envisioning a Strategy to Create the Higher Education Sector Our Democracy Needs

Independence D/E

Campus Compact's work is motivated by our belief that colleges and universities have both an obligation and an opportunity to contribute to the revitalization of democracy in the United States. We view ourselves as one building block in a movement to re-orient higher education toward its public purposes. This session will be a space to think together about what it will take to build a movement that can succeed. We will share Campus Compact's strategy for maximizing our own effectiveness in that movement and invite a conversation about how individuals, institutions, and organizations can work together to effect the change we need.

ANDREW SELIGSOHN, *President, and MAGGIE GROVE, Vice President for Strategy and Operations—both of Campus Compact*

Preparing for the 2020 Carnegie Classification for Community Engagement

Independence F/G

This session is designed to assist campuses preparing for the Carnegie Community Engagement classification. It will address preparation for both first-time applicants and campuses that are reclassifying (those classified in 2010). The workshop will address an orientation to both the classification and reclassification frameworks; an overview of the 2020 process; additions and changes to the documentation framework; and strategies that have been effective for successful application.

There will be time available for participants to have questions addressed.

MATHEW JOHNSON, *Associate Dean of the College for Engaged Scholarship and Executive Director of the Howard R. Swearer Center, Brown University; JOHN SALTMARSH, Professor of Higher Education, University of Massachusetts, Boston, Distinguished Engaged Scholar at the Howard R. Swearer Center for Public Service, Brown University, and Visiting Scholar, College Unbound*

Fueling the Civic Imagination: Exercising the Values of Democratic Civic Engagement in Assessment Work

Independence H/I

Participants will engage with Imagining America's research group on "Assessing the Practices of Public Scholarship" (APPS). Assessment is always undergirded by values, but which values and who determines them? Do we default to or let ourselves be pressured into alignment with them, or deliberately choose them? And what might be possible if the values that drive our civic engagement also drove our assessment? The research group will introduce a framework that uses the lens of democratic civic engagement to imagine and amplify assessment practices that are in dialogue with at least six core (and contested) values: full participation, co-creation, intellectual and ethical rigor, generativity, practicability, and resilience. Participants will use the framework in relation to a real case that demonstrates the possibilities and challenges of walking the talk of the values of democratic engagement in assessment practice.

ERICA KOHL-ARENAS, *Faculty Director, Imagining America: Artists and Scholars in Public Life, and Associate Professor, American Studies, University of California, Davis; TIMOTHY EATMAN, Dean of the Honors Living-Learning Community, Rutgers University–Newark; ANNA SIMS BARTEL, Associate Director for Community-Engaged Curricula and Practice, Cornell University; SYLVIA GALE, Director, Bonner Center for Civic Engagement, University of Richmond; MARY F. PRICE, Director of Faculty Development, Center for Service and Learning, Indiana University–Purdue University Indianapolis*

3:00 – 4:00 p.m.

ROUNDTABLE DISCUSSIONS

Independence A

Participants will have an opportunity to discuss the way forward with leaders in the field of civic engagement.

4:00 – 4:15 p.m.

CLOSING COMMENTS

Independence A

RICHARD GUARASCI, *President, Wagner College, Chair of the Board of Directors, Campus Compact, and Vice Chair of the AAC&U Board of Directors*

Cosponsoring Organizations



Campus Compact

Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life.



Imagining America

Imagining America: Artists and Scholars in Public Life is a national consortium of university and cultural partners who advance public scholarship, community building and campus change through the arts, humanities and design. Imagining America seeks to catalyze change on campuses and build partnerships among public scholars, artists, students, designers and cultural organizations who are addressing the most pressing issues of our time.



Project Pericles

Project Pericles is a vibrant consortium of colleges and universities that promotes civic engagement within higher education. Building on the innovative vision of Eugene M. Lang, Project Pericles works in the classroom, on the campus, and in the community, encouraging faculty to incorporate civic engagement and social responsibility into the curriculum, and to empower students as effective advocates and leaders.

2:00 – 5:00 p.m.

Pre-Meeting Workshops

More Cowbell!

Melody, Harmony, or Just Plain Disruption in the Work of Mid-Level Campus Leadership

Declaration A

KATE MCCONNELL, Senior Director for Research and Assessment, Office of Quality, Curriculum, and Assessment, AAC&U; **ASHLEY FINLEY**, Associate Vice President of Academic Affairs and Dean of the Dominican Experience, Dominican University of California; and **PAUL HANSTEDT**, Professor of English, Roanoke College

Rapid Curricular Reform:

Strategies for Inclusive Change—Without the Wait

Cabin John/Arlington

ED WINGENBACH, Vice President and Dean of Faculty, and **MARK KAINZ**, Director of the Catalyst Curriculum and Professor of Biology—both of Ripon College; **DEBRA LIEBOWITZ**, Provost, Drew University

Advancing Diversity Through Strategic Micro-, Meso-, and Macro-Level Leadership

Wilson/Roosevelt

KATHY TAKAYAMA, Director, Center for Advancing Teaching and Learning through Research, Northeastern University; **MATT KAPLAN**, Executive Director, Center for Research on Learning and Teaching, University of Michigan; **ALISON COOK-SATHER**, Mary Katharine Woodworth Professor of Education, Bryn Mawr College, and Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges

This workshop is presented by the POD Network

4:15 – 5:15 p.m.

Welcome and Overview Session for Newcomers

What is AAC&U and Why Am I Here?

Lafayette Park/Farragut Square

If you would like an overview of AAC&U programs and projects as well as practical advice on how to navigate the annual meeting and strategies for engaging further with the association, join us for this session.

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend.

Participants will learn how AAC&U's broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, integrative and global learning—provides context, framework, and practical guidance for the undergraduate educational experience.

ACAD WORKSHOP

“Through the Looking Glass”:

Leadership Lessons on Negotiating Race and Identity in the 21st-Century Academy

Penn Quarter A

LAWRENCE T. POTTER, JR., Dean and Professor, College of Arts and Sciences, University of La Verne; **KENDRICK BROWN**, Dean and Professor, College of Arts and Sciences, University of Redlands; **HIDEKO SERA**, Associate Dean, School of Education, University of Redlands

ACAD/CCAS WORKSHOP

Learning to Thrive “In-Between”:

Succeeding as an Assistant/Associate Dean

Declaration B

JAMES M. SLOAT, Associate Provost and Associate Dean of Faculty, Colby College; **MARCIA FRANCE**, Associate Provost, Washington and Lee University; **MICHAEL HOUF**, Assistant Dean of Arts and Sciences, Texas A&M University, Kingsville; **MARYSE JAYASURIYA**, Associate Dean for Student Affairs, College of Liberal Arts, University of Texas at El Paso

Wednesday, January 24

8:45 a.m. - 4:30 p.m.

ACAD 7th Annual Deans' Institute

Constitution B

The Deans' Institute provides an opportunity for academic administrators to develop their leadership abilities in a supportive environment. It is designed especially for deans, provosts, associate deans and associate provosts, and other academic leaders above the rank of department head.

The goals of the day-long institute are:

- Advancing the leadership abilities of deans and academic administrators
- Sharing valuable information about the current state of the deanship
- Providing updates on important developments in the world of higher education
- Creating networking opportunities

The featured opening plenary speaker for the day is **NAYEF SAMHAT**, President of Wofford College. The closing speaker will be **STEPHANIE FABRITIUS**, Vice President for Academic Affairs at Centre College. The Institute will also include a series of round-table discussion opportunities on more than fifteen different topics/themes.

5:30 – 6:45 p.m.

AAC&U Members' Meeting

Independence BCDE

All participants from AAC&U member institutions are encouraged to attend the annual Members' Meeting. The primary focus of the meeting, following completion of a brief business agenda, will be roundtable discussions with senior AAC&U leaders and board members. A critical theme underlying the new AAC&U strategic plan is restoring public trust in higher education. We want to hear from members about your work to advance liberal education and inclusive excellence and how innovations in undergraduate education might serve the larger goal of rebuilding a positive public narrative about the value of higher education.

Light refreshments will be available.

7:00 – 8:30 p.m.

The Carol Geary Schneider Lecture on Liberal Education and Inclusive Excellence

Where Do We Go From Here?

Leadership in Turbulent Times

Independence A

AAC&U is delighted to welcome **DORIS KEARNS GOODWIN**, who will present the inaugural Carol Geary Schneider Lecture on Liberal Education and Inclusive Excellence.



Doris Kearns Goodwin

DORIS KEARNS GOODWIN is a world-renowned presidential historian and Pulitzer Prize-winning author of six critically acclaimed books, including her most recent, *The Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism* (November, 2013). Winner of the Carnegie Medal, *The Bully Pulpit* is a dynamic history of the first decade of the Progressive Era, that tumultuous time when the nation was coming unseamed and reform was in the air.

Doris Goodwin was awarded the Pulitzer Prize in history for *No Ordinary Time: Franklin and Eleanor Roosevelt: The Home Front in World War II*, and is author of the best sellers *Team of Rivals: The Political Genius of Abraham Lincoln* (awarded the prestigious Lincoln Prize), *Wait Till Next Year*, *Lyndon Johnson and the American Dream*, and *The Fitzgeralds and the Kennedys*.

Goodwin is currently working on a book on Presidential leadership that incorporates her five decades of scholarship studying Lincoln, Theodore Roosevelt, FDR, and LBJ. It was Goodwin's experience as a 24-year-old White House Fellow, working directly for President Johnson as an assistant in his last year in the White House, and later assisting him in the preparation of his memoirs, that fueled her interest in becoming a presidential historian and author.

The Carol Geary Schneider Lecture on Liberal Education and Inclusive Excellence was established in 2016 to honor the visionary leadership of AAC&U's president from 1998-2016, Carol Geary Schneider.

Delivered biennially at the Association's annual conference, the lecture advances contemporary understandings of liberal education that are grounded in the mission and values of the Association, namely, to make liberal education and inclusive excellence the foundation for institutional purpose and educational practice in higher education.

8:30 – 10:00 p.m.

AAC&U Welcoming Reception

Constitution Ballroom

Please join us as we gather to greet old friends and welcome new colleagues to the Annual Meeting.

DORIS KEARNS GOODWIN will be signing copies of her books at the reception. Her publications are available at the AAC&U Publications table.

Schedule at a Glance

Wednesday, January 24	Thursday, January 25	Friday, January 26	Saturday, January 27
<p data-bbox="110 678 237 779">AAC&U Symposium 8:30-4:15</p> <p data-bbox="269 720 431 789">ACAD Institute 8:45-4:30</p> <p data-bbox="199 1178 321 1247">Workshops 2:00-5:00</p> <p data-bbox="172 1520 375 1589">Members' Meeting 5:30-6:45</p> <p data-bbox="188 1663 358 1732">Opening Forum 7:00-8:30</p> <p data-bbox="215 1829 331 1898">Reception 8:30-10:00</p>	<p data-bbox="459 306 602 407">Global Issues Breakfast 7:00-8:30</p> <p data-bbox="667 306 773 407">Women's Breakfast 7:00-8:30</p>	<p data-bbox="854 306 959 407">ACAD Breakfast 7:00-8:30</p> <p data-bbox="1016 306 1170 407">Campus Issues Breakfast 7:00-8:30</p>	<p data-bbox="1206 327 1344 428">Breakfast Roundtables 7:45-9:00</p> <p data-bbox="1385 365 1507 466">ePortfolio Plenary 8:00-9:00</p>
	<p data-bbox="545 516 727 590">Opening Plenary 8:45-10:15</p>	<p data-bbox="898 516 1117 590">Concurrent Sessions 8:45-10:00</p>	<p data-bbox="1206 476 1344 577">Concurrent Sessions 9:15-10:15</p> <p data-bbox="1385 476 1507 577">ePortfolio Sessions 9:15-10:15</p>
	<p data-bbox="529 688 743 762">Concurrent Sessions 10:30-11:45</p>	<p data-bbox="898 688 1117 762">Concurrent Sessions 10:30-11:45</p>	<p data-bbox="1206 648 1344 749">Final Plenary 10:30-11:30</p> <p data-bbox="1385 648 1507 749">ePortfolio Sessions 10:30-11:30</p>
	<p data-bbox="508 846 764 947">Luncheon for Faculty/Admin. of Color 11:45-1:15</p>	<p data-bbox="919 863 1096 936">ACAD Luncheon 11:45-1:15</p>	<p data-bbox="1385 789 1507 890">ePortfolio Luncheon 11:45-1:00</p>
	<p data-bbox="529 1003 743 1077">Concurrent Sessions 1:30-2:30</p>	<p data-bbox="898 1003 1117 1077">Concurrent Sessions 1:30-2:30</p>	<p data-bbox="1385 936 1507 1037">ePortfolio Sessions 1:15-2:00</p>
	<p data-bbox="529 1171 743 1245">Concurrent Sessions 2:45-4:00</p>	<p data-bbox="898 1171 1117 1245">Concurrent Sessions 2:45-4:00</p>	<p data-bbox="1385 1043 1507 1144">ePortfolio Sessions 2:15-3:00</p>
	<p data-bbox="529 1285 743 1358">Concurrent Sessions 4:15-5:30</p>	<p data-bbox="898 1285 1117 1358">Concurrent Sessions 4:15-5:30</p>	<p data-bbox="1385 1161 1507 1262">ePortfolio Sessions 3:15-4:00</p>
	<p data-bbox="529 1398 743 1472">Concurrent Sessions 4:15-5:30</p>	<p data-bbox="898 1398 1117 1472">Concurrent Sessions 4:15-5:30</p>	<p data-bbox="1385 1272 1507 1373">ePortfolio Plenary 4:15-5:00</p>
	<p data-bbox="537 1486 735 1560">Hosted Receptions 5:30-7:00</p>	<p data-bbox="906 1486 1109 1560">Hosted Receptions 5:30-7:00</p>	
	<p data-bbox="537 1659 735 1732">Hosted Receptions 5:30-7:00</p>		

FINAL PROGRAM

Can Higher Education Recapture the Elusive American Dream?

Thursday, January 25

7:00 – 8:30 a.m.



Joia Mukherjee

NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS

Mentorship and Learning:
Thoughts on Paulo Freire in the 21st Century

Constitution A/B

JOIA MUKHERJEE, MD, MPH, Associate Professor, Harvard Medical School and Chief Medical Officer, Partners In Health

BREAKFAST DISCUSSION

Pedagogy and the “Big Questions”:
Engaging Global Perspectives and Issues in and Outside of the Classroom

Franklin Square

DISCUSSION LEADER: DAWN MICHELE WHITEHEAD, Senior Director for Global Learning and Curricular Change, AAC&U

(Preregistration was required for these events.)

8:45 – 10:15 a.m.

Opening Plenary

Independence Ballroom

Welcoming Remarks

ELSA NÚÑEZ, President, Eastern Connecticut State University and Chair, AAC&U Board of Directors

THOMAS MEYER, Vice President for Academic Services and Student Development, Lehigh Carbon Community College and Chair, ACAD Board of Directors

Presentation of the Frederic W. Ness Book Award

For the book that has contributed most this year to our understanding of liberal learning—to Matthew T. Hora, Ross J. Benbow, and Amanda K. Oleson Jeppson for *Beyond the Skills Gap: Preparing College Students for Life and Work* (Harvard Education Press, 2016)

Introduction of Recipients of the K. Patricia Cross Future Leaders Award

KELSEY MELINDA BOYLE, Chemistry, California Institute of Technology

ARIANNA I. CELIS LUNA, Biochemistry, Montana State University

TONY J. CUNNINGHAM, Clinical Psychology, University of Notre Dame

ANAHD EBRAHIMI, Mechanical Engineering, University of Delaware

DARLA HIMELES, American Literature, Temple University

RISHI R. MASALIA, Plant Biology, University of Georgia

ALEXANDRA B. REZNIK, English Literature, Duquesne University

President’s Welcome

LYNN PASQUERELLA, President, AAC&U

FEATURED ADDRESS

Identity Matters:
Realizing the American Dream

MODERATOR: LYNN PASQUERELLA, President, AAC&U

LINDA MARTÍN ALCOFF, Professor of Philosophy at Hunter College and The CUNY Graduate Center, and author of *The Future of Whiteness*

NAOMI M. BARRY-PÉREZ, Director of the Civil Rights Center for the US Department of Labor

TAMARA DRAUT, Vice President for Policy and Research at Demos, and author of *Sleeping Giant: How America’s New Working Class Will Transform America*

WES MOORE, CEO of the Robin Hood Foundation, and author of *The Other Wes Moore* and *The Work: My Search for a Life That Matters*



Lynn Pasquerella



Linda Martín Alcoff



Naomi M. Barry-Pérez



Tamara Draut



Wes Moore

10:30 – 11:45 a.m.

CONCURRENT SESSIONS

FEATURED SESSION

From Troubled Teen to Rhodes Scholar: The Transformative Power of Education

Independence A

My grandfather used to say that education is like a skeleton key. If you can get that skeleton key, it can open any door.

—WES MOORE

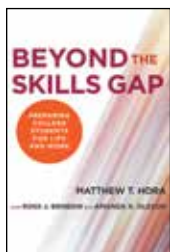
Education has opened many doors for Wes Moore and inspired him to found an organization devoted to creating educational access and opportunities for disadvantaged youth. In this powerful presentation, he speaks to the role that education and educators have played in changing his life. As an underserved 12-year-old getting into trouble, Wes was put on a path away from gangs, drugs, and crime. He became the top student in his high school class, graduated with honors from Johns Hopkins, earned a Rhodes Scholarship and became a decorated veteran, White House fellow, founder of the innovative education social enterprise, BridgeEdu, and CEO of The Robin Hood Foundation. Emphasizing the great impact that educators, mentors, family and a supportive community have on empowering the next generation's success, Wes Moore celebrates those who are making a difference and the lives that they change every day.

WES MOORE, CEO of the Robin Hood Foundation, decorated Army combat veteran, and author of *The Other Wes Moore (2010)* and *The Work: My Search for a Life That Matters (2015)*

NESS AWARD LECTURE

Beyond the Skills Gap: Preparing College Students for Life and Work

Independence F/G



Authors Matthew T. Hora and Amanda K. Oleson Jeppson will discuss their book, *Beyond the Skills Gap: Preparing College Students for Life and Work*, winner of the 2018 Frederic W. Ness Book Award, which is presented to the book that best contributes to the understanding and improvement of liberal education. The authors pose the question—How can educators ensure that young people who attain a postsecondary credential are adequately prepared for the future? *Beyond the Skills Gap* explains that

the answer is not simply that students need more specialized technical training to meet narrowly defined employment opportunities. In a nuanced and thoughtful approach, the book challenges this conception of the “skills gap,” highlighting instead the value of broader twenty-first-century skills in postsecondary education and advocating for a system in which employers share responsibility along with the education sector to serve the collective needs of the economy, society, and students.

MATTHEW T. HORA, Assistant Professor in Adult Teaching and Learning, University of Wisconsin–Madison, and Research Scientist, Wisconsin Center for Education Research; AMANDA K. OLESON JEPSON, Education Scholar and Qualitative Analyst, Madison Metropolitan School District—authors, with Ross J. Benbow, of *Beyond the Skills Gap: Preparing College Students for Life and Work (Harvard Education Press, 2016)*

MODERATOR: WILLIAM CRAFT, President, Concordia College-Moorhead

8TH ANNUAL ERNEST L. BOYER AWARD

Nudges, the Learning Economy and a New 3Rs: Redesigning for Student Relationships, Resilience, and Reflection

Constitution B

José Antonio Bowen will deliver this address as recipient of the 2017 Ernest L. Boyer Award, presented by the New American Colleges & Universities. The Boyer Award recognizes individuals whose achievements in higher education exemplify Boyer's quest for connecting theory to practice and thought to action, in and out of the classroom.

Technology has created a new learning economy. If we want this new economy to be more inclusive, we will need to prepare students for jobs that do not yet exist, learning new information on their own. The liberal arts have never mattered more, but new circumstances demand that we make our value more explicit. If we are serious that we teach the ability to ask better questions, interrogate information, reframe problems and transform thinking, then we need to focus more on that process. A convergence of behavioral economics, neuro-science, and cognitive psychology suggests both a new focus (a new educational 3Rs of “Relationships, Resilience and Reflection”—the “what”) and new ways for this to be designed and delivered (the “how”). Our shift from teaching to learning is incomplete unless we recognize that our best way to help students is to design environments that “nudge” them into better learning behaviors. Like it or not, we are only their cognitive coaches, on the sidelines, and we cannot do the work for them.

JOSÉ ANTONIO BOWEN, President, Goucher College

The Boyer Award is presented by the New American Colleges and Universities

From Curriculum To Community: Encouraging Faculty and Students to Change the World

Wilson/Roosevelt

Project Pericles works with faculty to enhance links between the curriculum, campus, communities, and colleagues encouraging students to connect knowledge with real-world responsibilities. Through our Periclean Faculty Leadership (PFL) Program, funded by the Arthur Vining Davis Foundations, PFLs from campuses across the U.S. develop courses and programs that reinforce the civic responsibility of students. Periclean Faculty Leaders discuss curricular programs that strengthen critical thinking, skills, and social responsibility, while promoting faculty development. The panel explores real-world issues: connections between political and ecological systems where students collaborate to reduce the college's carbon footprint; lead contamination in Flint and Baltimore where students generate data visualizations of community needs; theatre as a reflection of the civic and natural worlds and our responses; and students as “statistical consultants” to organizations including a provider of legal and social services for asylum seekers. Panelists will discuss replicable best practices, tactics, challenges, and skills.

JAN LISS, Executive Director, Project Pericles; NURCAN ATALAN-HELICKE, Assistant Professor, Environmental Studies, Skidmore College; PHONG LE, Assistant Professor of Mathematics, Goucher College; S. ALEXANDRA PICARD, Associate Professor of Theatre, New England College; LYNNE STEUERLE SCHOFIELD, Associate Professor of Statistics, Swarthmore College

This session presented by Project Pericles

10:30 – 11:45 a.m. (continued)

How Centers for Teaching and Learning Can Influence Campus Culture on Emerging Educational Trends

Penn Quarter A (Level 1B)

In *Coming in from the Margins* (2011), Connie Schroeder argues that teaching and learning centers must take on new roles as organizational developers and “change agents,” supporting not only individual faculty in their growth as educators but also contributing to institutional change initiatives. In this interactive session, participants will take up Schroeder’s challenge by examining how centers for teaching and learning can influence campus-wide cultural shifts in teaching, particularly around the growing population of students who aspire to the American Dream but often feel undervalued in a university setting. The session will focus on two case studies. The first center has produced a variety of programming that has inspired faculty to implement changes in pedagogy. The second center has worked incrementally, through an expanding network of campus partners, to further the institution’s commitments to accessibility and universal design. Participants will reflect on their own institutional contexts and leave with concrete ideas how they might better leverage their teaching centers to address institutional needs.

DONNA M. QUALTERS, *Director*, and **ANNIE SOISSON**, *Senior Associate Director—both of the Center for the Enhancement of Learning and Teaching, Tufts University*; **STACY GROOTERS**, *Director of Faculty Programs, Center for Teaching Excellence*, and **CRISTINA MIRSHEKARI**, *Director for Teaching and Learning Technologies—both of Boston College*

This session is presented by the POD Network

Pathways to Flourishing for First-Generation College Students

Tiber Creek (Level 1B)

This session presents the results of a Bringing Theory to Practice (BTtP) research grant that analyzed differential effects of these programs and services on first-generation students’ development of well-being at a comprehensive research university. This presentation will report on the status of first-generation students’ well-being and civic engagement from multiple quantitative and qualitative datasets. Examples of programs and pathways that support first-generation students will also be provided, and participants are encouraged to consider implications for their own students and institutions. Presenters include cross-campus collaborators including tenured, research, and term faculty, academic advisors, student affairs educators, and first-generation student scholars.

JULIE OWEN, *Associate Professor of Leadership Studies*, **GRAZIELLA MCCARRON**, *Assistant Professor, School of Integrative Studies*, and **MISTY KRELL**, *Director of Student Services—all of George Mason University*

Let the Circle Be Unbroken: Learning Outcomes and Public Trust

Independence B/C

Acknowledging both the progress that has been made and the limited public visibility such progress has attracted, the speakers will advance ideas for strategies that could drive initiatives to scale and result in meaningful convergence among them. Participants in the session will be encouraged throughout to cite examples of accomplishment, to propose clarifications of the issues, and to offer suggestions for action. The intended result will be ideas toward building an “unbroken circle” of outcomes, assessment, and results that would attract the attention and justify the approval and support of diverse stakeholders.

PAUL GASTON, *Trustees Professor Emeritus, Kent State University Kent Campus*; **BELLE WHEELAN**, *President, Southern Association of Colleges and Schools Commission on Colleges*; **C. EDWARD WATSON**, *Associate Vice President, Quality, Advocacy, and LEAP Initiatives, AAC&U*; **AARON THOMPSON**, *Executive Vice President and Chief Academic Officer, Kentucky Council on Postsecondary Education*

Connecting Liberal Education with Life, Work, and Citizenship Burnham

Students do not always make the connection during college between their work experiences and their career aspirations. This session is designed to provide examples of how the cognitive processes developed through all work experiences can be leveraged as one moves from college to career.

ANN VENDRELY, *Associate Provost and Associate Vice President for Academic Affairs*, **ELAINE MAIMON**, *President*, **COLLEEN SEXTON**, *Associate Provost and Associate Vice President for Academic Affairs*, **DEBORAH BORDELON**, *Provost*, and **ELLEN WALSH**, *Associate Professor of History—all of Governors State University*

Connecting Pedagogies: Graduate Education and Undergraduate Pedagogy

Independence H/I

Doctoral education is heavily influenced by an assumption that the purpose of a humanities PhD is to prepare graduate students for tenure-track employment at research universities. Yet, the vast majority of those who go on to careers in postsecondary education are more likely to teach at liberal arts colleges, non-flagship public universities, and community colleges, taking faculty positions quite different from those emphasized in their graduate education. This misalignment between training and outcomes leaves many early career faculty inadequately prepared for either the administrative aspects of full-time faculty work or the challenges of teaching beyond areas of specialized expertise and to students of varied and uneven preparation. In recent years, scholarly societies, universities, and foundations have recognized the deep connection between undergraduate education and graduate pedagogy. This panel describes emerging best practices to better prepare early career faculty to teach across the landscape of higher education in the United States.

JAMES GROSSMAN, *Executive Director, American Historical Association*; **PAULA M. KREBS**, *Executive Director, Modern Language Association*; **JUDITH SHAPIRO**, *President, The Teagle Foundation*; **STEVEN MINTZ**, *Director, Institute for Transformational Learning, University of Texas System*; **NATALIE MENDOZA**, *Postdoctorate Research Associate, University of Colorado, Boulder*

COPLACDigital:

Digital Liberal Arts and the Power of a Consortium

Penn Quarter B (Level 1B)

In 2016, with support from the Andrew W. Mellon Foundation, the Council of Public Liberal Arts Colleges (COPLAC) pioneered multi-campus digital liberal arts seminars in which students gained significant experience in collaborative archival research and website design. The COPLACDigital seminars combine the traditional benefits of a liberal arts classroom, high-impact undergraduate research, synchronous online teaching of digital skills, and the creation, sharing, and preservation of new knowledge in a digital environment. Course goals include developing competency in critical thinking, oral communication, and writing, as well as cultivating collaborative skills, all of which enhance success after graduation. COPLACDigital's seminars foster an interconsortial community of faculty, instructional technology, and archival expertise and practice, while democratizing access to new knowledge and setting local issues and stories in the context of global events. COPLACDigital faculty and students will discuss their experiences with the initiative and the digital projects they created.

MODERATOR: ELLEN HOLMES PEARSON, *Professor of History, University of North Carolina Asheville*

MARY BETH MATHEWS, *Professor of Classics, Philosophy, and Religion, University of Mary Washington*; **KENNETH OWEN**, *Assistant Professor of History, University of Illinois Springfield*; **JONAS CHANG**, *Student, and KODEY SPRINGATE*, *Graduate Student—both of Truman State University*

This session is presented by the Council of Public Liberal Arts Colleges (COPLAC)

The Grand Purpose of Higher Education: Building a Policy Context for Civic Education and Engagement

Franklin Square

This session engages its attendees in an interactive experience with panel members to learn about University System of Maryland (USM)-developed policy levers and activities that help create an environment that encourages and supports our diverse set of institutions. Session attendees will explore the same overarching question that USM institutions face: given that the public purposes of education go beyond aggregated benefits to individuals, what might colleges and universities do to reinvigorate our commitments to our public mission to promote engaged citizenship? Participants will learn how diverse institutions can implement contextually appropriate strategies that extend the concept of civic engagement beyond the individual and the institution to contribute to a shared vision for the common good.

NANCY SHAPIRO, *Associate Vice Chancellor and Special Assistant to the Chancellor for P-20 Education, University System of Maryland*; **DEB MORIARTY**, *Vice President for Student Affairs, and TIMOTHY CHANDLER*, *Provost and Executive Vice President for Academic Affairs—both of Towson University*

DISCUSSION SESSION

A Portrait of Assessment that Supports Student Success

Cabin John/Arlington

This discussion session provides an update on the field of assessing student learning throughout the United States, examining the work of integrating learning across the curriculum and cocurriculum, movement around culturally responsive assessment, various support resources and structures to engage faculty and staff in utilizing evidence-based pedagogies and practices, and how assessment is being used to bolster understanding about student learning. The session will pull from various projects conducted over the past year by the National Institute for Learning Outcomes Assessment (NILOA) including review of national survey results. Participants will be invited into dialogue regarding their campus efforts to assess student learning in relation to national trends, as well as explore together areas of need and growth within the field of meaningful and manageable assessment of student learning.

NATASHA JANKOWSKI, *Director, JILLIAN KINZIE*, *Senior Scholar and Associate Director, and PAT HUTCHINGS*, *Senior Scholar—all of the National Institute for Learning Outcomes Assessment*

Faculty and Curricular and Cocurricular Diversity and Inclusion Initiatives

Declaration Room (Level 1B)

Focusing on effective inclusion strategies, members of the panel will discuss institutional and structural changes, faculty incentives, new advising initiatives, and specific programs. Reflecting a diversity of institutional types (R1, liberal arts, STEM-focused, women's college) and academic and student affairs, panelists focus on curricular and cocurricular engagement that enhance our capacity to advance interactional diversity and inclusivity. They will address how initiatives and responses can happen within the context of turmoil and crisis, discuss initiatives that emerge as part of an institutional campus response, and reflect on the complex issues that we need to grapple with. In an interactive component, the audience and panelists will divide up into small group discussions to address two prompts related to their own campus experiences in building capacity and practices for inclusion and interactional diversity and responding in crisis contexts; the audience and panelists then share out and discuss.

ROBBIN CHAPMAN, *Associate Provost and Academic Director of Diversity and Inclusion, Lecturer of Education, Wellesley College*; **MIRIAM FELDBLUM**, *Vice President for Student Affairs and Dean of Students and Professor of Politics, Pomona College*; **DANA HAMDAN**, *Associate Dean of Students, Oberlin College and Conservatory*; **LIZA CARIAGE-LO**, *former Vice President for Academic Development, Diversity, and Inclusion, Brown University*; **DARRYL YONG**, *Professor of Mathematics, Harvey Mudd College, and Director of the Claremont Colleges Center for Teaching and Learning*



#AACU18

10:30 – 11:45 a.m. (continued)

Campus Freedom of Speech: The Need for Coordinated Efforts from Boards, Institutional Leaders, and Faculty

Lafayette Park/Farragut Square

Freedom of speech on campus has received significant attention recently because of various incidents that have dominated news headlines. While most colleges and universities have a historic commitment to the unfettered pursuit of knowledge, the need for debate and discussion, and sharing of divergent ideas both inside and outside the classroom, the last several years have seen heightened tension between the right to free speech and how that right plays out among students, academic leaders, and the communities in which our institutions are located. For institutions to address this tension effectively, there must be a coordinated effort including the board, president, faculty, and other key stakeholders. We will engage a diverse panel of institutional leaders in an exploration of how collaboration has helped in responding to issues of freedom of speech on their respective campuses.

JONATHAN ALGER, *President, James Madison University*; JEFFREY B. TRAMMELL, *Rector Emeritus, College of William and Mary*; MARY KENNARD SMITH, *Vice President and General Counsel (Retired), American University*; DEBORAH M. SEYMOUR, *Vice President for Programs and Research, Association of Governing Boards of Universities and Colleges*

Less Is More: Data-Driven Strategies for Reducing Faculty Workload

Independence D/E

The expectations for faculty “productivity” are ever on the rise: faculty are asked to publish more research, seek more grants, teach and advise more students, serve on more committees, and attend to many other competing cognitive demands. Furthermore, faculty attention, time, and energy are the sine qua non of AAC&U’s mandate for transformational improvement in the academy. The result is a Catch-22: higher education cannot change without faculty, but faculty are already consumed with everything else expected of them. How can institutions provide reflective space for faculty to be the authors and agents of the academy’s future? This session features three academic deans who are creating that space. Bucking the trend to “pile on,” they will share how comparative data and collaborative leadership help them create time for faculty to advance not more work, but their best work as scholars, teachers, and campus citizens.

KIERNAN MATHEWS, *Executive Director and Principal Investigator, The Collaborative on Academic Careers in Higher Education, Harvard University*; LISA SULLIVAN, *Dean of the Faculty, Harvey Mudd College*; BEAU BRESLIN, *Dean of the Faculty and Vice President for Academic Affairs, Skidmore College*; AMY MARCUS-NEWHALL, *Vice President for Academic Affairs and Dean of Faculty, Scripps College*

ACAD SESSION

Liberal Education and Preparation for Career and Life: Is General Education a Help or a Hurdle?

Constitution CDE

General education requirements reinforce liberal arts goals, but live in the context of majors and career preparation. Two case studies of general education reform describe different approaches: University of Louisiana, Lafayette describes a process of finding an optimal balance, while Ursinus College tells the story of using a new general education program as a framework for the institution broadly, including majors.

MARK SCHNEIDER, *Vice President of Academic Affairs and Dean of the College*, SHARON HANSEN, *Interim Director of Career and Professional Development*, and NATHAN REIN, *Assistant Dean for Academic Affairs—all of Ursinus College*; ROBERT MCKINNEY, *Assistant Vice President for Academic Affairs, Faculty Affairs*, JORDAN KELLMAN, *Dean of the College of Liberal Arts*, and PEARSON CROSS, *Chair of the General Education Committee and Associate Dean of Liberal Arts—all of the University of Louisiana at Lafayette*

11:45 a.m. – 1:15 p.m.



Pareena Lawrence

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR

When Core Values Collide:
Diversity, Inclusion, and Free Speech

Constitution A

PAREENA LAWRENCE, *President, Hollins University*

(Preregistration required for this event)

1:30 – 2:30 p.m.

CONCURRENT SESSIONS

Faculty of the Future: Voices from the Next Generation

Farragut Square

AAC&U welcomes the 2018 recipients of the K. Patricia Cross Future Leaders Award, who will participate in an open conversation—with the audience and with each other—on American higher education.

KELSEY MELINDA BOYLE, *Chemistry, California Institute of Technology*

ARIANNA I. CELIS LUNA, *Biochemistry, Montana State University*

TONY J. CUNNINGHAM, *Clinical Psychology, University of Notre Dame*

ANAHI EBRAHIMI, *Mechanical Engineering, University of Delaware*

DARLA HIMELES, *American Literature, Temple University*

RISHI R. MASALIA, *Plant Biology, University of Georgia*

ALEXANDRA B. REZNIK, *English Literature, Duquesne University*

MODERATOR: L. LEE KNEFELKAMP, *Professor Emerita, Teachers College, Columbia University, and Senior Fellow, AAC&U*



Learning-Outcomes Assessment at a Large Research-Intensive University

Franklin Square

Engaging academic units in assessing learning outcomes is a challenge at large institutions. At the University of Arizona, academic units are held accountable for assessment within the seven-year cycle of Academic Program Review (APR). However, other programs, such as General Education (GE) are campus-wide and difficult to assess. To accomplish both tasks, we needed two things: a structured reporting system that guides programs to close the loop on assessment, and a means to assess our general education Program as a whole. In this presentation, we will share our vision of institutional assessment, including how both the AMS and Aqua by Watermark support our assessment work.

ELAINE MARCHELLO, *Assistant Director, Assessment, and* **INGRID NOVODVORSKY**, *Director of Teaching, Learning, and Assessment—both of the University of Arizona*; **MELISSA HELVEY**, *Director, Campus Solutions, Watermark*

This session is sponsored by Watermark

FEATURED SESSION

College Quality and the American Dream: Shaping Narratives for Increased Public Engagement

Constitution B

The new media landscape has changed dramatically how members of the public receive and engage information. But, even in our “post-fact” media world, the public continues to “understand” the world through “narratives”—compelling stories that articulate beliefs and motivate behavior. Research suggests that many now doubt claims about higher education’s connection to meaningful opportunity and “the American Dream.” This session will draw on new research about media impact and engagement and about the narratives resonant in the new media landscape to build participants’ understanding and capacity to communicate more effectively and “make the case for higher education to multiple audiences.” The session will feature an overview of new research commissioned by Lumina Foundation about the most resonant public narratives about postsecondary education. Session will also feature examples of effective reporting on higher education and how reporters and editors are now approaching their work in the new media and political landscape.

DEBRA HUMPHREYS, *Vice President for Strategic Engagement, Lumina Foundation*; **KIRK CARAPEZZA**, *Managing Editor and Reporter, WGBH*

Community Colleges, Quality, and Student Success: The Conversations We Should be Having

Lafayette Park

Too often, simplistic notions of *who owns what learning spaces* set the direction for important conversations in higher education. When it comes to conceptions of quality and student success, markers and metrics from the four-year baccalaureate paradigm—things like degree completion and two- to four-year transfer rates—tend to dominate. This highly active, participatory session will expand and add nuance to these conversations by raising the questions and issues we *should* be asking vis-à-vis community colleges, quality, and student success. Topics include but are not limited to unpacking the reality of transfer as a non-linear, and often idiosyncratic experience; giving credit to community college workforce development and non-degree credentialing in defining student success; community college faculty as leaders in pedagogical innovation; and translating the tenets of liberal education for the community college environment.

MATT REED, *Vice President for Learning, Brookdale Community College, and author of Confessions of a Community College Dean blog at Inside Higher Ed*

MODERATOR: KATE DREZEK McCONNELL, *Senior Director, Research and Assessment, AAC&U*



SPONSOR SESSION

Getting More of LEAP’s Meaningful Outcomes: Inside the Instructional “Black Box”

Wilson/Roosevelt

LEAP has defined learning outcomes that articulate the meaningful aptitudes college graduates should possess, and VALUE rubrics have provided a valid and reliable way to assess students’ progress toward these outcomes. With agreed-upon goals and measures in place, one question remains: What can we do, as educators, to help more students achieve the outcomes necessary for rewarding careers and purposeful lives? Central to the answer is great teaching—specifically, the degree to which faculty employ the evidence-based teaching practices shown to promote student engagement, higher quality work, and deeper levels of learning. In this session, a presenter from Kansas State University will share how the university is making quality instruction key to its strategic efforts. Through a collaboration with the Association of College and University Educators (ACUE), K-State’s faculty are learning about and implementing the teaching practices that keep even the most at-risk students enrolled, motivated, and learning. The presenters will discuss how effective teaching is foundational to achieving LEAP’s goal to allow all students to realize economic and democratic vitality.

PENNY MACCORMACK, *Chief Academic Officer, ACUE*; **SHANNON WASHBURN**, *Assistant Dean of Academic Programs, Kansas State University*

This session is sponsored by the Association of College and University Educators (ACUE)

1:30 – 2:30 p.m. (continued)

SEMINAR SESSION *(Participation limited to 25; please arrive early)*

Building Community and Teaching the Whole Student for Achieving Student Success and an Inclusive, Dialogic Campus Climate

Latrobe

If we truly believe in equity and diversity and supporting student academic achievement, then building inclusive communities on our college and university campuses and engaging the whole student as a core teaching practice are essential. Interestingly, the most innovative work in higher education today might also be its most traditional.

There is substantial evidence that supports those faculty and staff who embrace the longstanding value of inclusive community building, teach the whole student, emphasize good teacher-student relationships, and develop just, open, and dialogic campus and classroom learning environments for all students. Simply put, an engaged, inclusive community climate is highly effective in supporting student learning and well-being, and good teachers matter to students, student learning, persistence and graduation. Seminar participants will offer specific examples of these innovative practices and discuss and share their experiences with building an inclusive community climate and teaching the whole student.

DAVID SCHOEM, *Director, Michigan Community Scholars Program, and* **JOSEPH A. GALURA**, *Adjunct Lecturer, School of Social Work and Program Advisor, Community Action and Social Change Minor—both of the University of Michigan*

DISCUSSION SESSION

Increasing the Value of Education Through Graduate Success

Independence F/G

Colleges and universities must provide a quality education, provide unquestionable value to students, parents, alumni, the community, employers, and other stakeholders, and provide compelling evidence of this value. This session will focus on the work of two presidents who are addressing the demand for ROI by engaging their entire institutions in preparing students for long-term success after graduation. Joined by an expert in career transformation, the presidents will address challenging issues such as how to balance the need for outcomes while remaining true to an institution's mission, and how to actively engage the entire campus in these efforts. Most of the program will be devoted to a facilitated discussion with panelists and participants about dilemmas faced, lessons learned, opportunities seized, and outcomes achieved through the reinvention of college career preparation. Participants' career-related initiatives will benefit from the collective wisdom of their colleagues.

ADAM WEINBERG, *President, Denison University;* **PAREENA LAWRENCE**, *President, Hollins University;* **SHEILA CURRAN**, *Senior Partner and Chief Strategy Consultant, Curran Consulting Group*

advisestream
holistic advising. empowered students

SPONSOR SESSION

Supporting Integrated Learning on an Undergraduate Campus

Burnham

Integrated learning endeavors to connect themes between courses, extra-curricular and co-curricular activities, and the possible careers of students. As an approach, it touches on many of the high-impact educational practices identified by LEAP and AAC&U. Using a combination of technology tools and curricular strategies, Earlham College has developed an innovative approach to integrated learning (EPIC) on an undergraduate campus to better orchestrate student experience through their four years while promoting recruitment, persistence, and post-graduate outcomes. Earlham has partnered with AdviseStream, Inc. to provide a comprehensive and multilayered internal and external portfolio to its students while supporting robust engagement between students and their mentoring community. We will discuss Earlham College's goals and efforts in this work, what Earlham has learned along the way in implementing integrated learning at an institutional scale, as well as the technology that AdviseStream brings to the college.

JAY ROBERTS, *Associate Vice President, Academic Affairs, and Associate Professor, Education & Environmental Sustainability, Earlham College;* **JUSTIN CROWLEY**, *Executive Director, AdviseStream, Inc.*

This session is sponsored by AdviseStream

RESEARCH SESSION

Assessing Inclusiveness and Engagement with Cultural Diversity: Assuring Success for All

Independence D/E

Institutional support for diversity, inclusivity, and cultural responsiveness represents an imperative for higher education given demographic projections and the needs of a pluralist society. In 2017, the National Survey of Student Engagement (NSSE) added an optional question set asking students more about inclusive teaching practices in courses, intercultural learning, and perceptions of their institution's cultural responsiveness. This session highlights findings from this item set, discusses the relationship between these activities and other effective educational practices, examines how these relationships vary between traditionally marginalized students and more privileged students as well as by major field, and includes a discussion of the opportunities and challenges educators face as they seek to improve inclusion, engagement with diversity, and cultural responsiveness. Discussion includes how campus leaders can use these findings to create environments that more fully support students of all backgrounds, leverage the educational benefits of diversity, and promote transformative learning outcomes.

JILLIAN KINZIE, *Associate Director, Center for Postsecondary Research and NSSE Institute,* **ALEXANDER MCCORMICK**, *Associate Professor of Educational Leadership and Policy Studies, Director, National Survey of Student Engagement,* **ROBERT GONYEA**, *Associate Director, National Survey of Student Engagement, Research and Analysis,* and **ALLISON BRCKALORENZ**, *Research Analyst—all of Indiana University Bloomington*

Open Educational Resources: Another High-Impact Practice?

Tiber Creek (Level 1B)

A new large-scale study at the University of Georgia (UGA) reveals that faculty adoption of Open Educational Resources (OER) has similar benefits to AAC&U's high-impact practices. While OER have saved students approximately \$2.7 million at UGA, they also enable all students to have access to course materials on day one of the class. This has resulted in leveling the "academic playing field" with improved end of course grades and a decrease in DFW rates. These improvements were more pronounced for those who have been historically underserved by higher education. Those attending this session will leave with a broad understanding of the surprising impact of OER as well as practical strategies for finding, adopting, and utilizing these materials on their own campuses.

C. EDWARD WATSON, *Associate Vice President, Quality, Advocacy, and LEAP Initiatives, AAC&U*; **NICHOLAS COLVARD**, *Instructional Laboratory Manager, Odum School of Ecology, University of Georgia*

Incorporating Life and Work Skills into General Education

Independence H/I

This session will focus on two innovative programs for integrating professional skills—experiential learning and connected learning—into a core curriculum that extends through four years of the undergraduate experience. Nazareth College and John Carroll University have developed a core curriculum based on major life questions and competencies needed for success in life and work.

NANCY HENSEL, *President, New American Colleges & Universities*; **ANDREA TALENTINO**, *Vice President for Academic Affairs, Nazareth College*; **NICHOLAS SANTILLI**, *Interim Provost and Academic Vice President, John Carroll University*

This session is presented by the New American Colleges & Universities

Campus Controversies as Opportunities for Introspection and Transformation: The Role of Academic Affairs

Independence B/C

In the midst of campus controversies and racial tensions related to campus climate, free speech, bias reporting, and Title IX, the role of academic leadership must be central. This panel will discuss how academic leaders must work collaboratively with allies across campus to identify and address these complicated issues before they manifest as crisis and responding to them when they do. Campus controversies and crises can be key moments of disruption that lead to better learning outcomes for our students, and healthier communities for all our constituents. They provide opportunities to explore privileges, vulnerabilities, inequities, and injustices in the academic and institutional spaces related to race, sexual assault, and intercultural communication. By sharing experiences, successes, and failure about recent campus controversies and injustices, we will explore how these challenges have led to improved campus discussions, equity and inclusion strategies, and more responsive administration for the future.

MICHELLE MATTSOn, *Associate Dean of Academic Affairs, and NOELLE CHADDOCK*, *Associate Dean of Academic Affairs for Diversity and Inclusion—both of Rhodes College*; **KIMBERLY BARRETT**, *Vice President for Diversity and Inclusion and Associate Dean of the Faculty, Lawrence University*; **MARIA CURTIN**, *Associate Provost for Diversity, Assessment, and Faculty Development, Stonehill College*

DISCUSSION SESSION

Working in the Bridge Space: Emphasizing Equity, Diversity, Inclusion and Global Engagement in Your Campus Context

Penn Quarter A (Level 1B)

A 2007 American Council on Education (ACE) report critiqued the ubiquitous division between international and multicultural programs on campuses across the United States and suggested that this division should be bridged, if not eliminated. Since that ACE report appeared, institutions have worked to adopt its recommendations and bridge not only across multicultural and international divisions, but also across student life and academics and across the many approaches to equity, diversity and inclusion. This session will frame the terms, the challenges, and the opportunities to successful comprehensive equity, diversity, inclusion, and global engagement work. We will explore ways to further student and colleague intercultural knowledge, skills, perspectives, and humility and to increase local to global thinking, understanding and engagement. Participants will share ways that their campus provides students with meaningful interactions with people unlike themselves and offers opportunities for significant study of cultural difference and exploration of self.

BROOKE BARNETT, *Professor and Associate Provost for Academic and Inclusive Excellence, and T. KENN GAITHER*, *Professor and Associate Dean of Communications—both of Elon University*; **ANGELA MAZARIS**, *Director, LG-BTQ Center, Wake Forest University*; **ALTA MAURO**, *Director of Intercultural Education and Spiritual Life, NYU Abu Dhabi*; **BILL CELIS**, *Associate Dean for Diversity, Inclusion and Strategic Initiatives, University of Southern California*

RESEARCH SESSION

DREAMers Accessing the American Dream: Their Academic and Civic Engagement Outcomes

Declaration A

This research session highlights the results of analyses on DREAMers (undocumented AB 540) students. Using data from academic records and the National Survey of Student Engagement (NSSE), the differences between DREAMer students and all other students were examined on many key variables, such as GPA, NSSE's engagement indicators and high-impact practices. The results indicate that DREAMer students' GPA was similar to their counterparts. In addition, overall DREAMer students score higher on civic engagement indicators as well as academic engagement indicators. Finally, more comprehensive models showed that GPA was associated with high-impact practices, engagement, on-campus employment, course units taken, etc., but not with AB 540 status. DREAMers were found to be as successful as other students both in cognitive and affective learning outcomes. Through the access to higher education, their American Dream is being realized.

SUNNY MOON, *Director, Institutional Research and Analytical Studies, KARYN GUN*, *Associate Vice President for Academic Operations, YUSUKE KUROKI*, *Research Analyst, and MARY ANN VILLARREAL*, *Assistant Vice President, Strategic Initiatives—all of California State University, Fullerton*

1:30 – 2:30 p.m. (continued)

Black Women in Academic Leadership: An Intersectional Conversation

Penn Quarter B (Level 1B)

In 2016, the American Association of University Women (AAUW) published “Barriers and Bias: The Status of Women in Leadership.” At the same time that this report defines the “gender leadership gap” and offers strategies for closing it, it also acknowledges that “For women of color, leadership opportunities are more elusive.” This roundtable discussion will interest women in leadership, broadly conceived, at the same time it creates space for women of color to reflect on racialized experiences of leadership. These presenters will discuss barriers to women in leadership, the scholarly expectations of academic administrators, and the stereotypical caregiving of Black women administrators to give women in leadership, and those thinking about leadership, an opportunity to discuss the costs and benefits of occupying a seat at the table.

SHANNA BENJAMIN, *Associate Dean of the College, Grinnell College*; HEATHER LOBBAN-VIRAVONG, *Senior Associate to the President, SUNY-Geneseo*; TAMARA BEAUBOEUF-LAFONTANT, *Dean of Faculty, DePauw University*

Planning for our Public Purpose: Results from Campus Compact’s 30th Anniversary Initiative

Cabin John/Arlington

How should institutions move their civic engagement work from conception to action? This question is explored through the results of a content analysis of over 60 Civic Action Plans submitted by campuses in response to Campus Compact’s call to revitalize the commitment to the public purposes of higher education. Come learn about emerging themes, shared characteristics, and promising practices of institutions that engaged in the planning process and participate in a discussion about what the Plans reveal about areas that deserve continued support for programming and development. This session will emphasize how institutions can use the Civic Action Planning process to deepen their ability to educate students for civic and social responsibility.

DANIELLE LEEK, *Director of Professional Learning, and* ANDREW SELIGSOHN, *President—both of Campus Compact*

ACAD SESSION

Deans’ Reflections on Creative Tension in the Academy

Constitution CDE

Deans often must reconcile tensions between differing perspectives and responsibilities. Sources of tension include differences about the aims of education, the balance between change and stability, and the relationship between dean, president and faculty. Resolving these tensions requires diplomacy and creativity, which grow with experience. Three veteran Deans will lead an interactive discussion on the resolution of conflicting perspectives.

DAVID BURROWS, *Provost and Dean of the Faculty, Lawrence University*; JONATHAN CHENETTE, *Dean of the Faculty, Vassar College*; MARC ROY, *Provost, Albion College*

2:45 – 3:15 p.m.

30-MINUTE SESSIONS

The following 30-minute sessions are scheduled concurrently with 2:45-4:00 pm sessions. The listing for the 2:45-4:00 pm sessions begins on Page 21.

ePortfolios for Discerning Learning Within and Beyond Campus

Penn Quarter B (Level 1B)

The panel will demonstrate and discuss how ePortfolios help students, faculty, and administrators discern students’ learning both within and beyond the classroom and both at home and abroad. A former student and recent law school graduate, a Rhetoric professor, and a general education dean share best practices in using ePortfolios to keep students engaged (and enrolled) to help them see and reflect on their progress, and to help faculty and administrators experience student learning more holistically at home and abroad. There will be open discussion throughout to encourage participants to share and compare their experiences, practices and questions.

NATALIE MCKNIGHT, *Dean, and Professor of Humanities, and* JOHN REGAN, *Master Lecturer—both of Boston University*; GUNITA SINGH, *Boston University alumna and recent graduate of Georgetown law school*

RESEARCH SESSION

Do Mentoring Needs Differ Between Early- and Mid-Career Faculty? Exploring the Engineering Professoriate

Tiber Creek (Level 1B)

This study explores the various mentoring needs of early- and mid-career underrepresented minority (URM) engineering faculty participating in the Increasing Minority Presence within Academia through Continuous Training (IMPACT) program sponsored by the National Science Foundation Office for Broadening Participation in Engineering. The study involved matches eleven early- to mid-career faculty with seven renowned emeriti faculty based upon technical expertise. A convergent parallel mixed-methods design is utilized to combine the findings of phenomenological interviews and the results of cross-sectional surveys in which IMPACT participants shared their mentoring needs. Results suggest all mentees are seeking career development support in navigating the engineering professoriate promotion process, although mid-career faculty display greater interest in sponsorship and coaching. They share particular awareness of the importance of networking with potential academic/industry research collaborators to further their national presence in the field, as well as gaining new insights and perspectives relative to an academic career.

SYLVIA MENDEZ, *Associate Professor, and* VALERIE CONLEY, *Dean, and* JENNIFER TYGRET, *Research Assistant—all of University of Colorado Colorado Springs*; COMAS HAYNES, *Faculty/Principal Research Engineer, and* ROSARIO GERHARDT, *Professor & Goizueta Foundation Faculty Chair—both of Georgia Institute of Technology*



RESEARCH SESSION

Epilogue and Prologue: A National Portrait of Senior Capstone Experiences

Penn Quarter A (Level 1B)

The senior capstone represents a critical nexus between the undergraduate experience and “the real world” and contributes to several 21st Century learning outcomes. The presence of this high-impact practice on American campuses has grown substantially over the past few decades to become almost ubiquitous in higher education. Therefore, the primary challenge for senior capstones has shifted from advocating for the adoption of the initiative to navigating a set of structural and instructional choices amid institutional constraints to deliver a quality set of experiences to seniors. This session will provide opportunities for participants to understand the national landscape of common practice for senior capstones based on the 2016 National Survey of Senior Capstone Experiences. Quantitative and qualitative results will be used as the foundation for discussion to explore the implications of these national data for campus programs, examine issues of quality and fidelity for this high-impact practice, and inform future research.

JENNIFER KEUP, *Director, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina–Columbia*



DISCUSSION SESSION

“When I’m Sixty-Four”: Teaching the Selfie Generation

Declaration B (Level 1B)

If you know the Beatles’ “When I’m Sixty-Four,” you should come reflect on the challenges of teaching the “selfie generation.” Who are these students? What are their characteristics? How do we engage them? How do we (or do we?) adjust our teaching to reach them? This session includes shared research, discussion, a quiz designed to locate oneself in a list of different generations, and (time permitting) interactive group exercises to model adaptable teaching strategies for a new generation of students.

JOHN ZUBIZARRETA, *Professor of English, Director of Honors, and Carnegie Foundation/CASE US Professor of the Year, Columbia College*

2:45 – 4:00 p.m.

CONCURRENT SESSIONS



SPONSOR SESSION

Best Practices in Minority Faculty Recruitment & Retention, Part 1

Lafayette Park

This session identifies best practices when it comes to faculty recruitment and retention of minority candidates. What are the most effective strategies to yield the most diverse candidate pool possible? What are the keys to retaining minority faculty for the long haul? How can you build your own pipeline of diverse talent ready and able to accept a call when it comes? In this session, *Diverse: Issues In Higher Education* highlights best practices in minority faculty recruitment and retention.

JAMAL WATSON, *Executive Editor, Diverse: Issues In Higher Education*; **SHARON BLAND**, *Chief Diversity Officer, Montgomery College*

This session is sponsored by Diverse: Issues In Higher Education

Designing Purposeful Pathways: Faculty Planning for Curricular Coherence

Independence B/C

What are promising strategies for supporting faculty in the design of coherent, efficient, and purpose-driven curricular pathways that are transparent with high-quality learning experiences? With funding from The Teagle Foundation as part of the Faculty Planning and Curricular Coherence program, AAC&U is working with campus teams at four diverse institutions as they seek to drive institutional change based on the shared belief that purposeful pathways are more than just designed sequences of courses or experiences, but are created by faculty to guide students to high levels of learning, intellectual skill development, and practical knowledge, also known as helping students develop as intentional learners. This session will feature leaders from two project campuses, The Teagle Foundation, and the AAC&U project staff. The panelists will discuss approaches to developing and implementing campus action plans with the aim of creating a more coherent and efficient curriculum for student success.

OSVIL ACOSTA-MORALES, *Chairperson, History, Philosophy, and Religious Studies, Community College of Philadelphia*; **LAUREL PRITCHARD**, *Assistant Director of Undergraduate Education, University of Las Vegas*; **LONI M. BORDOLOI PAZICH**, *Program Director, The Teagle Foundation*; **DAWN MICHELE WHITEHEAD**, *Senior Director for Global Learning and Curricular Change*; **KATE MCCONNELL**, *Senior Director, Research and Assessment*, and **TIA BROWN MCNAIR**, *Vice President, Office of Diversity, Equity, and Student Success—all of AAC&U*

2:45 – 4:00 p.m. (continued)

Whole Students, Whole Institutions, and Whole Learning

Cabin John/Arlington

Since its inception, American higher education has been dedicated to the “whole student.” A true education was considered as much about shaping the person and the citizen they would become as it was about shaping career skills. As higher education has grown in its scope and diversity, both in content and stakeholders, the organizational structure of educational institutions became increasingly complex—in many ways improving and progressing with the nation. However, one consequence of this progression is that the gap between the student development goals of higher education and its outcomes has grown. How can we bridge this gap? We have two major sources of research to aid us: 1) literature on the development of the whole student; and 2) literature on organizational development and change. This session will bring together researchers from both scholarly traditions in an effort to help us integrate the knowledge of student development and organizational psychology toward educational environments that truly foster students’ intellectual, interpersonal, intercultural, and civic development.

MODERATOR: L. LEE KNEFELKAMP, *Professor Emerita, Teachers College, Columbia University, and Senior Fellow, AAC&U*

FRANK GOLOM, *Assistant Professor of Psychology, Loyola University Maryland*; **CAROLYN TERRY**, *Associate Senior Vice President for Academic Affairs, Montgomery College*; **AMY SARCH**, *Associate Vice President of Academic Affairs and Director of General Education, Shenandoah University*

This session is presented by Bringing Theory to Practice

SEMINAR SESSION (Participation limited to 25; please arrive early)

The Elusive American Dream?

Banneker (Level 1B)

How do the humanities help us assess and rearticulate the elusive American dream? This seminar will use short historical and contemporary texts (distributed on the spot) as the basis for a discussion on the nature of the American dream, its future, and the role of liberal arts education in helping to address social and economic inequality and political divisiveness. For more than thirty years, AAC&U and the Aspen Institute have partnered in sponsoring the Aspen-Wye River Academic Programs, of which this short seminar is a part.

TODD BREYFOGLE, *Director of Seminars, The Aspen Institute*

This Seminar is presented by the Aspen Institute-Wye River Academic Programs



SPONSOR SESSION

Internships and the Liberal Arts

Independence F/G

Internships are widely recognized as among the most important experiences students can undertake to prepare for future success. Some liberal arts colleges are now making a strategic commitment to ensuring that all students participate in internship experiences and related engaged learning experiences. Drawing from a comprehensive survey conducted by Gallup of alumni of The Washington Center’s Academic Internship Program, this session outlines the benefits of internships for liberal arts graduates and the aspects of internship learning that are most closely associated with those benefits. We then explore how two small liberal arts colleges are integrating these learning activities into the undergraduate experience for all of their students, through The Dominican Experience and through The Furman Advantage.

KELLY EATON, *Chief Academic Officer*; **ALAN GROSE**, *Senior Director of Academic Affairs—both of The Washington Center*; **ASHLEY FINLEY**, *Associate Vice President of Academic Affairs and Dean of the Dominican Experience, Dominican University of California*; **BETH PONTARI**, *Associate Provost for Engaged Learning, Furman University*

This session is sponsored by The Washington Center



SPONSOR SESSION

Making the Case for a Bold New Future:

Envisioning a New Facility to Bring Your Campus Vision to Life

Wilson/Roosevelt

With evolving and increasing options for obtaining higher education degrees and other certifications, today’s college and university campuses are faced with the challenge of differentiating themselves, creating a unique brand identity, and providing specialized learning and research opportunities. One key way to raise overall visibility and attract the highest level of students, faculty, and administrators is by imagining a facility that coincides with their institutional mission. When carefully planned for flexibility and growth, facilities can serve as a physical manifestation of a college or university’s vision, and further, an embodiment of the institution’s pedagogy and philosophy. In this dynamic session, moderated by one of the nation’s leading higher education design experts, panelists from three respected institutions will discuss the opportunities associated with leveraging facilities that deliver knowledge in new, innovative ways while creating an impactful environment that prepares students to become leaders who make a difference around the world. Attendees will leave the session armed with strategies and best practices applicable to their own campus.

KIP ELLIS, *Principal & Lead Designer, EYP*; **RONALD K. MACHTLEY**, *President, Bryant University*; **JEFFREY OSBORN**, *Dean of School of Science and Professor of Biology, The College of New Jersey*; **MYRA FRADY**, *Dean for Resource Planning and CFO, Senior Lecturer in Mathematics*, and **M. ELOISE BROWN CARTER**, *Professor of Biology—both of Oxford College of Emory University*

This session is sponsored by EYP

Portfolium

SPONSOR SESSION

Leveraging Next Generation ePortfolio Systems to Empower Student Success

Franklin Square

This session will describe the process that Virginia Tech has employed for re-envisioning ePortfolios on their campus in response to campus change initiatives. The goal of their new ePortfolio program is to empower students to demonstrate their unique student experience and how they will apply their knowledge and skills to future endeavors in a meaningful and marketable way. The program aims to highlight intentionality in student learning by connecting a complex and interwoven network of peers, mentors, advisors, librarians and employers through reflective ePortfolio practices.

In this session, you will learn: best practices and lessons learned for researching, selecting, and implementing an ePortfolio tool that meets unique requirements; Virginia Tech's ongoing process that was employed for designing and promoting the new ePortfolio program; success stories from the initial launch, including program and student examples; and opportunities that were presented for improving the program moving forward to the entire campus

ASHLEY HYMAN, *Director of Implementations, Portfolium, Inc.*; **STEFANIE METKO**, *Director*; **KAYLA B. McNABB**, *Teaching & Learning Engagement Consultant—both of Teaching & Learning Engagement, University Libraries, Virginia Tech*

This session is sponsored by Portfolium

SEMINAR SESSION *(Participation limited to 25; please arrive early)*

Students as Ambassadors of Liberal Education

Latrobe

If liberal education is to effectively serve all students in achieving and even redefining the(ir) "American Dream," and if higher education is to respond powerfully to its critics, then faculty and administrators must help students understand and articulate the value of their education. Students then can purposefully leverage their learning towards the shaping and realization of their goals and thereby become effective ambassadors for the unique resources liberal education offers. In this seminar, we will discuss how educators can help students relate their academic experiences to their personal, professional, and/or civic lives beyond the classroom and college. The session will create a space for dialogue on the broader educational aims with regard to the "American Dream" that frame and guide our teaching as well as discuss practical suggestions for helping students understand how their academic and intellectual tools help them to build their futures.

ERIC BAIN-SELBO, *Dean, School of Humanities and Social Sciences, Indiana University Kokomo*; **KATHERINE JO**, *Doctoral Student, College of Education, University of Illinois*; **D. GREGORY SAPP**, *Professor of Religious Studies and Hal S. Marchman Chair of Civic and Social Responsibility, Stetson University*

Centering Equity:

Innovative Humanities-Driven Approaches Toward Engaging Campus Difference and Inclusion

Farragut Square

At a time when campuses are solving immediate, urgent student and faculty unrest around issues of race and difference, how do "diversity" initiatives meet pressing needs? At a time when campuses feel financial stress, many may ask what are the benefits to creative, humanities-based equity and inclusion programming when much of that work now comes out of Title IX/diversity offices? This presentation asks the audience to take a critical lens on its own initiatives and offers three different institutional models that use a humanities approach. These three models build communal threads that hold a campus and community together, normalize frank, funny, and creative talk that humanizes our differences, and foreground deep learning about the cultural complexities that too often impede our dreams of equity.

KARLYN CROWLEY, *Director, Cassandra Voss Center and Professor of Gender Studies and English*, and **JEFF FRICK**, *Dean of the College and Academic Vice President—both of Saint Norbert College*; **NICOLE TRUESDELL**, *Senior Director of Academic Diversity and Inclusiveness*, and **CATHERINE ORR**, *Chair, Critical Identity Studies and Faculty Director, The Initiatives Program—both of Beloit College*; **LINDA STRONG-LEEK**, *Vice President for Diversity and Inclusion and Associate Vice President for Academic Affairs, Berea College*

Strengthening Teaching Excellence:

The Evolving Role of Centers for Teaching and Learning

Burnham

How are Centers for Teaching and Learning (CTL) changing in order to have a greater impact on their campuses? Typically CTLs have focused on creating opportunities for faculty to learn about the latest educational research in order to inform and improve current practice—and such programming has proven helpful both to newcomers in the classroom and to seasoned faculty interested in innovation. Now, however, the scope of teaching and learning centers is expanding on campuses—and there are new opportunities for impact. This session will feature how CTLs in four University System of Georgia (USG) public institutions—each with a distinct mission (research, comprehensive, regional, and liberal arts)—are evolving to address current challenges. Learn about the organizational structures, new initiatives, and approaches to program delivery that are changing the educational landscape in Georgia—and share your insights about enhancing teaching and learning on your campus as well.

COSTAS SPIROU, *Senior Associate Provost for Academic Affairs*, and **JEANNE SEWELL**, *Director of Center for Teaching and Learning—both of Georgia College & State University*; **JOYCE WEINSHEIMER**, *Director, Center for Teaching and Learning, Georgia Institute of Technology*; **MARY CARNEY**, *Director of Center for Teaching, Learning, and Leadership, University of North Georgia*; **ROD MCRAE**, *Director of Center for Teaching and Learning, University of West Georgia*

2:45 – 4:00 p.m. (continued)

Interfaith Cooperation in Higher Education: Increasing Curricular and Cocurricular Student Experiences

Independence H/I

Look at American democracy today and you will see a society trying to live up to its ideals in the face of unprecedented diversity and difference. The growing religious diversity on campuses today, alongside a deeply diverse and divided country, necessitate action around interfaith engagement in increasingly important ways. Interfaith cooperation, however, remains underdeveloped as an institutional priority. Interfaith Youth Core (IFYC) and AAC&U believe that higher education has a special role and responsibility to help our fellow citizens explore how to embrace our many differences while maintaining a common life together. The college experience has the unique ability to bring people from diverse backgrounds into curricular and cocurricular experiences that can serve as both a laboratory for how diverse societies can thrive, as well as a launching pad for the next generation of leaders who have the vision, knowledge, and skills necessary to transform experiences with diversity into engaged and productive pluralism. This special session will address potential pathways for AAC&U campuses interested in devoting increased attention to engaging religious and worldview diversity.

EBOO PATEL, *President and Founder*, and **KATIE BRINGMAN BAXTER**, *Vice President of Program Strategy—both of Interfaith Youth Core*

Uniting Scholarship and Practice of Undergraduate Research

Constitution A

Undergraduate research is an evidence-based, high-impact practice with demonstrated benefits to students' degree achievement and quality of learning. This practice continues to expand and thrive in diverse educational settings, but new challenges have emerged, such as the slow pace of curricular and culture change. This session will explore a series of CUR initiatives to create a more favorable environment, both on and off campus, for involving students in undergraduate research and related forms of inquiry-related learning. In this highly interactive and provocative panel discussion, panelists will focus on how to bridge real (or perceived) disconnects between different faculty and administrative cultures—particularly those of educational researchers and disciplinary-based faculty mentors of undergraduate researchers. Panelists also will explore ways to highlight the public benefit—both for career success and for civic problem-solving—of engaging students early and often in the exploration of research projects and unscripted questions.

ANNE BOETTCHER, *Director for Undergraduate Research Institute and Honors Program, Embry-Riddle Aeronautical University, and President, Executive Board, Council on Undergraduate Research*; **JAMES LAPLANT**, *Assistant Vice President for Research and Dean of the Graduate School, Valdosta State University*; **CAROL GEARY SCHNEIDER**, *Fellow, Lumina Foundation, and President Emerita, AAC&U*; **JILLIAN KINZIE**, *Associate Director for the Center for Postsecondary Research & NSSE Institute, Indiana University*; **HEATHER HAEGER**, *Assessment and Educational Research Associate, California State University, Monterey Bay*

Global Citizenship in 2018—Linking Experience, Curriculum, and Student Development

Declaration A (Level 1B)

This session offers a diverse range of approaches in redefining what global citizenship means in 2018, and how international programs can fully develop students to develop for capacity for solving complex global problems. Panelists will discuss how they integrate international programs with their curriculum and a larger vision of student development that includes intercultural competence and interdisciplinary problem solving. They will address the role of language programs and international curriculum in their strategy for internationalisation, how College-led and faculty-led international programs can deepen student engagement, and how their programs develop intercultural competence. Discussion with the audience will explore new dimensions of the evolving conception of global citizenship and what key features of effective curriculum and international programs are needed in 2018.

BRYAN PENPRASE, *Dean of Faculty, Undergraduate Program, Soka University of America*; **ERIC JENSEN**, *Professor of Astronomy and former Director, Aydelotte Foundation for the Advancement of the Liberal Arts, Swarthmore College*; **NIGEL BOYLE**, *Vice President for Academic Affairs and Dean of Faculty, Pitzer College*; **TAMAR MAYER**, *Robert R. Churchill Professor of Geosciences, Director of the Rohatyn Center for Global Affairs, Middlebury College*; **SCOTT D. CARPENTER**, *Marjorie Crabb Garbisch Professor of French and of the Liberal Arts, Director of the Center for Global and Regional Studies, Carleton College*

Bringing Research to Practice—and Practice to Research—in Faculty Affairs

Independence D/E

What counts for evidence in “evidence-based practice” varies considerably in kind, quality, and trustworthiness. The most rigorous research can also be the least accessible: locked away in expensive journals, written in impenetrable jargon, or years out of step with the most urgent needs of administrators and academic leaders. The gap between practice and sound research is particularly wide and persistent in faculty affairs: researchers of the professoriate rarely cross paths with program directors, department chairs, deans, and provosts such as those convened by AAC&U. This interactive session offers participants the chance to share current problems of practice in faculty affairs, to learn about current trends in research on the professoriate, to discover data sources available to inform decision-making, and to tackle collectively the challenges of bringing research to practice and vice-versa. Together, panelists and participants will identify important questions of practice needing immediate action by communities of scholars.

KIERNAN MATHEWS, *Executive Director and Principal Investigator, The Collaborative on Academic Careers in Higher Education (COACHE), Harvard University*; **ANN E. AUSTIN**, *Professor, Associate Dean for Research, and Assistant Provost for Faculty Development—Academic Career Paths, Michigan State University*; **STEVEN GRAHAM**, *Senior Associate Vice President for Academic Affairs and Professor in Educational Leadership and Policy Analysis, University of Missouri System*; **MURIEL POSTON**, *Professor of Environmental Analysis and Chair, Education Section of the American Association for the Advancement of Science, Pitzer College*

ACAD SESSION

Toward Life and Career: Reorganizing and Reimagining Student Success Initiatives

Constitution CDE

Presenters at liberal arts and community colleges from the Midwest and Northeast, spanning rural to metropolitan settings, share different approaches for reimagining student success initiatives centered on student efficacy and career preparation. The session provides interactive discussion around solutions for student populations with different and changing demographics with shared goals of helping them navigate pathways through college and beyond.

SCOTT EVENBECK, *President, Stella & Charles Guttman Community College*; **ROSS GITTELL**, *Chancellor, Community College System of New Hampshire*; **GINA HAUSKNECHT**, *Associate Dean for Student Academics, Coe College*; and **JEFFREY RATLIFF-CRAIN**, *Associate Dean for Curriculum and Enrichment, Augustana College*

3:30 – 4:00 p.m.

30-MINUTE SESSIONS

The following 30-minute sessions are scheduled concurrently with 2:45-4:00 pm sessions. The listing for the 2:45-4:00 pm sessions begins on Page 21.

Understanding Upstream Impacts: Demographic Variation in Enrollment in Four Year Colleges across Virginia's High Schools

Penn Quarter A (Level 1B)

Recognizing inequities in pursuing the American Dream across higher education, we place high priority on the recruitment and retention of traditionally underrepresented groups. Broadening access to more diverse individuals requires we understand more about the schools that prepare college-bound students and how variation in higher education or engineering field participation by school lends insight into how demographic differences intersect with other critical variables such as location-based disparities due to different local or regional resources. Drawing on a state longitudinal data system that includes all students enrolled in high school linked to their subsequent postsecondary enrollment, we explore differences in four-year college and engineering yield from each high school (n=301) as a function of school size. Our presentation will share this data and create opportunities to discuss possible rationale to explain the observed phenomena and also to brainstorm future lines of connecting these findings with recruitment efforts and decision-making within institutions.

JACOB GROHS, *Assistant Professor, Engineering Education*, **DAVID KNIGHT**, *Assistant Professor, Engineering Education*, **TIMOTHY KINOSHITA**, *Graduate Research Assistant*, **ANDREW GILLEN**, *Graduate Research Assistant*, and **HOLLY MATUSOVICH**, *Associate Professor, Engineering Education—all of Virginia Tech*

DISCUSSION SESSION

Management Tips for Quality in Undergraduate Education: Insights from Japan and an Invitation to International Dialogue

Penn Quarter B (Level 1B)

How are higher education institutions in Japan collaborating to improve quality in both general education and major programs? Since 2015, the Japan Association for College and University Education (JACUE) has been a LEAP Global Partner. This session will introduce a framework for the management of general education programs developed by members of JACUE. The system consists of guidelines for sharing among students and faculty clearly articulated learning goals, designing programs aligned to the learning goals, putting into place effective assessment and evaluation measures, and improving practice based on evidence and reference to good practices.

TOMOKO TORII, *Professor, Institute for Teaching and Learning, Ritsumeikan University*; **SATOKO FUKAHORI**, *Director of the Department for Higher Education Research, National Institute for Educational Policy Research*; **SUSAN ALBERTINE**, *Senior Scholar, AAC&U*

Integrating Veterans Into Elite Liberal Arts Colleges: The Posse Veterans Program at Vassar, Wesleyan, and Dartmouth

Declaration B (Level 1B)

The embarrassingly small numbers of military veterans enrolled at top colleges and universities in the United States is well documented. To address this problem, Vassar College partnered with the Posse Foundation to select, enroll, support, and graduate veterans of the US Armed Services in "posses" of ten. Since then, Wesleyan University and Dartmouth University have joined in the Posse Veterans Program. Together, the three schools have admitted more than 100 veterans, the first of which have recently graduated. We discuss the benefits and challenges resulting from integrating veterans into our mostly residential campuses.

BENJAMIN LOTTO, *Dean of Studies, Posse Liaison, Vassar College*; **ANTONIO FARIAS**, *Vice President for Equity & Inclusion/Title IX Officer/Posse Veteran Scholar Liaison, Wesleyan University*; **REBECCA BIRON**, *Dean of the College, Dartmouth College*

DISCUSSION SESSION

WSCUC's Community of Practice for Advancing Visibility of Learning Outcomes Assessment

Tiber Creek (Level 1B)

The WASC Senior College and University Commission (WSCUC) is offering institutions an opportunity to participate in a free online Community of Practice to lend support, guidance, and mentoring around projects related to assessing student learning and demonstrating visibility of that learning. WSCUC will develop a collection of good practices, resources, and guides that emerge from this work to share both regionally and nationally. This session will highlight the project and reflect upon the Community of Practice to date.

ERRIN HEYMAN, *Project Manager, Advancing Learning Outcomes Visibility Initiative*, and **DAVID CHASE**, *Associate Vice President—Educational Programs—both of WASC Senior College and University Commission*; **DOMINICK TRACY**, *Associate Provost for Educational Effectiveness, California College of the Arts*

3:30 – 4:45 p.m.

SESSION FOR PRESIDENTS

Constitution B

Welcome and Opening Remarks

ELSA NÚÑEZ, *President, Eastern Connecticut State University and Chair, AAC&U Board of Directors*; **LYNN PASQUERELLA**, *President, AAC&U*

PLENARY SESSION

Perspectives on Campus Crises

RICK LEGON, *President, Association of Governing Boards*; **KUMBLE SUBBASWAMY**, *Chancellor, University of Massachusetts Amherst*

Please note that this session is for presidents and foundation leaders

4:15 – 5:30 p.m.

CONCURRENT SESSIONS

Advancing Racial Equity through Truth, Racial Healing and Transformation (TRHT) Campus Centers

Independence H/I

How can our nation jettison deeply held, and often unconscious, beliefs in the hierarchy of human value? What is the role of higher education in advancing justice and building equitable communities? In August 2016, AAC&U announced the selection of ten campuses to launch the first cohort of TRHT Campus Centers, with a goal of creating 150 centers, to prepare the next generation of strategic leaders and critical thinkers that seek to dismantle the belief in the hierarchy of human value. Initiated in 2016 by the W.K. Kellogg Foundation, TRHT is a comprehensive, national and community-based process to plan for and bring about transformational and sustainable change, and to address the historical and contemporary effects of racism. This facilitated discussion of the TRHT Campus Center designs will be led by the AA&CU project team, consultants from W.K. Kellogg Foundation, and TRHT Campus Center representatives. This project is supported by Newman's Own Foundation and the W. K. Kellogg Foundation.

MIKE WENGER, *Senior Fellow, AAC&U, and Senior Consultant on Race Relations, W.K. Kellogg Foundation*; **TIA BROWN MCNAIR**, *Vice President, Office of Diversity, Equity, and Student Success, AAC&U*; **ERIC FORD**, *Director of Operations, The Shriver Center – The Choice Program, University of Maryland Baltimore County*; **MEE MOUA**, *Principal, Interdependent Group, LLC, and Consultant, W.K. Kellogg Foundation*



SPONSOR SESSION

Best Practices in Minority Faculty Recruitment & Retention, Part 2:

The Role of Technology in University of Maryland, Baltimore County's Practices for Inclusive Excellence in Faculty Hiring

Lafayette Park

The University of Maryland, Baltimore County leverages a variety of best practices that combine data and analytics with education and committee support to enhance and improve inclusive excellence on campus. This panel will cover the strategies that UMBC is using to improve faculty diversity in recruiting and hiring and enhance pool diversity via active recruitment and networking, data collection, and reporting. These strategies also include peer education and conversations about actionable steps search committees can take to recruit a more diverse and inclusively excellent faculty.

AUTUMN REED, *Program Coordinator for Faculty Diversity Initiatives, University of Maryland, Baltimore County*; **ANDREW ROSEN**, *CEO, Interfolio*

This session is sponsored by Interfolio

Integrating STEM Disciplines and the Liberal Arts through the Grand Challenge Scholars Program

Wilson/Roosevelt

The practice of integrating the liberal arts with STEM education remains a challenge. Administrative, curricular, personnel, and disciplinary obstacles often inhibit the development and delivery of such integrative curricula. But three technological universities are working to change that by integrating liberal arts and engineering through the National Academy of Engineering Grand Challenge Scholars Program. With guidance from Olin College, these universities are establishing Grand Challenge Scholars Programs that include a healthy dose of liberal education. This panel session will present an overview of each of their approaches and the lessons learned from their experiences. The session will provide audience members not only guidance on how they, too, can become a Grand Challenge Scholar school, but also ideas on how to overcome obstacles related to integrating the liberal arts and STEM disciplines.

MODERATOR: JAMES WINEBRAKE, *Dean of the College of Liberal Arts and Professor of Public Policy, Rochester Institute of Technology*

JASON BARRETT, *Chair, Humanities Department, Lawrence Technological University*; **KAREN KASHMANIAN OATES**, *Immediate Past Dean of Arts and Sciences and Professor of Biochemistry and Biology, Worcester Polytechnic Institute*; **MATTHEW MARSHALL**, *Associate Dean of Undergraduate Programs, Rochester Institute of Technology*; **ALISON WOOD**, *Assistant Professor of Environmental Engineering, Olin College of Engineering*; **YEVGENIYA V. ZASTAVKER**, *Director, Research Institute for Experiential Learning Science (RIELS), Northeastern University and Associate Professor of Physics, Olin College of Engineering*

DISCUSSION SESSION

Building a New Culture of Teaching and Learning

Declaration B (Level 1B)

Recapturing the elusive American dream means cultivating a campus culture in which teaching and learning are a focus of sustained attention, inquiry, and improvement by all members of the campus community. But what are the distinguishing features of such a culture and how are such cultures built, nurtured, and sustained? In this highly interactive session, we will move through a series of thought experiments, drawing on participants' experiences in their own settings, in order to: 1) identify the critical, defining indicators of a culture of teaching and learning; 2) explore levers for cultivating such a culture in ways that respect institutional differences; and 3) strategize about opportunities for strengthening a culture that supports powerful and equitable learning for all members of the campus community: students, faculty, and staff.

PAT HUTCHINGS, *Senior Scholar, National Institute for Learning Outcomes Assessment, and Senior Scholar, Bay View Alliance*; **MARY DEANE SORCINELLI**, *Senior Fellow, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst, and Senior Scholar, Bay View Alliance*

Educating for Global Civic Consciousness and Agency: The Whole World and the Whole Student

Cabin John/Arlington

Despite the current rhetoric of walls, tariffs, and made-in-America economics, the world's systems are inextricably integrated and interdependent. To teach or act as if any nation is autonomous and self-sufficient is to miseducate students and defy reality. Students need a global education that introduces them to the complex historical, cultural, political, and scientific nuances of intertwined relationships, systems, and entities. Similarly, students themselves don't arrive on campus without their own intersecting identities and experiences—to think of students as if they bring their brain to college but nothing else is to ignore neuroscience, psychology, and almost every educational theory. This session will explore as a conceptual challenge the implications of coupling global civic learning and action and educating a student's whole self.

MODERATOR: CARYN MCTIGHE MUSIL, *Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U*

HELEN-MARGARET NASSER, *Director, Student Union and Intercultural Center, Kingsborough Community College, City University of New York*; **HILARY KAHN**, *Director of the Center for the Study of Global Change and Assistant Dean for International Education and Global Initiatives, and LUCY BROWN*, *Student—both of Indiana University Bloomington*

This session is presented by Bringing Theory to Practice

SEMINAR SESSION *(Participation limited to 25; please arrive early)*

The ABC's of Faculty Development

McPherson Square

In what ways can colleges and universities prepare faculty to embrace practices that benefit new majority students and to engage with an increasingly diverse student population when their training may not have occurred in a diverse environment? We believe such questions can be addressed by applying Beverly Daniel Tatum's "ABC's of creating inclusive environments" to faculty development and other instances of faculty interaction. When faculty development programs, curriculum committees, and departmental inservice meetings model high-impact practices that affirm identity, build community, and cultivate leadership [Tatum, 2007], faculty members have opportunities to experience these practices as participants before attempting to integrate those practices into their own courses and curriculum. Join us for an engaging, interactive session that both models the ABC's of inclusive practice and creates a space for reflecting on our shared responsibility to work toward equity on our campuses.

LOTT HILL, *Director, Center for Teaching and Learning, University of the Pacific*; **SOO LA KIM**, *Assistant Dean, Graduate Programs, Northwestern University*

SEMINAR SESSION *(Participation limited to 25; please arrive early)*

"The Liberty of a Nation": The Promise and Paradox of Free Expression and Inclusion on Campus

Banneker (Level 1B)

This seminar focuses on the complex and often challenging interplay among hate speech, free expression, inclusion, and social justice activism on college campuses. As a guiding principle, the seminar asserts that free expression and inclusion are intertwined. It will prepare participants to ask questions of their campuses about free speech policies, stated values of inclusion, and unique cultural realities. It will encourage participants to share tactical and rhetorical methods from their campuses. Seminar leaders from various disciplinary perspectives, including Academic Affairs, Student Affairs, and student government, will begin the session with framing statements about key legal tests and campus policies, the rise of student activism and social media, and methods for framing civil discourse and civic engagement. In interactive groups, participants will conceptualize strategies for productive campus engagement that incorporate both free expression and inclusion as central principles.

JULIETTE LANDPHAIR, *Vice President for Student Affairs, and ANAND RAO*, *Associate Professor of Communication and Director of the Speaking Intensive Program—both of University of Mary Washington*; **BROOKE BARNETT**, *Associate Provost, Academic and Inclusive Excellence, and SPENCER WAGNER*, *Student Body Vice President—both of Elon University*

4:15 – 5:30 p.m. (continued)

Cultivating Compassion amid Dialogue Fatigue: Barriers and Strategies in our Collective Work to Create Inclusive Campuses

Constitution A

This interactive panel session will open the conversation about 1) the centrality of compassion in our work on creating inclusive campus communities; 2) several barriers that inhibit that work; and 3) strategies and mechanisms we have used across campuses that can foster compassion in our work. Our aim is to, at a meta-level, name several issues and dig into them through the combination of our panel and small group conversations in the room. These include white fragility, labeling people as good/bad faculty, high-stakes vs. private spaces for practice, the parallel work of strategic working groups/elected committees and grassroots colleague-to-colleague work. This session includes presenters who have a rich set of experiences as faculty leaders, researchers, teachers, and campus administrators. While our experiences focus on the liberal arts setting, more broadly we have been invested in inclusive climate work and national-level efforts.

BECKY WAI-LING PACKARD, Professor of Psychology and Education, Mount Holyoke College, and Chancellor's Leadership Fellow in Residence, University of Massachusetts Amherst; **DARRYL YONG**, Professor of Mathematics, Harvey Mudd College and Director of the Claremont Colleges Center for Teaching and Learning; **SARAH KIRK**, Professor of Chemistry and Associate Dean of Faculty, Willamette University; **MICHAEL REDER**, Director, Faculty Center for Teaching & Learning, Connecticut College

SEMINAR SESSION (Participation limited to 25; please arrive early)

Honors Education as a Pathway to Access, Equity, and Excellence

Latrobe

Although Honors programs and colleges are sometimes perceived as bastions of elitism and privilege, three different models of successful honors programming demonstrate Honors education as a potential engine for access and equity for students from diverse backgrounds. These programs question the false dichotomy between high ability on the one hand and high need (or high risk) on the other; in fact, these honors populations not only include first in families, under-represented backgrounds, low socio-economic status, and undocumented students, but allow such issues to be addressed without the perceived "stigma" sometimes associated with these demographic categories. The personal attention and high-impact practices recommended for these "at risk" populations are a sine qua non of Honors education. The discussion will highlight successes and challenges of repositioning honors education as a place where excellence and diversity go hand in hand; and will engage participants in discussing successful strategies from their own institutions.

RICHARD BADENHAUSEN, Dean of The Honors College, Westminster College (UT); **NAOMI YAVNEH**, Director of the University Honors Program, Loyola University; **LEAH CREQUE**, Director of the Honors Program, Morehouse College

LEAP in the States:

Foundational Strategies for LEAP Success on Your Campus and in Your State

Burnham

As the LEAP States Initiative has progressed, a number of strategies have been used to foster the far-reaching educational changes we need to ensure our students have the knowledge, capacities, and experiences to thrive both in the economy and in a globally engaged democracy. This panel will highlight key approaches that have proven to be successful in individual college and university settings as well as at system levels. Among the strategies we will describe will be how teaching and learning centers have been creatively leveraged in support of LEAP goals. We will also detail how LEAP work has been combined with other initiatives to bring coherence to a wide array of programs and initiatives designed to broadly serve notions of student success.

C. EDWARD WATSON, Associate Vice President for Quality, Advocacy, and LEAP Initiatives, AAC&U; **KATHY JOHNSON**, Executive Vice Chancellor for Academic Affairs, Indiana University-Purdue University Indianapolis; **EMILY MAGRUDER**, Director, Institute for Teaching and Learning, Office of the Chancellor, California State University; **MICHAEL TEW**, Associate Provost and Associate Vice President for Academic Programming, Eastern Michigan University; **CARLEEN VANDE ZANDE**, Interim Associate Vice President for Academic Programs and Educational Innovation, University of Wisconsin System Administration

Governance for Liberal Education: 21st-Century Shared Governance

Independence F/G

What does it mean for higher education to effect quintessentially American aspirations, such as meritocracy and individual self-directedness? Facing critique and constraint from external forces, how can institutions committed to liberal education move the needle on upward mobility, civic vitality, and economic opportunity? Practical answers to these liberal education imperatives hinge on high-functioning shared governance. A program of research by the Association of Governing Boards of Universities and Colleges (AGB) has examined the state of shared governance policies and practices in the United States, and opportunities to strengthen systems of shared governance to better achieve high public expectations. Presenters will engage participants in a discussion of this research and implications for developing a model of shared governance that enables institutions to live up to liberal education's highest ideals. All participants will receive complementary copies of a new AGB board of directors' statement on shared governance.

ANDY LOUNDER, Director of Special Projects, Association of Governing Boards of Universities and Colleges (AGB); **DAVID MAXWELL**, Senior Fellow, AGB, President Emeritus, Drake University, and Trustee, Grinnell College; **SUSAN JOHNSTON**, Executive Vice President and Chief Operating Officer, AGB, Member of the Board of Visitors, Radford University, and Trustee, Rollins College; **RAYNARD KINGTON**, President, Grinnell College; **KENNA COLLEY**, Interim Provost and Vice President for Academic Affairs, Radford University

RESEARCH SESSION

It Helped Me Discover a New Me: ePortfolio Plus High-Impact Practices Build Students' Academic & Professional Identities

Independence B/C

Research has established ePortfolio as the 11th High-Impact Practice (HIP). Presenters will discuss ways they link ePortfolio with other HIPs (such as First Year seminars, writing intensive courses, and capstone courses) to multiply the impact on student learning and success, particularly for “new majority” students. Drawing on new research reflected in a forthcoming book, panelists from two research universities and two community colleges will discuss their practices, providing an opportunity to analyze strategies for linking HIPs, generating high-impact behaviors, and helping students craft and re-craft their identities as students and emerging professionals.

BRET EYNON, Associate Provost & Assistant Vice President for Academic Affairs, **EDWARD GOODMAN**, Associate Professor Accounting and Business, **ANDREA FRANCIS**, Assistant Professor—all of LaGuardia Community College, City University of New York; **LAURA GAMBINO**, Associate Dean for Assessment and Technology, Stella & Charles Guttman Community College, The City University of New York; and Visiting Scholar, Community College Research Center, Teachers College, Columbia University; **GAIL MATTHEWS-DENATALE**, Associate Director, Center for Advancing Teaching and Learning through Research, Northeastern University; **MICHELLE STUCKEY**, Clinical Assistant Professor and Writing Program Administrator, Writers' Studio, Arizona State University

How to Run a College

Independence D/E

Colleges are complex places with storied traditions, antiquated governance practices, and competing constituencies. Key leadership groups—trustees, faculty, and senior staff—are ill-equipped to govern. These glaring internal inefficiencies, communication breakdowns, and the sense of process-driven inertia on many campuses compete against changing consumer preferences, high sticker prices, declining demand, massive tuition discounting, aging infrastructure, technological and pedagogical alternatives, and growing political pressure. The American residential college can be resilient under engaged and able leadership. The panel will address why colleges must survive by modernizing their practices, monetizing their assets, focusing on core educational strategies, and linking explicitly to the modern world. Some colleges will merge or close. To be sustainable, they must be centers of dynamic learning, incubators of a new creative generation, and economic engines that power the regional, state and national economies. The panel will discuss how these colleges operate, what works, and what must change.

BRIAN MITCHELL, Principal, Academic Innovators, and Retired President, Bucknell University; **ARTHUR ROTHKOPF**, President Emeritus, Lafayette College; **JOSEPH KING**, President, Lyon College

RESEARCH SESSION

Integrating Off-Campus Global Learning with the University Experience

Franklin Square

Reporting on findings from a multi-year, multi-institutional study of Integrating Global Learning with the University Experience: Higher-Impact Study Abroad and Off-Campus Domestic Study, representatives of a 25-member research collaborative will share six principles that should inform institutional, programmatic, and faculty/staff practices for off-campus study. Presenters will illustrate how current research informs the principles, and will share resources to facilitate evidence-supported conversations about off-campus study programs on other campuses.

JESSIE MOORE, Director of the Center for Engaged Learning, and **AMANDA STURGILL**, Associate Professor—both of Elon University; **IRIS BERDROW**, Associate Professor, Bentley University; **KATIA LEVINTOVA**, Associate Professor, University of Wisconsin—Green Bay

Improving Learning and Teaching through Faculty Evaluation

Farragut Square

This session will present a model for faculty evaluation that recognizes that the faculty learning process is continuous and excellence may be demonstrated in different ways for individual faculty members. The model expands the definition of what is included in faculty work beyond credit hours taught and includes the full spectrum of faculty work in the evaluation process. The model expands the definitions of what constitutes teaching, scholarship, and service to reflect new pedagogies, new ways of communicating scholarship, and service beyond the campus. The pedagogical move toward experimental learning directs that students' contributions toward their own learning should be part of the process of faculty evaluation.

NANCY HENSEL, President, New American Colleges & Universities; **STEPHEN WILHITE**, Vice President for Academic Affairs and Student Success, American University of Ras Al Khaimah; **DAVID A. SALOMON**, Director, Undergraduate Research and Creative Activity, Christopher Newport University

ACAD SESSION

The Dean as Public Intellectual and Advocate for Higher Education

Constitution CDE

What is up to us, as deans, when it comes to leading the discussion on higher education in the media and in our communities? What are we currently doing? Where are the opportunities? How can we use our voices in a way that helps others better understand the value of what we do? In this session, a panel of deans from a range of institutions (public, private, community college) will share their perspectives and invite ideas from others.

DEL DOUGHTY, Dean of the College of Arts, Science, and Education, Texas A&M University—Texarkana; **RHONDA BRYANT**, Associate Vice President and Dean of Students, University of the Pacific; **ELIZABETH DUNN**, Dean and Professor of History, Indiana University—South Bend; **THOMAS MEYER**, Vice President of Academic Services and Student Development, Lehigh Carbon Community College; **KATHY OGREN**, Provost, University of the Redlands; **SUSAN RUNDELL SINGER**, Vice President for Academic Affairs and Provost, Rollins College

4:45 – 5:30 p.m.

SESSION FOR PRESIDENTS

Constitution B

Roundtable Discussions on Campus Crises

Please note that this session is for presidents and foundation leaders.

5:30 – 7:00 p.m.

RECEPTION

Harvard Graduate School of Education

Declaration A

The Harvard Institutes for Higher Education (HIHE) and Collaborative on Academic Careers in Higher Education (COACHE) from the Harvard Graduate School of Education (HGSE) are hosting a reception for alumni/members and friends. All are welcome to attend.

RECEPTION

TDC Community College Reception

Tiber Creek

The Democracy Commitment welcomes all friends and colleagues.



#AACU18

AAC&U Welcomes Friends and Sister Organizations

- The Aspen Institute/Wye River Academic Programs
- Association for Authentic, Experiential and Evidence Based Learning
- Bringing Theory to Practice
- Campus Compact
- *CHANGE Magazine* Editorial Board
- Consortium for Faculty Diversity in Liberal Arts Colleges
- Consortium for Innovative Environments in Learning
- Council of Colleges of Arts and Sciences
- Council of Public Liberal Arts Colleges
- Council on Undergraduate Research
- *Diverse: Issues in Higher Education*
- *Diversity & Democracy* Editorial Board
- Harvard Graduate School of Education
- HERS—Higher Education Resource Services
- *Imagining America: Artists and Scholars in Public Life*
- International Journal of ePortfolio
- *Liberal Education* Editorial Board
- Multistate Collaborative to Advance Learning Outcomes Assessment
- National Survey of Student Engagement
- New American Colleges & Universities
- *Peer Review* Editorial Board
- The Democracy Commitment
- The Professional and Organizational Development Network in Higher Education (POD)
- The Teagle Foundation
- Project Kaleidoscope
- Project Pericles
- Rumper Deans
- The Washington Center
- The Washington Internship Institute
- Women's College Coalition

7:00 – 8:30 a.m.

ACAD MEMBERS BREAKFAST AND BUSINESS MEETING (additional fee)

Constitution CDE

NETWORKING BREAKFAST

Tackling Contemporary Campus Issues

Franklin Square/McPherson Square

(Preregistration required for these events.)

7:30 – 8:30 a.m.

PRESIDENTS' NETWORKING BREAKFAST

Independence A

8:45 – 10:00 a.m.

CONCURRENT SESSIONS

Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

Independence F/G

How can we build institutional capacity to address inequities in student outcomes? AAC&U's project, *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success*, supports thirteen institutions from diverse institutional types in the design, implementation, and assessment of campus plans to more equitably advance student learning and achievement. Featuring campus leaders from three participating institutions, the panelists will discuss elements of their respective campus action plans to increase postsecondary course completion rates, to improve learning gains, to increase access to and participation in high-impact practices, and to advance student understanding of the necessary preparation needed for the workforce and engaged citizenship. Panelists also will discuss project findings and present institutional data that show equity gaps based on the project outcomes and strategies identified towards closing those gaps. This project is funded by Strada Education Network and Great Lakes Higher Education Corporation & Affiliates.

DAVID POTASH, *President, Wilbur Wright College*; **ANNE HEUTSCHE**, *Assistant Professor of History, and KAREN HICKS*—both of *Lansing Community College*; **TIA BROWN MCNAIR**, *Vice President, Office of Diversity, Equity, and Student Success, AAC&U*; **KRISTY E.H. MICHAUD**, *Director, Office of Student Success Innovations, Professor, Department of Political Science, and ELIZABETH ADAMS*, *Associate Vice-President, Student Success*—both of *California State University, Northridge*; **BEN DOBNER**, *Director of Education Grantmaking, Great Lakes Higher Education Guaranty Corporation & Affiliates* **LORENZO ESTERS**, *Vice President of Philanthropy, Strada Education Network*

RESEARCH SESSION

Briefing and Discussion on a New NAS report, "Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies"

Declaration B (Level 1B)

The number of years a person spends in schooling strongly predicts adult earnings, health, and civic engagement, but US college completion rates lag those in other developed nations. A new report from the National Academies of Sciences, Engineering, and Medicine explores competencies beyond cognitive skills that may support college persistence and completion. This session identifies eight competencies showing evidence of supporting students' college success. Brief, low-cost interventions to develop these competencies have sometimes generated the largest benefits for minority and first-generation students. The report recommends that institutions partner with researchers in studies to understand better all eight competencies and their relationship to college success. It also offers guidance on assessing these competencies and cautions against high-stakes use of currently available assessments of them. This interactive session includes ample time for small group discussions, along with formal presentations.

MARGARET HILTON, *Senior Program Officer, National Academies of Sciences, Engineering, and Medicine*; **K. ANN RENNINGER**, *Dorwin P. Cartwright Professor of Social Theory and Social Action and Chair, Swarthmore College*; **SUSAN SINGER**, *Vice President for Academic Affairs and Provost, Rollins College*; **TABBYE CHAVOUS**, *Professor of Education and Psychology and Director, National Center for Institutional Diversity, University of Michigan*

The VALUE Institute: Learning Outcomes Assessment at its Best

Independence D/E

AAC&U—in partnership with Indiana University's Center for Postsecondary Research—has established the VALUE Institute, a continuing resource for higher education institutions to document, report, and use learning outcomes evidence to improve student success in college. This new opportunity, which will enable higher education providers to transform assessment into a productive process, is based on actual student work drawn from the curriculum, faculty professional judgment, and actionable results that promote improved student learning. This evidence of quality student learning also serves double duty for accreditation purposes. Join us to learn how AAC&U's VALUE Institute is organized, collaborative, and being utilized by educators across all types of colleges, universities, states and providers for enhanced learning, professional development, and compliance reporting.

TERREL RHODES, *Vice President and Executive Director of VALUE, AAC&U*; **DENISE PEARSON**, *Principal Policy Analyst, MSC Project Director, State Higher Education Executive Officers Association*; **THOMAS NELSON LAIRD**, *Director, Center for Postsecondary Research, Indiana University Bloomington*; **CHERYL NORMAN**, *Director of Quality Improvement and Assessment, Adjunct Professor of Education, University of Northwestern St. Paul*

8:45 – 10:00 a.m. (continued)

GEMS:

LEAP State Institutions Partner for Signature Work and Guided Curricular Pathways for Transfer and Student Success

Wilson/Roosevelt

For many students, recapturing the American Dream is precarious because of different roadblocks along the way to success and graduation. Team Leaders from three LEAP state systems—California, Indiana and Texas—who are participating in the GEMS LEAP project on transfer pathways and signature work, funded by the Endeavor Foundation, will share experiences coordinating curriculum and transfer pathways to support student success when moving from two-year to four-year institutions. From developing first year learning communities at the community college level in Indiana to developing learning-outcome-based articulation agreements in Texas, and with a focus on intensive advising and cocurricular linkages in California, each institution will share its strategies for increasing student success from the classroom to transfer to graduation.

JOSHUA RAMIREZ, Chair, Psychology Department, Santa Barbara City College; **MICHELLE HASENDONCKX**, Assistant Director, Student Academic Success & Equity Initiatives, California State University, Channel Islands; **HEATHER KING**, Assistant Department Chair, English, Ivy Tech Community College; **JENNIFER THORINGTON SPRINGER**, Associate Professor of English and RISE Program Director, Indiana University–Purdue University Indianapolis; **SHARON MANNA**, Government Faculty, and **DORIS ROUSEY**, District Director, Strategic Initiatives—both of Dallas County Community College District; **AMY JESSEN-MARSHALL**, Vice President, Integrative Learning and the Global Commons, AAC&U

Developmental Science and Student Success: Scaffolding Students' Transformative Experiences in Higher Education

Penn Quarter B (Level 1B)

Student success initiatives tend to focus on distinct cognitive (academic) and non-cognitive (motivational) causes. Developmental scientists note the dynamic connections between these systems such that optimal interventions would target the systems holistically. This session brings together four developmental scientists who have experience in academic administration and program implementation. The first presentation describes a program scaffolding underrepresented community college students' identities as science majors through an immersive summer research program. The second outlines the positive impact on student success and achievement of a year-long assets-based remediation program for unrepresented students in a regional open-enrollment university. A third focuses on underrepresented students' development of civic identity and understanding of their place within systems of inequality and privilege at a selective college. A fourth examines the role of signature and capstone work in the growth of a professional identity among students attending a small liberal arts based research university.

ERIC AMSEL, Associate Provost, Academic Programs and Assessment, Weber State University; **KAREN SINGER-FREEMAN**, Associate Professor of Psychology, Purchase College, State University of New York; **MARSHA WALTON**, Professor of Psychology, Winton S. Blount Chair of Social Science, Rhodes College; **NANCY BUDWIG**, Professor of Psychology, Clark University and Senior Scholar AAC&U

Preparing Faculty of the Future

Independence H/I

The changing nature of faculty work and of institutions is unmistakable. Online education, the increasing diversity of students, and the push for innovation and internationalization are just a few factors influencing that change. This panel shares insights and invites discussion about the challenges, opportunities, and successes in approaching the preparation of faculty in diversity and inclusion; teaching innovation; and leadership at a research intensive private institution, a public flagship doctoral institution, and a public four-year teaching intensive institution. The panelists discuss their strategies and campus priorities against the perceptions garnered through a recent national study of 376 faculty development professionals and institutional leaders (presidents, provosts and deans) at US colleges and universities. The discussion highlights programs carried out and the lessons learned, and offers contrasting insights into how institutions may be positioned to prepare a new generation of faculty and leaders, particularly in influencing culture change, engaging with advocacy, and adopting innovations in teaching.

RANIA SANFORD, Assistant Vice Provost, Faculty Development and Diversity, Stanford University; **AMY KINCH**, Director, Faculty Development Office, University of Montana; **PATTI HIRAMOTO**, Chief of Staff, Office of the President, Sonoma State University

Growing Digital Pedagogy through the Digital Innovation Greenhouse at the University of Michigan

Burnham

The University of Michigan Digital Innovation Greenhouse (DIG) is an edtech accelerator working to scale "homegrown" digital pedagogy. Our group of software developers, user experience designers, and behavioral scientists work with faculty to iterate on and spread use of innovative digital edtech within and beyond U-M's campuses. Join a discussion about how DIG was born and our current suite of eight digital tools. These span from a tailored communication system for students in large courses, ECoach, to Policymaker, a software that provides digital infrastructure for simulation pedagogy. Learn how to support and scale digital innovation, while gaining insight into the challenges we grapple with onboarding new users without sacrificing the pedagogy on which our tools rely. Gain an understanding of how the diverse tools in our suite work, and the R&D we do with them to improve the educational experiences of our students.

AMY HOMKES-HAYES, Lead Innovation Advocate, Digital Innovation Greenhouse, Office of Academic Innovation, University of Michigan, Ann Arbor

DISCUSSION SESSION**A Model for Making Global Learning Universal at Your Institution**

Farragut Square

Authors Landorf and Doscher outline the research-based model they present in their forthcoming book, *Making Global Learning Universal: Promoting Inclusion And Success For All Students* (Stylus, January 2018). To set the stage, institutions must develop mutually supporting student learning outcomes and program goals and adopt a theory of organizational change that involves all stakeholders in the achievement of these goals and outcomes. Universal global learning must involve comprehensive faculty and staff development and an integrative global learning curriculum and cocurriculum. Finally, student learning assessment and program evaluation, as well as continuous communication and improvement, are necessary to sustain and expand universal global learning over the long term. Participants will engage in reflective dialogue throughout the session to determine how these components are or can be realized in multiple demographic, geographic, and institutional contexts.

STEPHANIE DOSCHER, *Director, Office of Global Learning Initiatives, and HILARY LANDORF*, *Executive Director, Office of Global Learning Initiatives—both of Florida International University*

SEMINAR SESSION *(Participation limited to 25; please arrive early)***Making Your Voice Heard: Strategies for Communicating the Importance of Liberal Education**

Latrobe

Higher education has a perception problem. Many Americans have grown skeptical of the cost—and debt—that college brings. Many more dismiss the idea of liberal education as impractical. And a recent poll by the Pew Research Center found that the percentage of Republicans who view colleges and universities favorably had dropped 21 points in two years. Clearly, those of us in higher education need to do a better job of explaining what we do, why it matters and why it deserves public support. This session will take on that challenge by focusing on strategies for communicating the importance of a liberal education to students, parents and a skeptical public. The goal is for all participants to take home ideas and strategies for communicating the importance of their institutions and liberal education in general.

DOUG WARD, *Associate Professor and Associate Director, Center for Teaching Excellence, University of Kansas*

*(Participation limited; please arrive early.)***Moving from Talk to Action: How Structured Dialogues Can Achieve “Greater Purposes”**

Cabin John/Arlington

This session will feature four grantees from Bringing Theory to Practice’s Greater Purposes Campus Dialogues initiative. The Initiative is aimed at helping campuses through a series of structured, action-focused dialogues to reach across silos in order to address timely issues, promote inclusion, and articulate shared goals. Each campus dialogue is intended to contribute to a campus culture that promotes student success through embracing higher education’s greater purposes—including engaged learning, well-being, civic engagement, preparation for a meaningful life, global citizenship, and a commitment to equity. Panelists will provide a brief synopsis of how structured dialogues have created actionable steps toward campus change around a particular issue (i.e., the role of civic engagement, becoming a sanctuary campus, helping students to become change agents). Panelists also will moderate table discussions with participants regarding how structured dialogues can be applied at their own institutions to seed actionable steps toward positive changes in campus culture.

MODERATOR: ASHLEY FINLEY, *Associate Vice President of Academic Affairs & Dean of the Dominican Experience, Dominican University of California*

ZOE CORWIN, *Associate Professor and Director of Research, Pullias Center for Higher Education, University of Southern California*; **SARA HOILAND**, *Assistant Professor, Behavioral Sciences, Hostos Community College, City University of New York*; **PATTY ROBINSON**, *Faculty Director, Civic and Community Engagement Initiatives, College of the Canyons*; **KRISTEN LUSCHEN**, *Dean of Multicultural Education and Inclusion and Professor of Education Studies, Hampshire College*

*This session is presented by Bringing Theory to Practice***Equity-Minded Explorations at Recently-Diversified Liberal Arts Colleges**

Independence B/C

Three campuses that have diversified swiftly over the past decade present examples of initiatives to achieve greater equity for our students and to advance the cause of establishing more just and affirming communities in the world. We will cover the motivations for and lessons learned from a “Being Human in STEM” project-based course, an attempt to broaden equity of access to high-impact practices, and an attempt to heed and learn from the vocabulary students use to understand and represent their experiences of identity, alienation, and belonging. Discussion time will allow participants to share their own experiences and practical examples of efforts to promote greater equity on their changing campuses.

JONATHAN CHENETTE, *Dean of the Faculty and Professor of Music, and CARLOS ALAMO*, *Associate Dean of Faculty and Academic Resources—both of Vassar College*; **MARY WALCZAK**, *Professor of Chemistry and Associate Dean of Natural Sciences and Mathematics, St. Olaf College*; **SHEILA JASWAL**, *Associate Professor of Chemistry, Amherst College*

8:45 – 10:00 a.m. (continued)

DISCUSSION SESSION

The Physical Environment as a Key Element in Achieving 21st-Century Learning Goals

Declaration A (Level 1B)

Campus leaders attuned to how students in the 21st century learn are driven to explore how space aligns with pedagogy to support learning processes and promote success. Session participants will encounter and discuss four distinctive narratives about how the evolution of planning for learning spaces engaged academic communities in thinking anew about learning goals in the 21st century. Presentations include: lessons learned from “sandboxed” classrooms and a new Science Teaching and Student Success facility; faculty learning communities that formed the heart of repurposing classrooms campus-wide; a singular building as a focal point for interdisciplinary learning and student life in an urban setting; and collaborative and inclusive planning for a new library that envisions student creative work at the core of its purpose.

DAN DRESSEN, Associate Provost and Professor of Music, St. Olaf College; **ROBIN WRIGHT**, Professor, Department of Biology Teaching and Learning, University of Minnesota; **SUSAN FLISS**, Dean of Libraries, Smith College; **GAIL BURD**, Senior Vice Provost for Academic Affairs, University of Arizona; **MEREDITH BOSTWICK-LORENZO EIROA**, Associate Director, Skidmore, Owings and Merrill LLP

DISCUSSION SESSION

Advancing Civic Learning and Democratic Engagement in Higher Education Across Institutional Types: A Theoretical Framework

Lafayette Park

AASCU’s American Democracy Project, The Democracy Commitment, and NASPA Lead Initiative have developed an emergent theoretical framework to advance civic learning and democratic engagement in higher education. This emergent theory builds on strands in the 2012 *A Crucible Moment* report focusing on how campuses develop civic ethos, civic literacy and skill building, civic inquiry and civic action, and advances it with civic agency. It also poses four questions related to envisioning a thriving democracy and considering what learning outcomes, pedagogies and strategies will best help us achieve meaningful democratic engagement. Throughout this presentation, administrators, faculty, and community partners will gain a greater understanding of this theoretical framework and the practical application for a campus.

MODERATOR: CARYN MCTIGHE MUSIL, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U

VERDIS ROBINSON, National Director, The Democracy Commitment, and **JENNIFER DOMAGAL-GOLDMAN**, National Manager, American Democracy Project—both of the Association of American State Colleges and Universities; **STEPHANIE KING**, Assistant Director for Knowledge Communities and CLDE Initiatives, NASPA

DISCUSSION SESSION

Building Structures and Supports to Engage Adjunct Faculty in the Student Success Movement

Penn Quarter A (Level 1B)

This session shares emerging practices at Achieving the Dream colleges participating in an initiative entitled Engaging Adjunct Faculty in the Student Success Movement. This project seeks to identify scalable strategies that build institutional capacity to better integrate and engage adjunct faculty members in the student success agenda, and to understand and address opportunities and challenges faced by colleges engaging part-time faculty. Participants will discuss how these practices could be implemented at a range of institutions, and the importance of designing adjunct faculty development activities in varied formats that reach and engage faculty with different levels of experience, investment, and motivation. We will also examine how incentives for participation should be built into a larger system of how the institution hires, evaluates, retains, and promotes its adjunct faculty.

JONATHAN IUZZINI, Associate Director of Teaching & Learning, and **RACHEL SINGER**, Senior Fellow—both of Achieving the Dream; **SUSAN BICKERSTAFF**, Senior Research Associate, Community College Research Center, Teachers College, Columbia University

ACAD SESSION

Can the Subaltern Speak?

Listening to Conservatives on Campus

Constitution CDE

In light of the apparent failure to accurately gauge the views of large portions of the American electorate in the last presidential election, this session explores what higher education institutions might do to address the fact that in the last quarter century, on many campuses, politically liberal viewpoints have become far more prevalent than conservative or religious ones.

ROBERT COWAN, Acting Assistant Dean for Program Development, Assessment, and Review, Hunter College, City University of New York; **REZA FAKHARI**, Vice President for Continuing Education, Workforce Development and Strategic Community Partnerships, Kingsborough Community College, City University of New York; and **MARISSA SCHLESINGER**, Associate Dean of Academic Affairs, Stella & Charles Guttman Community College, City University of New York



#AACU18

8:45 – 10:15 a.m. (note special time)



Framing Academic Leadership for Undergraduate STEM Reform

Constitution A

For more than two decades, the Project Kaleidoscope STEM Leadership Institute has exposed early and mid-career STEM faculty to the theory and practice required to effectively manage institutional change with discernment; lead undergraduate STEM reform with courage; embrace diverse perspectives with authenticity; and communicate bold, new ideas with thoughtfulness and clarity. In more recent years, the Institute has exposed STEM faculty to the art, science, and practice of broadening participation in STEM through culturally relevant experiential learning exercises like the My Tenure Trek™ diversity simulation.

At the core of the PKAL leadership development curriculum is the theoretical model proposed by Bolman & Gallos (2011), which guides our Institute participants in understanding the contextual challenges and opportunities that are inherent in every college and university. Academic leaders from all disciplines and at every leadership level (including all professorial levels) are invited to join what promises to be a highly provocative session—guaranteed to deepen our understanding of the political, structural, symbolic, and human resource frames of higher education institutions *and* offer us insight into becoming more skilled at negotiating the uncertainties of institutional change and disciplinary reform.

LEE BOLMAN, *Professor and Marion Bloch Missouri Chair in Leadership, University of Missouri–Kansas City*

This session is presented by Project Kaleidoscope

8:45 – 10:45 a.m.

SESSION FOR PRESIDENTS

Freedom of Expression and Attacks on Faculty

Constitution A

IBRAM X. KENDI, *Professor of History and International Relations and Founding Director, Anti-Racist Research and Policy Center at American University, and author of Stamped from the Beginning: The Definitive History of Racist Ideas in America, winner of the 2016 National Book Award for Nonfiction*; **HENRY REICHMAN**, *Professor Emeritus of History, California State University, East Bay, and First Vice President, AAUP*; **JOAN WALLACH SCOTT**, *Professor Emerita, Institute for Advanced Study*

Please note that this session is for presidents and foundation leaders.

10:30 – 11:45 a.m.

CONCURRENT SESSIONS

SEMINAR SESSION (Participation limited to 25; please arrive early)

Does Higher Education Promote the Common Good?

Latrobe

Are colleges and universities in a period of unprecedented disruption? Is a bachelor's degree worth the investment? What, exactly, is higher education good for? Taking as its starting point the recently published book, *For the Common Good: A New History of Higher Education in America*, this seminar session examines the question of how, if at all, colleges and universities contribute to the common good. Following a brief overview of the book and its central claim, participants will consider the ways in which a commitment to promoting the common good continues to shape their home institutions in the present. Central questions include: Is there a common good in the twenty-first century to advance? If so, in what ways is a dedication to the public good manifested at your institution? Does liberal education foster students' commitment to the common good? Can the relationship between liberal education and the common good be assessed?

CHARLES DORN, *Associate Dean for Academic Affairs and Professor of Education, Bowdoin College*



SPONSOR SESSION

Showcasing the Power and Flexibility of PebblePad for Assessment, Reflection, and Student Engagement

Franklin Square

This session will showcase innovative applications of PebblePad at Duke University and Portland State University. Long known for our commitment to supporting learning-centered pedagogies, we are excited to spotlight how these institutions are using PebblePad to rethink assessment, provide integrative learning opportunities, and champion equity. Jennifer Hill will share how Duke is streamlining and improving programmatic assessment processes with PebblePad, with the wider objective of enhancing critical reflection and meaning-making among faculty and students alike. PSU has integrated PebblePad throughout many campus areas, and will highlight the PebblePad ePortfolio in University Studies, which has afforded quality demonstration of student learning, and benefitted administrators with portfolio data gained through programmatic assessment. Oscar Fernandez will discuss how PebblePad supports his mission to improve student engagement and advance social justice and equity. These examples highlight the flexibility of PebblePad, capitalizing on its capabilities to guide, record achievement, track progress, and enable assessments.

JENNIFER HILL, *Associate Director, Office of Assessment, Duke University*; **OSCAR FERNANDEZ**, *Instructor, Portland State University*

This session is sponsored by PebblePad

10:30 – 11:45 a.m. (continued)

SEMINAR SESSION (Participation limited to 25; please arrive early)

Transparent Faculty Development to Promote Transparent Teaching for a New American Dream

McPherson Square

Can transparent faculty development lead to transparent teaching and active learning strategies that engage increasingly diverse student populations in pursuit of a new American Dream? Participants will be invited to explore this question and consider a model of transparent faculty development that provides practical and applicable ideas for high-impact teaching by allowing faculty to experience active learning themselves. Through a collaboration between faculty, University Writing Programs, and the Center for Teaching and Learning, we have designed this initiative for an interdisciplinary cohort of instructors teaching a required university-wide first-year seminar. This approach enables us to focus faculty development efforts through a common curriculum while reaching across departments and disciplines. This session will model transparent active learning strategies designed to engage participants in the process of identifying curricular opportunities to expand faculty development across disciplines through shared experiences that encourage implementation at the course level.

LOTT HILL, Director, Center for Teaching and Learning, LESLIE BAYERS, Assistant Director, Center for Teaching and Learning, EILEEN CAMFIELD, Director, University Writing Programs, and SUSAN MANNON, Associate Professor, Sociology—all of University of the Pacific

DISCUSSION SESSION

Contrasting Approaches, Common Values: Preparing Future Faculty for New Teaching Landscapes

Penn Quarter A (Level 1B)

The Teagle Foundation's Graduate Student Teaching in the Arts and Sciences initiative, launched in 2010, offered a number of institutions support to develop new models of future faculty development. Columbia University and Princeton University, both recipients of grants under this initiative, developed notably disparate programs in pursuit of a shared goal—to help graduate students prepare evidence-based, innovative teaching strategies for the quickly transforming landscape of higher education. A culminating "Teaching Transformations" graduate student summit in 2017 brought together graduate student participants in both the Columbia and Princeton programs to reflect on new teaching priorities and practices cultivated by the respective grant-funded programs. In this session, comparison and critical reflection on the two approaches and culminating event will provide a setting for participants to strategize about effective pathways and programs to take home to their own institutional contexts.

SARAH SCHWARZ, Associate Director, Princeton University; MARK PHILLIPSON, Director, Graduate Student Programs and Services, Columbia University

Planning for the Future: Connecting General Education to Students' LifeWork

Independence F/G

Recognizing that their general education curricula needed to better respond to the contemporary higher education mindset and 21st-century students, three liberal arts colleges have revised general education curricula to better connect with students' future work, lives, and citizenship. At the same time, they sought to better integrate curricular and cocurricular initiatives to help students make purposeful connections among their required educational experiences and their world. This session will focus on four key areas: 1) campus processes that helped develop contemporary understandings among constituencies so as to advance campus thinking about general education; 2) the current higher education landscape in relation to general education reform; 3) how the new general education curricula at each school is designed to address the needs of 21st-century students; and 4) the challenges (and failures) of each process, and the next steps of implementation and assessment.

LAURA BEHLING, Professor of English, Knox College; BEAU BRESLIN, Vice President for Academic Affairs and Dean of Faculty, Skidmore College; SHEILA AMIN GUITERREZ DE PINERES, Executive Vice President for Academic Affairs and Special Initiatives and Dean of the Faculty, Austin College

DISCUSSION SESSION

Using Integrated VALUE Rubrics to Engage All Faculty in Reflective Assessment that Improves Teaching and Learning

Declaration A (Level 1B)

As regional accreditation agencies place more emphasis on faculty-led, direct assessment of student achievement and demonstrated use of assessment results to improve teaching and learning, engaging faculty in assessment is becoming essential. However, it is a common trope in higher education that faculty do not want to participate in program- or institution-level assessment. California State University Monterey Bay (CSUMB) has created and implemented a model of institutional assessment as reflective faculty engagement that contradicts that trope. Participants will learn to 1) explain how institutional assessment can be used as reflective faculty development for tenure-track and non-tenure-track faculty; 2) explain how results of institutional assessment using modified AAC&U VALUE Rubrics and documentation of faculty experience have led to further faculty development and engagement at CSUMB; and 3) create strategies for engaging faculty at their campuses in institutional assessment that informs course-level teaching practices and student achievement.

DAN SHAPIRO, Director for Teaching, Learning, and Assessment, FRAN HORVATH, Associate Vice President for Academic Planning and Institutional Effectiveness, NELSON GRAFF, Associate Professor, Communication Across the Disciplines, and SWARUP WOOD, Professor, School of Natural Science & Coordinator, First Year Seminar—all of California State University, Monterey Bay

Living the Dream: Supporting Alignment of Faculty Academic and Civic Work

Independence H/I

Faculty face significant recognized pressure to focus on academic rather than public interests (promotion and tenure chief among them). The costs of such pressures are high, especially in terms of what William Sullivan calls “civic professionalism” and what Wendy Willis terms “civic loneliness.” Supporting faculty in “living the dream” by aligning their lives, work, and sense of civic purpose is a complex and important challenge. Civic or community engagement is one approach that enables excellent teaching, creative scholarship, and personal and community impact. How, then, can we support faculty growth paradigms that feed these multiple interests? The presenters approach this question together, offering distinct paradigms for faculty learning systems that are translatable to multiple environments. This session creates space for participants to hear the basics of each paradigm and to explore together, though structured deliberation, the approaches they hope to design at their own institutions.

ANNA BARTEL, Associate Director, Community-Engaged Curricula and Practice, Office of Engagement Initiatives, Cornell University; **MARY F. PRICE**, Director, Faculty Development, Center for Service and Learning, Indiana University–Purdue University Indianapolis; **EMILY MORRISON**, Director, Human Services & Social Justice and Assistant Professor of Sociology, and **WENDY WAGNER**, Lecturer, Nashman Faculty Fellow for Academic Service-Learning and Senior Coordinator for Academic Service-Learning, Nashman Center for Civic Engagement and Public Service—both of George Washington University

DISCUSSION SESSION

Strategic Planning of the Faculty Workforce Model

Independence B/C

Colleges and universities have struggled to create new faculty workforce models that are consistent with institutional objectives for scholarship and teaching, including meeting the needs of a new generation of nontraditional students. The tenure-track faculty model has been replaced by one in which contingent faculty, including part-time adjuncts, play a significant role. This latter model has often taken hold unintentionally through reactive, just-in-time hiring practices at the department/program level driven by budgetary pressures, and is perpetuated without necessarily aligning with institutional mission. This session will engage attendees in exploring how academic administrators (e.g., deans and provosts) could leverage modern HR capabilities, in particular, workforce analytics, in managing their current faculty workforce model and planning the future-state model. In this context, the session will also review how the shift to an increasingly contingent faculty workforce has affected institutional costs, student learning, and the faculty experience.

PAUL YAKOBOSKI, Senior Economist, TIAA Institute; **VALERIE CONLEY**, Dean, College of Education, University of Colorado, Colorado Springs; **JOCELYN CALDWELL**, Senior Director, Human Resources Strategy and Planning, TIAA

Balancing Policy, Practice and Purpose: Assessing the Quality of Undergraduate Education in Virginia

Independence D/E

In March 2016, the State Council of Higher Education for Virginia (SCHEV) set out to revitalize Virginia’s assessment policy for undergraduate education. Over the next 15 months, a task force consisting largely of institutional representatives met to determine how the quality of undergraduate education in Virginia should be defined, measured, and reported. Our aim was to prioritize student learning and articulate a unifying vision while also respecting institutional autonomy. This session, led by members of the task force, will address the context and history of Virginia’s state-wide assessment efforts; our LEAP State participation; how the development of this policy fit into larger national conversations about liberal education and quality; how two-year and four-year institutions are responding to the new expectations; and how SCHEV is working to support institutions in this endeavor. We will also engage attendees in discussion about public policy and assessment in their own institutional context.

JODI FISLER, Associate for Assessment Policy and Analysis, State Council of Higher Education for Virginia; **CATHERINE FINNEGAN**, Assistant Vice Chancellor for Research and Reporting, Virginia Community College System; **STEPHANIE FOSTER**, Associate Director, Undergraduate Education, George Mason University; **LINDA CABE HALPERN**, Vice Provost for University Programs, James Madison University; **TERREL RHODES**, Vice President, Office of Quality, Curriculum and Assessment, Executive Director of VALUE, AAC&U

Examining Recent Research on High-Impact, Active Learning Practices like Reacting to the Past

Declaration B (Level 1B)

This roundtable engages select authors of *Playing to Learn with Reacting to the Past: Research on High Impact, Active Learning Practices* (Palgrave Macmillan, 2017) as they discuss findings on classroom practice surrounding Reacting to the Past (RTTP)—a student-centered pedagogy that provides college students and faculty unique, high-impact teaching and learning opportunities. As with the publication, the overarching objective of the session is to share findings on practices and evidence from multiple disciplines and institution types regarding the efficacy of RTTP in higher education classroom settings as well as guidance and an evidence-base on which to build RTTP practices.

THOMAS CHASE HAGOOD, Director of the Division of Academic Enhancement, **NAOMI J. NORMAN**, Associate Vice President for Instruction, and **BRITTANY M. WILLIAMS**, Doctoral Student—all of the University of Georgia; **MARIE GASPER-HULVAT**, Assistant Professor, Kent State University-Stark; **DEBORAH RICHARDSON**, Professor and Director of Faculty Development & Teaching Excellence, Augusta University; **RUSS OLWELL**, Associate Dean of Education and Social Policy, Merrimack College; **C. EDWARD WATSON**, Associate Vice President for Quality, Advocacy, and LEAP Initiatives, AAC&U

10:30 – 11:45 a.m. (continued)

Demonstrating Value: Evidence-Based Advocacy of the Public Liberal Arts

Wilson/Roosevelt

In its new strategic plan, the Council of Public Liberal Arts Colleges (COPLAC) calls for the development of a common metrics framework for research, planning, and branding purposes that best demonstrates the value-added outcomes of a public liberal arts education. In this session, a president together with institutional research and communications officers from several of COPLAC's 30 member institutions will review their progress to date in developing this framework and in devising communication strategies. Proposed action plans will advance the understanding, for various audiences, of the value of public liberal arts education along five key dimensions: access, instruction and engagement, progression and completion, cost, and post-graduation outcomes. Attendees will gain a more detailed understanding of innovative approaches to monitoring and publicizing the efforts by many public colleges to provide a democratically accessible, high-quality, and cost-effective liberal arts education in a student-centered, residential environment.

MICHAEL GASS, *Director of Institutional Research, Effectiveness and Planning, University of North Carolina at Asheville*; **KATHRYN FOSTER**, *President, University of Maine Farmington*; **MELISSA VANGSNESS**, *Director of Communications, University of Minnesota, Morris*; **LAURA COGHLAN**, *Director of Institutional Research and Assessment, The Evergreen State College*

This session is presented by the Council of Public Liberal Arts Colleges

(Participation limited; please arrive early.)

Upholding Truth, Evidence, and Reason: An Imperative Democratic Obligation of Higher Education in a Divided Nation

Cabin John/Arlington

Recent controversies over free speech and partisanship on college and university campuses have served to mask higher education's principal responsibility to champion how and whether a belief or claim is justifiable and to assert that facts and the power of reason are non-partisan. If one of the central purposes of higher education is to prepare critical thinkers who will shape the future of our democracy for the better of the country and the world, then those at learning institutions, both in the educational and public sphere, must forcefully call-out any effort to purge truth, evidence, or reason of their legitimacy. Are higher education's identity and core principles so fragile that this cannot be accomplished? If not, how can campus faculty and administrators lead the way in upholding truth, evidence, and reason, even when accused of partisanship or relativization? Following brief panel provocations, these questions are turned to the audience for facilitated conversations at discussion tables, followed by responses from the panel.

DONALD HARWARD, *Director, Bringing Theory to Practice*; **JASON BLAKELY**, *Assistant Professor of Political Science, Pepperdine University*; **ELIZABETH MINNICH**, *Senior Fellow, Association of American Colleges and Universities*

This session is presented by Bringing Theory to Practice

The Global Perspective on Global-Local Engagement

Lafayette Park

As US political forces withdraw from global leadership, American higher education must reinvent its relationship to the rest of the world, which is no less interdependent than it was before 2017. This presentation offers the perspective on global citizenship of two non-US institutions (in Mexico and Chile) with responses from an American university deeply involved in community engagement and civic learning and from a representative of the Carnegie Community Classification's new international track. American higher education leaders need to understand the perspective of other nations on issues of civic learning, community engagement, and a renewed commitment to a global common good no longer dependent on US leadership. The presenters will explore with the audience how US-educated civic minded problem solvers will be regarded by the rest of the world in years to come.

WILLIAM PLATER, *Chancellor's Professor Emeritus of Philanthropic Studies, Public Affairs, and English, and JULIE HATCHER*, *Director of the Center for Service and Learning—both of Indiana University—Purdue University Indianapolis*; **JOHN SALT MARSH**, *Professor of Education, University of Massachusetts Boston*; **SANDRA HERRERA**, *Director of Corporate Social Responsibility, Universidad del Valle de México*; **MARIA RIVAS**, *Director of Community Relations, AIEP de la Universidad Andres Bello*

DISCUSSION SESSION

College Unbound's Workplace and World Lab: General Education IS Life, Work, and Citizenship

Burnham

College Unbound's Workplace and World Lab improves student engagement, satisfaction, retention, and employment by making authentic general education learning outcomes the living, breathing throughline in every course. The presenters will facilitate discussion sparked by College Unbound's general education requirements and model designed for the non-traditional student. At College Unbound we don't just connect general education with life, work, and citizenship. We recognize that general education IS life, work, and citizenship. The session will include an overview of the College Unbound general education requirements; a description and demonstration of Workplace and World Lab as the mode of delivery, techniques for shared assessment; and student and faculty testimonials of the program's impact.

ADAM BUSH, *Provost, and DENNIS LITTKY*, *President—both of College Unbound*

ACAD SESSION

Bridging the Liberal Arts—Vocational "Divide"

Constitution CDE

How can we bridge the divide between liberal arts and vocational preparation? How can administrators and faculty be engaged to achieve this goal? Focusing on case studies from Endicott College and Trinity University, presenters will highlight strategies for enhancing faculty involvement in experiential learning and career preparation. During this session, participants will also brainstorm strategies within their own institutional contexts.

JUSTIN TOPP, *Assistant Dean of Science, Technology and Mathematics, and ERIC HALL*, *Dean, Internship and Career Center—both of Endicott College*; **DUANE COLTHARP**, *Associate Vice President for Academic Affairs, and TWYLA HOUGH*, *Director of Career Services and Co-Director, Center for Experiential Learning and Career Success—both of Trinity University*

10:30 – 11:45 a.m.

HEDS UP SESSION (*a series of 10-minute presentations*)**Constitution A**MODERATOR: **JOHN ZUBIZARRETA**, *Professor of English, Director of Honors, and Carnegie Foundation/CASE U.S. Professor of the Year, Columbia College***Students that Change the World!**
Innovative Course-building for Transformative Learning

Imagine faculty who are engaged and empowered to transform students' lives. Imagine a classroom where instead of listening, students are engaged in high-impact practices as they examine socially-relevant dilemmas, issues or questions.

Most faculty truly want their students to critically evaluate complex issues, to think creatively, to propose solutions, to work collaboratively across difference, and to communicate clearly and effectively. However, not all faculty know how to do this effectively. We have created a Certificate in Transformative Course-building to support faculty as they engage in this important work. Through this certificate, faculty will build courses that 1) are intentionally framed around the Essential Learning Outcomes; 2) require students to engage with complex dilemmas, issues, and questions facing society; 3) employ evidence-based teaching practices; and 4) use "connected assessments" to measure learning.

JULIA METZKER, *Executive Director, Brown Center for Faculty Innovation and Excellence, Stetson University*;
CYNTHIA ALBY, *Professor of Education, Georgia College & State University*;
CARALYN ZEHNDER, *Biology Lecturer, University of Massachusetts Amherst*

Global Football-Integrating Academics, Athletics, and Intercultural Learning

This presentation introduces recent experiences and results from short-term integrated study abroad programs for student-athletes, designed to increase intercultural knowledge and competence, and global learning. Head Football Coach Joe Austin and German Professor Erika Berroth collaborated on developing experiences in Germany (2014) and Italy (2017). Students prepared in an intensive pre-departure seminar, practiced and competed abroad, engaged with cultural programming, completed a variety of assignments in the re-entry component, and eventually presented their resulting academic and creative works at Southwestern's Undergraduate Research and Creative Works Symposium. The presentation suggests how this approach to supporting student-athletes, often from underrepresented backgrounds, could be replicated across institutions.

ERIKA BERROTH, *Associate Professor of German, Southwestern University*

From Calculus I to the Boardroom:
Transforming a Symbolic Reasoning Requirement into Successful Work Life Experiences

With an increasing interest in workforce preparedness for our students, the general education requirement of "symbolic reasoning" has never occupied a more important role in the college curriculum. For many students, the actual content of Calculus I is not necessarily a requirement for success in their professional or personal lives. However, the process of working through and solving challenging problems that involve these mathematical skills can prove immensely valuable in the long run. This talk shows how the Calculus classroom can serve as an ideal platform to foster skills in engaging in dialogue about challenging, contemporary issues, crafting more meaningful personal and professional relationships, and recognizing differences (or not) between local and global behavior, among others. Our faculty can TILT (their students forward): Teach specific skills, Identify broader uses of those ideas, and help our students Learn ways to Transfer those skills to personal and professional ventures.

DELLA DUMBAUGH, *Associate Dean of Arts and Sciences and Professor of Mathematics, University of Richmond*

Talking to the Experts:
What We Learned About STEM Retention from Student Voices

Although STEM fields attract a large number of students, retaining these students through successful degree completion is a widespread challenge. The biology department at Stetson University worked actively for several years to improve retention outcomes. However, the dedicated faculty in this department reached a point where the next steps to improve retention were unclear. Compelled to reach beyond the standard tools in the STEM fields to address retention, they decided to listen to the experts—the students—via a qualitative approach (i.e., outcome mapping). This presentation highlights the surprising and not-so-surprising insights that shed new light on the program's retention challenges, provided clear guidance on what changes needed to be made, and radically reshaped the department's engagement with students. A student will also share his perspective on participating in the outcome mapping process and the departmental initiatives developed in response to it.

ALICIA SLATER, *University Director of Curriculum and Assessment, Chair and Professor of Biology, and WILLIAM GILLETT, *Biology major—both of Stetson University**

Revolutionizing Engineering and Computer Science Departments

Do engineering and computer science departments need revolutionary changes to enhance student success? The National Science Foundation (NSF) thinks so, and has funded nearly 20 institutions to design structural changes that will transform rigid departments, disrupt systems that limit diverse participation, and elevate high-impact practices so that undergraduates will have the professional skills needed to meet our society's workforce needs. NSF's sponsorship provided the catalyst for faculty members, department chairs, and deans to collectively "revolutionize" the impacts that computer science and engineering have on our students and society, offering a new window to broaden inclusive participation, and paving the way for higher education to be more accountable to the ideals of our collective American Dream. In this dynamic "HEDs Up" session you'll confront some of the persistent challenges facing engineering and computer science and consider how your institution might implement innovative strategies to tackle these.

MICHELLE CAMACHO, *Professor and Faculty Administrator, University of San Diego*

11:00 a.m. – Noon

SESSION FOR PRESIDENTS

Overcoming Moral Distress:
Responding to External Constraints

Constitution B

GENA GLICKMAN, *President, Manchester Community College (CT)*;
ELAINE MAIMON, *President, Governors State University*

11:45 a.m. – 1:15 p.m.

ACAD KEYNOTE LUNCHEON

Intergenerational Mobility and Higher Education
in America:
New Findings from Big Data

Independence A

The Equality of Opportunity Project asks: Which colleges and universities account for the most upward mobility? And how is this changing over time? Recent research on these questions using big data has provided the most detailed picture yet of student backgrounds and long-term outcomes for colleges and universities of all types. Prof. Friedman will present key findings from this research to offer a new perspective on student success in higher education in America and suggest new directions for policies to improve opportunities for all students.



John N. Friedman

JOHN N. FRIEDMAN, *PI for the Equality of Opportunity Project, Associate Professor of Economics and International Affairs and Public Policy, Brown University*

12:15 – 2:00 p.m.

PRESIDENTS' LUNCHEON

Lessons Learned:
The Changing Nature of the College Presidency

Constitution B

LORI BETTISON-VARGA, *President and Director, Natural History Museum of Los Angeles County, and Former President, Scripps College*; FRED LAWRENCE, *Secretary and CEO, The Phi Beta Kappa Society*

1:30 – 2:30 p.m.

CONCURRENT SESSIONS

DISCUSSION SESSION

Digital Innovation:
Driving Greater Access and Stronger Business Models

Burnham

Changing enrollment demographics and changing business models call for great digital innovation to best engage and support a diverse and growing student body. This presentation will address the impact of digital innovation on student access to higher education and the power of these new delivery models to improve an institution's business model. The session will also explore practices of institutions that have adopted changing technologies, lessons learned from these institutions, and individuals who can play key roles in supporting new technologies on campus.

JIM HUNDRIESER, *Associate Managing Principal, AGB Institutional Strategies*

DISCUSSION SESSION

Poverty Studies and Inter-Institutional Collaboration in
Programs for the Common Good

Franklin Square

This session will focus on models for inter-institutional collaboration in academic programs for the common good, which directly reflect higher education's investment in the American Dream. The conversation will be led by two faculty and former administrators whose respective institutions are members of the Shepherd Higher Education Consortium on Poverty (SHECP), an alliance of nearly 25 colleges and universities committed to interdisciplinary Poverty Studies programs with immersive learning experiences, including cooperation in a national internship program. Representing a university grounded in the Jesuit social justice tradition and a secular liberal arts college, the presenters will discuss the benefits as well as the distinct challenges to participation in a collaborative endeavor like SHECP. Topics will include the advantages of student and faculty cross-fertilization, the efficiency of resource pooling, the pressures on developing long-term resource security, and the challenges to collective decision making in an association with very different institutional partners.

JAMES DAVIS, *Professor of Religion and Academic Director of Privilege & Poverty, Middlebury College*; MARGARET FINUCANE, *Chair, Tim Russert Department of Communication and Theatre, John Carroll University*

DISCUSSION SESSION

The Lonely Professor: Seeking the Full Support and Engagement of Underrepresented Tenured Faculty Members

Independence D/E

What types of experiences and infrastructure allow mid-career faculty to feel like powerful institutional actors? What types of institutional policies discourage full inclusion? We will focus on a key finding from our comparative research on how post-tenure faculty experience their careers at three small liberal arts colleges. In our 2014-2016 study, the underrepresented faculty we interviewed were much more likely to characterize their careers as being independent from, even developed in spite of, their institutions. This discussion will use our findings as a jumping off point to share insights and tactics about how to develop faculty equally in the key career stages that follow tenure.

TAMARA BEAUBOEUF-LAFONTANT, *Dean of Faculty, DePauw University*; **KARLA ERICKSON**, *Professor of Sociology, Grinnell College*; **JAN THOMAS**, *Senior Associate Provost and Professor of Sociology, Kenyon College*

DISCUSSION SESSION:

Rooted in Values: A Design Thinking Session

Cabin John/Arlington

What does it mean to prepare students for a lifetime of democratic engagement? How might we intentionally create spaces for students to examine their personal values in programming? How might empathy and hope be developed? How do we know that we are graduating civically engaged members of our society? Participants will discuss the critical role value formation plays in civic identity development and then we will boldly attempt to answer the questions above. The session will be highly interactive and use strategies of design thinking to engage everyone in generating creative solutions that can be brought back to all of our campuses and further developed.

SARA GRUPPO, *Program Director, Community Action, Princeton University*; **KIRA O'BRIEN**, *Program Coordinator, Princeton University: Pace Center for Civic Engagement*

DISCUSSION SESSION

Sexual Violence Is Everyone's Problem: Faculty Roles and Responsibilities

Penn Quarter A (Level 1B)

Ensuring all students have access to an equitable educational experience is an essential goal of higher education, and addressing the issue of sexual violence on campus is necessary for meeting this goal. Although efforts to eliminate sexual violence have proliferated across the country, little attention has been paid to faculty members' role and responsibility in this area. Given that faculty members maintain significant power and influence within institutions of higher education and regularly interact with students, their role in addressing the issue of sexual violence cannot be ignored. This session discusses the importance of dispersing responsibility as a means for creating equitable learning environments. Interactive conversations in this session will also explore individual and institutional barriers to faculty members' involvement and potential solutions to these barriers.

SARAH HURTADO, *Doctoral Candidate, and ALLISON BRCKALORENZ*, *Research Analyst & FSSE Project Manager—both of Indiana University Bloomington*

Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization

Penn Quarter B (Level 1B)

Students who live in economic insecurity and/or are members of a non-majority group systematically experience conditions in their lives that result in chronic stress and, therefore, decreased physical and mental health and social and economic opportunity. The costs of the many kinds of scarcity in their lives—money, health, respect, safety, affirmation, choices, belonging—is seriously reduced bandwidth, the cognitive and emotional resources needed to learn and succeed in college. Recognizing that these students are no different than their peers in terms of cognitive capacity, we can use evidence-based interventions that have been shown, through implementation in high schools and colleges, to help students regain bandwidth. They are variously intended for application inside and outside the classroom, and address not only cognitive processes but also social-psychological, non-cognitive factors that are relevant to the college environment as a whole. Hands-on activities, take-away resources included.

CIA VERSCHULDEN, *Executive Director Institutional Assessment, University of Central Oklahoma*

1:30 – 2:30 p.m. (continued)

DISCUSSION SESSION

Fostering an Inclusive, Collaborative, and Learning-Centered Approach to Faculty Development: MSU's Academic Advancement Network

Wilson/Roosevelt

Institutional attention to preparing and supporting faculty to meet the array of their responsibilities—including teaching excellence and scholarly creativity—is strategically wise in the challenging context in which higher education institutions engage in their work. This session describes an approach to faculty development created at Michigan State University that is organized explicitly around faculty learning and growth as well as inclusivity and collaboration. The approach recognizes and addresses: 1) the increasing diversity in academic appointments and faculty characteristics; 2) the array of academic responsibilities across teaching and learning, research and creative activities, and leadership roles; and 3) the changing challenges and needs academics experience across the arc of the career. The session will provide opportunities for participants to share their own innovations in fostering faculty learning and engaging constituents across the institution to collaborate in addressing diverse faculty needs.

ANN E. AUSTIN, Associate Dean, College of Education and Assistant Provost for Faculty Development—Career Paths, **JEFF GRABILL**, Associate Provost for Teaching, Learning, and Technology, **BERONDA MONTGOMERY**, Assistant Provost for Faculty Development—Research and Professor of Biochemistry and Molecular Biology, and **JULI WADE**, Professor and Chair of Psychology and Assistant Provost for Faculty Development—Leadership Development—all of Michigan State University; **ELIZABETH H. SIMMONS**, Executive Vice Chancellor—Academic Affairs, University of California, San Diego

Teaching Democracy During Turbulent Times: Strategies for Civic Engagement

Constitution A

Colleges and universities find themselves at a pivotal moment as students continue to challenge traditional processes and develop new pathways of civic and community engagement. Immigration reform, Black Lives Matter, religious discrimination, identity politics and environmental crises are creating radical shifts in the consciousness of our democracy. Students and educators are often at the center of grassroots movements working alongside community-based organizations and citizens shaping the future of civic life in the United States and beyond. Their action (or inaction) during these critical moments and movements will write history and provide a platform for future generations.

Panelists will share perspectives from a diverse set of institutions, disciplines, and experiences and will discuss current strategies for teaching and leading democracy inside and outside the classroom during turbulent times. These panelists will share strategies they've used including evidence-based research and reasoning, civic discourse, policy education, service-learning, and campus-community partnerships.

MICKI MEYER, Assistant Vice President for Student Affairs & Community, Rollins College; **TANIA MITCHELL**, Associate Professor of Education and Human Development, University of Minnesota; **LAURA SPONSOR**, Clinical Assistant Professor, Higher Education, Denver University; **MARGARET POST**, Research Assistant Professor and Scholar, Mosakowski Institute for Public Enterprise, Clark University

Transforming your Institutional Research Shop from a Data Fount to a Partner in Inclusion Advocacy

Independence H/I

A panel of institutional research professionals who have begun advocating for equity and inclusion on their campuses will discuss why they made this move, what the experience has been like, the types of projects they have engaged in, and the impact of advocacy on their professional lives and their institutions. Audience members will come away with ideas about how the institutional research office can be a strong partner in transforming our campuses into welcoming and inclusive institutions for an increasingly diverse college-going population.

RUTH VATER, Director of Strategic Research and Planning, Beloit College; **ANNE DUEWEKE**, Director of Faculty Grants and Institutional Research, Kalamazoo College; **NARREN BROWN**, Associate Vice President of Research and Institutional Effectiveness, South Central College; **CHARLES BLAICH**, Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium, Wabash College

RESEARCH / DISCUSSION SESSION

New Directions in Higher Education Assessment

Independence F/G

Developing sustainable assessment processes that lead to quality improvement of educational programs is an iterative process. This session is designed to assist participants to evaluate their current assessment models and take them to the next level of quality. Time will be spent considering a multi-modal approach to assessment and developing ways to ensure best practices in the assessment of student outcomes, with an emphasis on inclusivity. Participants will work in small groups to reflect on their assessment processes and models, and engage in activities centered on enhancing assessment at their institution establishing the reliability, validity, and fairness of their assessments and on-going monitoring of the quality of the assessments. Participants will leave the session with the ability to apply what they have learned to improve their campus assessment model.

TAMMIE CUMMING, Higher Education Officer, New York City College of Technology, City University of New York; **M. DAVID MILLER**, Professor, University of Florida; **TERREL RHODES**, Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE, AAC&U

Connecting Education, Life, Work, and Citizenship through Quality CBE programs

Lafayette Park

Competency-Based-Education (CBE) practitioners and experts will stimulate discussion with attendees about how the new CBE Quality Standards can help create the conditions under which we can improve the ability of our general education offerings to support students' achievement in their lives, work, and roles as active citizens in their communities, regions, and the nation. Attendees will be engaged in dialogue on topics such as the challenges inherent in defining "quality," issues of equity gaps in general education, and the changing purpose(s) of general education. Panelists will also offer insight into the application of the CBE Quality Standards.

DEBORAH BUSHWAY, Consultant, Lumina Foundation; **ALISON KADLEC**, Senior Vice President, Public Agenda

SEMINAR SESSION *(Participation limited to 25; please arrive early)***An Urgency of Teachers:
Education as Activism**

Latrobe

Today's political reality in America will change education. If we thought MOOCs were annoying, adaptive learning a red herring, or talk of "disruption" triggering, we're currently witnessing a shift in educational policy that will make these look like a blip. Increasingly, students will have to subvert a system that oppresses them to make it to our classrooms, to show up as a name inside the LMS. Learning is a subversive act, and so must teaching be. This hybrid session will open a conversation, with facilitators framing a discussion on site, while also engaging a digital backchannel around a series of questions: Is education inherently partisan? To what extent are (or must) teachers be activists? Who is higher education for? How do we expand its mission so that more are welcomed to conversations like this one? What is the role for students in determining the direction of their own educations?

JESSE STOMMEL, *Executive Director, Division of Teaching and Learning Technologies, University of Mary Washington*; **SEAN MORRIS**, *Instructional Designer, Middlebury College*

RESEARCH SESSION**Transforming STEM Teaching and Learning through
Department-Embedded Expertise and Community
Building**

Independence B/C

Widespread implementation of effective STEM teaching strategies in undergraduate education remains an elusive goal, in part due to the lack of a practical model of educational transformation and faculty development that is sensitive to faculty needs, and can be adapted to different institutional contexts. This session describes an effort to address this gap, through a project ("TRESTLE") that implements and studies adaptations of a model of STEM education improvement at seven research universities. The model combines department-embedded expertise and intellectual community building to support the transformation of undergraduate STEM courses and foster scalable change in faculty teaching behavior, attitudes and culture. The session will look at what we are learning about supporting widespread change by examining the success of the intervention model and how it can be localized to different institutional contexts.

ANDREA GREENHOOT, *Professor of Psychology and Director of the Center for Teaching Excellence, University of Kansas*; **MARY HUBER**, *Senior Scholar Emerita, Carnegie Foundation for the Advancement of Teaching, and Senior Scholar, Bay View Alliance*; **PAT HUTCHINGS**, *Senior Scholar, Bay View Alliance, and Senior Scholar, National Institute for Learning Outcomes Assessment*; **PETER EWELL**, *President Emeritus, National Center for Higher Education Management Systems*

DISCUSSION SESSION**An ePortfolio Curriculum Inside a Systematic Reflective
Framework:**

Preparing Students to be Global Contributors

Farragut Square

A current challenge facing postsecondary education is providing students with the knowledge, skills, and practices required to be effective global contributors—those who can be critical innovative thinkers and doers in response to pressing problems found within the various communities surrounding them and in which they participate. As ePortfolio-based reflective practitioners, students bridge what they learn in the classroom to the ways they engage in their communities. In alignment with our institution's vision and new strategic plan dedicated to serving the public good, we have developed an initiative speaking to this pressing challenge: a campus-wide ePortfolio curriculum with a systematic reflective framework. We hope that this presentation is engaging and interactive as we share our experiences with ePortfolios and how they contribute to students becoming effective and successful community contributors.

KARA TACZAK, *Teaching Associate Professor*, **JENNIFER KARAS**, *Vice Provost for Academic Programs*, and **MEGAN KELLY**, *Teaching Associate Professor—all of the University of Denver*; **KATHLEEN YANCEY**, *Kellogg W. Hunt Professor of English and Distinguished Research Professor, Florida State University*

DISCUSSION SESSION**Empathy and Flexibility:**

Facilitating Difficult Classroom Dialogues in Uncertain Times

Declaration A (Level 1B)

The issues associated with inclusive excellence, culturally aligned pedagogies, and the education of a changing and changed demographic continues to be a higher education challenge, especially in the confrontational political climate engulfing our nation. High quality learning requires those meshed in the academic enterprise to be cognizant of the necessity to examine their own classroom performance, informed by their identity, as it relates to students. How are we prepared to manage the difficult conversations that can erupt in our classrooms and are embedded within our curriculum content? The session will build upon work that asks participants to explore their own capacity to refine their pedagogical approaches and to learn to facilitate conversations with cognitive empathy and engagement at the intergroup level. Led by members of Campus Women Lead, the session offers highly interactive discussion that incorporates individual and system level analysis.

KATHLEEN WONG(LAU), *Chief Diversity Officer, Office of Diversity, Equity and Inclusion, San Jose State University*; **GERTRUDE FRASER**, *Associate Professor, Anthropology, University of Virginia*; **PATRICIA LOWRIE**, *Director Emeritus, Michigan State University, Senior Fellow, AAC&U*

1:30 – 2:30 p.m. (continued)

DISCUSSION SESSION

Reinventing the Small College Experience for New-Demographic Learners

Declaration B (Level 1B)

Most small, private institutions founded as liberal arts colleges have had to expand what they offer to maintain enrollment and meet the needs and aspirations of populations increasingly drawn from underrepresented groups. This interactive session offers case studies and tools from three institutions in the liberal arts tradition that are crafting an integrative student experience (inside and outside the classroom) that supports their very diverse student populations and reaffirms their distinctive missions. They all have track records of increasing social mobility for their students, many of whom are low-income or first generation, and will lead discussion on reinventing institutions to better communicate their value propositions, streamline costs, and increase student success. Participants will leave with strategies for facilitating institutional change processes, building faculty capacity for inclusive pedagogies, using data-driven course enrollment management to maximize limited resources while growing enrollment, and articulating the value of higher education for all students.

ELAINE MEYER-LEE, Associate Vice President for Global Learning and Leadership Development, Agnes Scott College; **NICOLA PITCHFORD**, Vice President for Academic Affairs and Dean of the Faculty, and **ASHLEY FINLEY**, Associate Vice President for Academic Affairs & Dean of the Dominican Experience—both of Dominican University of California; **CHINYERE OPARAH**, Provost and Dean of the Faculty, and **MARGARET HUNTER**, Associate Provost of Recruitment and Student Success—both of Mills College

ACAD SESSION

The Storytelling Imperative: Articulating the Value of Higher Education

Constitution CDE

As society demands a greater defense of education's value, college leaders must be equipped with data-backed narratives that elevate their institution and perpetuate the individual and societal impacts of the college educated. Join this discussion about how to build a storytelling imperative that can advance your school, win resources, and open paths to transformative partnerships that serve 21st-century students.

AMY ADAMS, Executive Director, Career Center, and **DANA DUDLEY**, Assistant Dean, Special Academic Programs—both of Seaver College of Pepperdine University

2:45 – 4:00 p.m.

CONCURRENT SESSIONS

RESEARCH SESSION

Civic Learning in the Major by Design

Cabin John/Arlington

What if each department defined what the key questions about civic responsibility in a diverse democracy were within their discipline and then clarified for students what learning outcomes were therefore essential for them to acquire through their major? As it stands now, most students are exposed to large public questions and challenged to examine their consequent social responsibility in general education courses—not in specialized fields. To break out of disciplinary civic-free zones in all too many departments, some faculty are leading the way by applying a civic lens to the design of their majors and doing it on their own disciplinary terms. Learn from a new AAC&U project what the intellectual journeys and political processes were in three different departments as each layered a richer, problem-based, action oriented civic dimension as essential to the study of their respective fields. Hear, too, about departmental mini-grants available in the spring.

MODERATOR: CARYN MCTIGHE MUSIL, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U

MEG MULROONEY, Associate Vice Provost, University Programs, James Madison University; **DEXTER GORDON**, Professor, Communication and African American Studies and Director of African American Studies, University of Puget Sound; **JANE COSTLOW**, Professor of Environmental Studies, Bates College

BOOK DISCUSSION

The Evil of Banality: On The Life and Death Importance of Thinking

Burnham

In the late 1960's, Hannah Arendt posed a question that it is evidently time for responsible educators to ask once more: "Do the inability to think and a disastrous failure of what we commonly call conscience coincide?" *The Evil of Banality* is a response for today: Can banalities, slogans, tweets, technical languages that would substitute for thinking, replace knowledge, suffocate moral judgment be countered by a public better practiced in *thinking*, whatever their major, their job? Telling many stories of "extensive evil" (e.g., genocide, human trafficking, climate change, economic injustices) and "extensive good" (international health and rescue efforts, Abolitionism, Civil Rights movements), *The Evil of Banality* explores relations among thinking, judgment, and conscience, leading to pressing educators' questions: are graduates more ethically astute, whether or not they have taken ethics courses? We will discuss the book in order then to talk about its challenge to education to make *thinking what we are doing* an intrinsic practice across the curriculum.

ELIZABETH MINNICH, Senior Fellow, AAC&U, and author of *The Evil of Banality: On The Life and Death Importance of Thinking* (Rowman & Littlefield, 2017)

DISCUSSION SESSION**Creating New Faculty Models:
An Interactive Session****Penn Quarter A (Level 1B)**

This session introduces a new toolkit—Adapting by Design—from the Delphi Project on the Changing Faculty and Student Success, which helps campuses design new faculty models that support student learning and embrace higher education's full mission. This tool emerged from an extensive report that reviews the need for such changes and was vetted by administrators and leaders across higher education. The toolkit provides hands-on resources and assessments and walks through the following steps: identifying the desired outcomes for new faculty models, examining the current faculty models on one's campus, and developing a plan for redesigning the faculty.

ADRIANNA KEZAR, *Professor of Education, and ELIZABETH HOLCOMBE*, *Provost's Fellow in Urban Education Policy—both of University of Southern California*; **AMY JESSEN-MARSHALL**, *Vice President for Integrative Learning and the Global Commons, AAC&U*

**Creating Wicked Students:
Designing Courses that Improve Student Authority****Declaration A (Level 1B)**

This interactive session begins by questioning the stale metaphor of the "whole student" as consisting of disparate parts that can be educated with a check-list curriculum. It seeks to redefine "wholeness" in qualitative, dispositional terms—more specifically, as a graduate's sense of "authority," that is, their ability to engage in meaningful change in the world. Participants will be asked to explore day-to-day pedagogies and assignments (signature projects, papers, exams) that help to develop this kind of thoughtful agency—in all of their students, not just those at the top-tier. Participants will gain a renewed sense of the greater mission of education and some ideas about how to better engage faculty—and themselves—in that mission.

PAUL HANSTEDT, *Professor of English, Roanoke College*

SEMINAR SESSION (*Participation limited to 25; please arrive early*)**Developing Cocultural Communication Skills for
Globally-Minded Civic Problem Solving****Latrobe**

Recently, colleges and AAC&U have stressed the importance of civic engagement and inclusion in our curriculum and on our campuses. However, these two positive initiatives have had unintended consequences, namely a dramatic rise in uncivil discourse and behavior in the classroom. This seminar will examine best practices in maintaining civil discourse in problem-solving environments. The majority of the seminar will be interactive and provide faculty with a set of skills in conflict management, cocultural and intercultural communication, communication climates, listening, perception checking, and negotiation. The purpose of the seminar is to help faculty manage communication to encourage and allow civil and academic discourse to take place on difficult and controversial issues in order to come up with effective solutions to problems.

DAVID ANDERSON, *Professor, Chair of Communication, and Chair, General Education Committee, and EMILY NORMAND*, *Assistant Professor, Communication—both of Lewis University*

**Using Qualitative Data to Inform Support of Academic
Success for Students from Groups Traditionally
Underrepresented in STEM****Independence F/G**

Student focus groups and interviews have been used at Grinnell and Carleton Colleges to both inform and assess strategies for supporting student excellence in challenging academic environments, with a focus upon promoting the success and persistence of domestic students of color and first-generation students in STEM disciplines. Students report that pedagogical changes as well as co- and extra-curricular activities and relationships with faculty are critically important. Panelists will share programmatic approaches from both institutions, and qualitative results regarding student perceptions of barriers to and facilitators for forming the effecting relationships with faculty that help students achieve excellence in the challenging academic environments at our institutions. Students' academic performance has improved through participation in our programs and by establishing effective relationships with faculty. We will encourage attendees to discuss approaches that work on their campuses, and share their experiences with the group.

JIM SWARTZ, *Dack Professor of Chemistry, and GEORGEANNA ROBINSON*, *Associate Director for Qualitative Research—both of Grinnell College*; **DEBORAH GROSS**, *Professor of Chemistry, and ELLEN IVERSON*, *Evaluation Director, Science Education Resource Center—both of Carleton College*

RESEARCH SESSION**LGBTQ Marginalization, its Consequences, and the
Integrative Experiences that can Foster a More Inclusive
Environment****Wilson/Roosevelt**

This panel of transdisciplinary teams from engineering, sociology, and the humanities will describe their research findings regarding the learning environment for LGBTQ students in STEM. We will describe heteronormative environments in STEM, the psychological effects of exclusive and unsupportive educational cultures, and the professional and academic outcomes of those effects. We will also report on some promising interventions that support inclusivity for LGBTQ students. The common thread unifying the research represented by this panel is how integrative educational spaces—bringing together STEM, the humanities, and arts; coursework and projects; curricular and cocurricular experiences; and the personal and academic—can help to build inclusive environments for students who don't fit the normative standard.

KRISTIN BOUDREAU, *Paris Fletcher Distinguished Professor of Humanities and Head of the Department of Humanities & Arts, DAVID DIBIASIO*, *Associate Professor of Chemical Engineering, and ZOE REIDINGER*, *Assistant Teaching Professor of Biomedical Engineering—all of Worcester Polytechnic Institute*; **ERIN CECH**, *Assistant Professor of Sociology, University of Michigan*; **STEPHANIE FARRELL**, *Professor of Chemical Engineering & Founding Chair of Experiential Engineering Education, Rowan University*; **THOMAS WAIDZUNAS**, *Assistant Professor of Sociology, Temple University*

2:45 – 4:00 p.m. (continued)

Free Speech, Critical Inquiry, and Diversity Empowerment in the Academy

Under Threat or Under-Allied?

Constitution B

What happens when free speech and critical inquiry—hallmarks of the Academy—seem to be pitted against diversity empowerment? In the face of students' and others' frustration and anger at campus policies and practices perceived to be intimidating or unjust, can colleges and universities afford what some might see as the luxury of free speech and deep, reflective thinking? Or, conversely, can persons wanting to see meaningful, sustained, equity-minded diversity empowerment afford not to engage in the free exchange of ideas with others—especially with others whose views challenge their own? Ultimately, can meaningful diversity empowerment occur outside the context of deep critical inquiry and the free exchange of ideas? Come to this session to participate in a discussion of key campus cases and challenging complexities, and help colleagues develop concrete ways in which to advance the cause of diversity empowerment within the framework of free speech and critical inquiry.

RICHARD PRYSTOWSKY, *Independent Scholar*; **SCOTT JASCHIK**, *CEO and Editor of Inside Higher Ed*; **LINUS OWENS**, *Associate Professor of Sociology, Middlebury College*

From Content to Inquiry: How Three Liberal Arts Colleges Radically Reimagined General Education

Independence H/I

AAC&U general education initiatives emphasize problem-centered work and guided inquiry to prepare students for relevant real-world challenges. Reforming curricula to address these goals implies a focus on the processes and skills students must develop in order to engage unscripted questions, possibly at the expense of disciplinary content, a shift in perspective faculty often find discomfiting. Three liberal arts colleges recently adopted new curricula replacing distribution-based general education with interdisciplinary, inquiry-based, integrated seminars oriented toward the development of transferable skills. These new curricula emphasize complex problem solving, skill development, and signature work. After a brief overview of the new models, the panel will lead attendees in a discussion of strategies to encourage faculty on their own campuses to explore innovative alternatives that, in the words of Carol Geary Schneider, “break free of the old ‘breadth first, depth second’ model” and provide “guided pathways to integrative and adaptive learning.”

ED WINGENBACH, *Vice President and Dean of Faculty*, and **ANDREA YOUNG**, *Associate Professor of Mathematical Sciences—both of Ripon College*; **LESLIE LEWIS**, *Provost, Goucher College*; **JOHN DONAHUE**, *Dean for Educational Policy and Professor of Classical Studies, College of William & Mary*

RESEARCH SESSION

Close Correlation or Discouraging Disconnect: The Impact of Internationalization Efforts on Student Global Learning

Independence D/E

Using data from the 2016 iteration of ACE's Mapping Internationalization on US Campuses survey and NSSE's Global Learning Module, ACE and NSSE conducted a joint analysis of administrator and student responses to study the relationship between internationalization initiatives and activities undertaken by the institution, and students' experiences of these activities and the global learning that results. This session will present the results of the joint analysis of data from over 70 institutions that participated in both studies, after which session participants will be invited to discuss the implications of the data for their work. Drawing on expertise from AAC&U and campuses with which ACE, AAC&U, and NSSE have worked, the discussion will also include examples of promising practices and strategies for maximizing the impact of global learning initiatives.

ROBIN HELMS, *Director for Internationalization and Global Engagement, American Council on Education*; **JILLIAN KINZIE**, *Associate Director, Center for Postsecondary Research and National Survey of Student Engagement*, and **JAMES COLE**, *Research Analyst—both of Indiana University Bloomington*; **DAWN MICHELE WHITEHEAD**, *Senior Director for Global Learning and Curricular Change, AAC&U*

Adopting Systemic and Transformative Approaches to Faculty Diversity

Independence B/C

Conversations on the persistent underrepresentation of faculty from marginalized groups often focus on recruitment and hiring challenges. This session will further the discussion and explore strategies that institutions can adopt to generate multi-dimensional solutions and assess faculty diversity initiatives. Panelists will present a conceptual model as a tool to understand the larger environment that has impacted underrepresented faculty in academia and a framework that emphasizes efforts in both recruitment and retention as central to institutional faculty diversity initiatives, while taking into consideration the local culture at institutional, college, and department levels. Findings from a qualitative study of a new postdoc-to-faculty program demonstrate the critical role of institutional leadership, faculty buy-in, and strategic efforts to shift narratives around underrepresented faculty, linking diversity to excellence. The session will also introduce tools to enhance attendees' ability to understand and assess their institutional cultures and subsequently identify appropriate strategies for increasing faculty diversity.

TABBYE CHAVOUS, *Director, National Center for Institutional Diversity and Professor of Education and Psychology, University of Michigan*; **SAMUEL MUSEUS**, *Associate Professor of Higher Education and Student Affairs and Director of the National Institute for Transformation and Equity, Indiana University Bloomington*; **KIMBERLY GRIFFIN**, *Associate Professor of Higher Education, Student Affairs, and International Education Policy Program, University of Maryland*

DISCUSSION SESSION**Creating and Using Taxonomies to Support Faculty/Staff Implementation of High-Impact Practices****Farragut Square**

This discussion session is focused on the development and use of taxonomies to prepare faculty/staff to implement high quality and “high-impact educational practices” (HIPs). Our campus, like many institutions, is committed to engaged learning. In 2015, the Executive Vice Chancellor asked that each unit with responsibility for HIPs (e.g., Center for Research and Learning, Center for Service and Learning, Internship Council) develop a taxonomy that serves as a framework to guide quality course design. Based on literature review and best practice, taxonomies have been developed and refined over the past two years. Examples of three taxonomies (i.e., Service Learning, Themed-Learning Communities, Internships) will be shared, and each presenter will describe how the taxonomy was designed and how it has been used in faculty/staff development and scholarship. The significance of this session is to provide a model that others can critically examine and adapt to best align within their local context.

JULIE HATCHER, Executive Director Center for Service and Learning, Associate Professor Philanthropic Studies, **JENNIFER THORINGTON-SPRINGER**, Associate Professor English, Director of RISE Program, School of Liberal Arts, **MATTHEW M. RUST**, Director Campus Career and Advising Services, and **AMY POWELL**, Director Themed Learning Communities—all of Indiana University—Purdue University Indianapolis

DISCUSSION SESSION**Using a Design Thinking Approach to Create Visual Representations of a Liberal Education****Constitution A**

What if the record of your education was something other than a traditional transcript? What would you want to include? Who do you imagine the audience to be and what would they be interested in seeing and knowing? In this interactive session, participants will be prompted to consider how they might create a visual representation of a liberal education as a strategy to more effectively communicate higher education’s value proposition to internal and external stakeholders. Drawing upon examples and emerging prototypes of alternative representations of learning and working through a series of hands-on activities informed by design thinking principles, participants will discuss and brainstorm possible opportunities and constraints for designing (or redesigning) processes for what, how, and why we represent learning.

HELEN CHEN, Director of ePortfolio Initiatives, Office of the Registrar, and Research Scientist, Department of Mechanical Engineering, Stanford University; **THOMAS BLACK**, University Registrar and Assistant Vice Provost, Johns Hopkins University; **ASHLEY FINLEY**, Associate Vice President for Academic Affairs and Dean of the Dominican Experience, Dominican University of California; **ADAM ROYALTY**, Lead Design Research Investigator, Hasso Plattner Institute of Design, Stanford University, and Designer in Residence, Columbia Entrepreneurship, Columbia University

Strategies for Improving Campus Climates for Political Engagement**Penn Quarter B (Level 1B)**

In 2012, AAC&U’s *Crucible Moment* report catalyzed new thinking about higher education’s responsibility to educate for democracy. Yet four years later, the 2016 election season and its aftermath reflect a particularly low moment in American democracy. Extreme polarization, divisive and discriminatory rhetoric, and conflicting views of what constituted facts and truth, suggest a need to renew *Crucible Moment*’s call to action. Tufts University’s Institute for Democracy and Higher Education studies campus climates for political learning and engagement in democracy. Researchers will present findings from a ten-campus study of political climates. They will review campus attributes for robust political learning, connecting the findings to organizational change efforts. Participants will learn about interventions, programs, structures, resources, and tools for improving campus climates.

NANCY THOMAS, Director, Institute for Democracy and Higher Education, and **ISHARA CASELLAS-CONNORS**, Associate Director, Institute for Democracy and Higher Education—both of Tufts University

High-Impact Educational Practices in the Online Classroom?**Lafayette Park**

In 2014, 28% of students took a distance course, with the majority of those (67%) attending public institutions and 35% at public two-year institutions. While online learning promises to improve access, it often seems incompatible with high-impact practices (HIPs) that benefit low-income and underserved students. Panelists, drawing on personal experience teaching online and the Council of Independent Colleges (CIC) Online Humanities Consortia, Open Learning: A Connectivist MOOC for Faculty Collaboratives in the state of Virginia, and Digital Pedagogy in the Humanities: Concepts, Models, and Experiments, will discuss opportunities and strategies for HIPs, including writing-intensive courses, collaborative assignments, undergraduate research, diversity/global learning, service learning, and capstone courses, in an online setting. Small groups will explore models, discuss challenges of implementation, and consider institutional strategies to address those challenges.

REBECCA DAVIS, Director of Instructional and Emerging Technology, St. Edward’s University; **STEVE GREENLAW**, Professor of Economics, University of Mary Washington; **GRETCHEN MCKAY**, Chair of the Department of Art and Art History, McDaniel College

ACAD SESSION**Higher Education Today: Practices for Survival****Constitution CDE**

This session poses four “grand challenge” questions: Is higher education as we know it necessary for career success? Are current disciplines relevant for the twenty-first century? Do we in the academy provide students with a toolkit for engaged citizenship? Are institutions of higher education organized to meet the transformations of the immediate future? Participants will interact to construct responses for their institutions.

TRACY DINESEN, Associate Dean for Assessment and General Education, Simpson College; **KAREN ERICKSON**, Professor and Dean Emerita, School of Arts and Sciences, Southern New Hampshire University; and **ANNE HISKES**, Dean, Brooks College of Interdisciplinary Studies, Grand Valley State University

4:15 – 5:30 p.m.

CONCURRENT SESSIONS

RESEARCH SESSION

Major Matters Most: The Economic Value of Bachelor's Degrees Constitution A

A college education is widely recognized as a gateway to economic opportunity and intergenerational mobility in the United States. Today's presentation will explain the findings from a recent research collaboration between the University of Texas System and Georgetown University's Center on Education and the Workforce. Results indicate an education at a UT System institution is a worthwhile investment; the choice in major matters most; the choice in major outweighs institutional selectivity; all UT System graduates earned a wage premium, including students who received Pell Grants; access to particular occupations after college matters when examining earnings disparities by race or ethnicity; and women initially outearn men in majors dominated by women, but fall behind men over time.

DAVID TROUTMAN, Associate Vice Chancellor, and **STEPHANIE HUIE**, Vice Chancellor—both of the University of Texas System; **JEFF STROHL**, Director of Research, and **MEGAN FASULES**, Assistant Research Professor and Research Economist—both of the Center on Education and the Workforce, Georgetown University

DISCUSSION SESSION

An Inclusive American Dream Runs through the Faculty, But Which Faculty?

Farragut Square

Institutional support for diversity and inclusivity is an imperative for colleges and universities and is likely essential to an expanded and inclusive American Dream. While many institutions focus on increasing and supporting the diversity of their student population, faculty members need more attention and support because a diverse and inclusive faculty body can mentor, role model, and create positive change for an increasingly diverse student body. Session facilitators share three faculty profiles: 1) the US faculty of 2027; 2) the faculty at the 100 most inclusive campuses based on National Survey of Student Engagement (NSSE) results; and 3) the faculty who tend to use inclusive practices more. Through comparing these profiles and how faculty with various demographics and characteristics feel supported by their institution, session participants will engage questions and derive lessons about improving institutional inclusivity while effectively managing a changing faculty.

THOMAS NELSON LAIRD, Associate Professor and Director, Center for Post-secondary Research, and **ALLISON BRCKALORENZ**, Research Analyst and FSSE Project Manager—both of Indiana University Bloomington

Signature Work, Fostering Integration Across the Curriculum

Cabin John/Arlington

Too often students are expected to make connections between disparate college experiences on their own. Much more than a capstone, signature work is a structured opportunity that encourages students to intentionally reflect, connect, and contextualize among their experiences. Through curricular options including first year experiences, interdisciplinary general education courses, engaged community learning projects, undergraduate research and creative activities, and reimagined capstones, students develop the skills to take ownership of integrating their learning to grapple with complex and difficult problems. Academic leaders from five institutions participating in The LEAP Challenge on Signature Work will discuss establishing definitions of signature work true to each institution's mission, context and populations, providing faculty development, the importance of scaffolding opportunities for student preparedness, assessment of signature work using the VALUE integrative learning rubric, and examples of successful student signature work projects. The LEAP Challenge New England Institutions Initiative is funded by the Davis Educational Foundation.

AMY JESSEN-MARSHALL, Vice President, Integrative Learning and the Global Commons, AAC&U; **BETSY BEAULIEU**, Dean, Core Division, Champlain College; **CARMEN CID**, Dean, School of Arts and Sciences, Eastern Connecticut State University; **LENN JOHNS**, Director of General Education, Quinnipiac University; **JAMES SHATTUCK**, Dean of Undergraduate Learning, University of Hartford; **BRUCE SCHULMAN**, Professor of History, Boston University

Growing Pains: Challenges and Opportunities Facing Interdisciplinary Undergraduate Global Health Programs, Part I

Independence D/E

Global Health has emerged as an interdisciplinary undergraduate program over the past ten years. However, institutional infrastructure to support these nascent programs has not grown as rapidly as student numbers, meaning that these programs may grow unsustainably on the backs of enthusiastic, but overworked, faculty and administrators. Educators from a range of institutions will discuss challenges and opportunities distilled from 125+ accepted participants and facilitators from 2015 and 2017 summer workshops (sponsored by AAC&U, GLCA, CUGH, CFHI, GLAA) and funded by HHMI through a grant to Allegheny College, which hosted the workshops. We highlight Global Health as a growing field that can model how institutions can support other novel interdisciplinary programs, and also identify challenges and opportunities in the development and strengthening of new program areas.

CARYL WAGGETT, Associate Professor, Global Health Studies, Allegheny College; **DAWN MICHELE WHITEHEAD**, Senior Director for Global Learning and Curricular Change, AAC&U; **JESSICA EVERT**, Executive Director, Child Family Health International and Clinical Instructor, University of California at San Francisco; **CARLOS FAERRON GUZMÁN**, Director, Centro Interamericano para la Salud Global; **MORIAH MCGRATH**, Instructor, Urban Studies and Planning, Portland State University

Multi-Institutional Networks as Catalysts for Transformative Learning and Teaching

Independence H/I

This session explores how multi-institutional networks can foster widespread faculty adoption of educational practices known to improve student learning, while also studying how change processes are sensitive to local institutional context. The panel will describe the efforts and results of a Community of Transformation—the Bay View Alliance (BVA)—a network of nine US and Canadian research universities exploring strategies for cultural change around teaching. Within the BVA, several subgroups of institutional partners, or Research Action Clusters (RACs), use action research to study particular intervention strategies for propagating broad use of evidence-based practices (e.g., course transformation programs or new frameworks for evaluating teaching), and disseminate the results. The panelists will share the core ideas of the BVA network and illustrate the model by highlighting work in three RACs. Discussion will address lessons learned about how networks of similar institutions, sharing ideas and evidence, can help foster individual and systemic change.

ANDREA GREENHOOT, *Director of the Center for Teaching Excellence and Professor of Psychology, University of Kansas*; **GEORGE REHREY**, *Director, Center for Learning Analytics and Student Success, Indiana University Bloomington*; **LINDA SLAKEY**, *Professor and Dean Emerita, University of Massachusetts Amherst, Senior Fellow, AAC&U, and Senior Advisor, AAU and APLU*; **GABRIELA WEAVER**, *Vice Provost for Faculty Development and Professor, Department of Chemistry, University of Massachusetts Amherst*

DISCUSSION SESSION

Critical Conversations, Student Autonomy, and Civility

Constitution B

This session explores authentic actions that sustain and enhance engagement with inclusion in the wake of acute and highly visible episodes of broken dialogue on college campuses. Our profession welcomes student initiative to identify and call out local practices that inhibit justice for the economically disadvantaged or underrepresented communities – yet initiative alone is proving not enough to ground civility or fairness. We invite audience members to engage us as we explore the necessary conditions for student empowerment, civil discourse, and institutional transformation. We will share examples of specific practices that are proving resilient in the midst of a new political reality and those that require urgent revision. We also will explore how eruptions of conflict—often bursting beyond campus boundaries—impact thinking about learning, academic continuity, and campus citizenship. Takeaways include proactive actions that ground sustained dialogue and the development of consensus processes and structures that invite rather than inhibit deliberation.

MARIKO SILVER, *President, Bennington College*; **PAUL BURKHART**, *Provost, Prescott College*; **JAMES BYRNE**, *Vice President and Chief Academic Officer, Quest University*; **GREG MULLINS**, *Dean, The Evergreen State College*; **JOHN MILLER**, *Assistant Director, New College, University of Alabama*; **JULIE TOWNSEND**, *Director, and Jonathan Garcia, Alumnus—both of Johnston Center for Integrative Studies, University of Redlands*

This session is presented by the Consortium for Innovative Environments in Learning (CIEL)

Preparing Faculty and Future Faculty for Emergent Trends in Assessment

Independence B/C

Panelists will examine how different pieces of institutional practice around assessment can be brought together synergistically within a pragmatic paradigm for work. Drawing from recently completed research, each of the presenters will help foster a larger discussion about how institutions can nurture collaborative spaces for shared learning and consensus-based practice around the advancement and assessment of student learning. Specifically, the recent argument for a Learning Systems Paradigm (Jankowski and Marshall, 2017) will be used to elaborate connections among faculty development, real-time assessment, and ePortfolio use. After opening remarks, participants will be encouraged to engage in a conversation about creating such collaborative and synergistic spaces on their own campuses, or how they've done so.

DAVID MARSHALL, *Senior Scholar, and NATASHA JANKOWSKI*, *Director—both of the National Institute for Learning Outcomes Assessment*; **ANDREA BEACH**, *Professor, Education Leadership Research and Technology, Western Michigan University*; **BRET EYNON**, *Associate Provost and Assistant Vice President for Academic Affairs, LaGuardia Community College, City University of New York*; **LAURA GAMBINO**, *Associate Dean for Assessment and Technology, Stella and Charles Guttman Community College*; **PEGGY MAKI**, *Higher Education Consultant Specializing in Assessing Student Learning*

Democracy's Graduates:

A New Compact between Colleges and Alumni

Independence F/G

This session proposes a new compact between higher education institutions and college graduates, especially those who do not recognize themselves in conventional roles and identities (donor, sports fan, networker, star entrepreneur). Panelists will speak to practical questions raised by the call for a new compact: How does planning for “graduateness” become an integral part of student experience? How do we bring the core values of inclusive civic learning to the “college-to-life” (or, for working adult students, “life-to-life”) transition? What are committed educators learning about connecting with public-minded graduates, including activist alums? Is public deliberation the right joint project for colleges and alumni in our polarized times? Each presenter will begin by responding to the prompt, “what is your relationship to your alma mater right now?” Attendees are invited to answer that question before posing their own.

JULIE ELLISON, *Professor of American Culture and English, University of Michigan*; **DEREK BARKER**, *Program Officer, Kettering Foundation*; **TANIA MITCHELL**, *Assistant Professor of Organizational Leadership, Policy, and Development, University of Minnesota*; **JOHN THEIS**, *Director, Center for Civic Engagement, Lone Star College–Kingwood Campus*; **CARYN MCTIGHE MUSIL**, *Senior Scholar and Director of Civic Learning and Democracy, AAC&U*

4:15 – 5:30 p.m. (continued)

Change at 50:

Making the Case for Higher Education, A Forum for Reform

Wilson/Roosevelt

Change: The Magazine of Higher Learning is entering its fiftieth year of publication. It is distinctive in the academic world in the accessibility of its articles and the breadth of its coverage. Articles in Change range from policy discussions to descriptions of programs and initiatives to stories about teaching strategies and students' experiences. This panel will discuss the history of the magazine, its current approach to reporting on higher education, and its plans for the future. The audience will be asked to make suggestions about topics and about how to increase the reach of the magazine. The panel will convey how Change raises questions, disseminates good ideas, and makes the case for higher education.

DAVID PARIS, *Executive Editor, Change: The Magazine of Higher Learning*; MARGARET MILLER, *former Editor, Change Magazine*; JUDITH EATON, *President, Council for Higher Education Accreditation (CHEA)*

Publics, Privates, and the Public Good

Lafayette Park

Owing to public policy choices, differences among public and private institutions of higher education may seem more acute than ever. The recent New York State program extends particularly strong funding to students attending public institutions. Such differences suggest a question with great policy import—and potential to erode the alliance spanning colleges and universities of many stripes: Do public and private institutions of higher education equally well produce public good? If not, why not—and what precisely is at stake? How may public and private institutions work collaboratively to advance the public good? Session participants will explore ways in which institutions of higher education produce public goods—and the possibly related issue of whether higher education represents a public good in the economic sense; how the public views colleges and universities in these regards; and consequences of, and prognoses for, the perception of colleges and universities as producing public good.

SAUL FISHER, *Executive Director for Grants and Academic Initiatives, and Visiting Associate Professor of Philosophy, Mercy College*; CATHARINE HILL, *Managing Director, Ithaca S+R*; BRIAN PUSSEY, *Associate Professor of Higher Education, and SIVA VAIDHYANATHAN, Robertson Professor of Modern Media Studies—both of the University of Virginia*

ACAD SESSION

Shared Governance in Practice:

What Every Dean Needs to Know

Constitution CDE

Deans encounter a variety of faculty initiatives and concerns on a daily basis. Similarly, faculty leaders are often aware of similar issues, sometimes before the dean. This presentation will give concrete shared governance methods, practices, and strategies that are being used at a community college to improve collaborations between the administration and collective bargaining unit.

THOMAS MEYER, *Vice President of Academic Services and Student Development* and BETSY SWOPE, *Assistant Professor of Psychology and Faculty Association President—both of Lehigh Carbon Community College*

5:30 – 7:00 p.m.

HOSTED RECEPTIONS

RECEPTION

Diverse: Issues in Higher Education

Banneker

RECEPTION

Higher Education Resource Services (HERS)

Penn Quarter B

RECEPTION

Council on Undergraduate Research

Penn Quarter A

RECEPTION

The Teagle Foundation

Declaration A

RECEPTION

ACAD and Council of Colleges of Arts and Sciences

Declaration B

RECEPTION

Washington Internship Institute

Tiber Creek B

RECEPTION:

Change Magazine

Burnham

RECEPTION:

The Washington Center

Latrobe

Forum on Digital Learning and ePortfolios

Morning sessions for the ePortfolio Forum are scheduled for 8:00–9:00 AM, 9:15–10:15 AM, and 10:30–11:30 AM and are held concurrently with the Annual Meeting. Annual Meeting registrants are welcome to attend any of these ePortfolio sessions. (See Forum program beginning on Page 57.) Registration for the ePortfolio Forum luncheon and afternoon sessions is available via an additional fee.

7:45 – 9:00 a.m.

BREAKFAST ROUNDTABLE DISCUSSIONS

Constitution A/B

We invite participants to join us for a series of informal discussions. We encourage you to rotate among presentations or feel free to focus on one. (Breakfast items will be available.)

TABLE 1

Queer Students at Faith-Based Colleges and Universities

This roundtable focuses on the status and treatment of LGBTQ students at faith-based institutions. The researchers looked at more than 100 colleges and universities, focusing especially on schools in the Evangelical and Fundamentalist traditions, which, in the past, and in many cases in the present, have been hostile to including these students in the full experience of university life. The discussion will include Title IX exemptions, changing wording in non-discrimination policies, the rise of support groups, and the role of officially recognized student organizations. The presentation situates the conversation about faith-based schools in the larger conversation about LGBTQ rights at all colleges and universities and in the shifting attitudes regarding same-sex attracted relationships occurring generally in the culture and specifically in different Christian traditions in an effort to look at this issue 10 years ahead.

PAUL PRILL, *Director, The Honors College, and ANISSA PLATTNER*, *Instructor—both of Lipscomb University*

TABLE 2

Work and Identity: How an Internship Program for Students in Arts & Sciences Prepares Them for Life After Graduation

Liberal education has come under attack, and our students are caught in the crossfire. How can we help them gain confidence in their educational choices while also providing the opportunity to develop skills that will help them in the workplace? Boston University's College of Arts & Sciences launched an internship program in fall 2015 that combines work experience in a university office with an academic course. This discussion will present three perspectives on the program—how this program advances the liberal arts mission; how the academic and reflective components of the program are framed; and how the work experience is administered. This program can be replicated at other institutions with modifications for each environment.

LUCY RUSSELL, *Associate Dean for Strategic Initiatives, and MATT LENGEN*, *Assistant Director, Student Programs and Leadership, College of Arts & Sciences—both of Boston University*

TABLE 3

Mapping a University's Entire Undergraduate Curriculum to General Education Objectives

In 2014 the University of Delaware updated its General Education objectives. Afterward, the Faculty Senate charged the GenEd Committee to work with every undergraduate department to ensure that their degree programs fully supported student development in all objectives. The Center for Teaching and Assessment of Learning was central in working with all departments to create curriculum maps for every undergraduate program. Participants will learn how the teaching and assessment center worked with faculty to map the entire undergraduate curriculum of a large, research university to new GenEd objectives; and will apply Fullan's educational leadership and change model to their own circumstances to identify opportunities to work with faculty for curricular change.

KATHLEEN PUSECKER, *Director of the Center for Teaching and Assessment of Learning, University of Delaware*

TABLE 4

Signature Work, Fostering Integration Across the Curriculum

Join leaders from campuses participating in the New England LEAP-Challenge on signature work as they share insights into their projects designed to bring integrative learning and signature work into the curriculum. Much more than a capstone, signature work is a structured opportunity that encourages students to intentionally reflect, connect, and contextualize among their experiences. Team leaders will facilitate a discussion and answer questions about types of signature work projects, scaffolding signature work in the curriculum, the challenges of maintaining the momentum for this type of work, and the importance of defining signature work that aligns with your institutional goals and mission.

PAULA HAINES, *Director of Curriculum Assessment and Accreditation, University of Massachusetts Lowell; JENNIFER VAN REET*, *Chair, Undergraduate Research Committee, Providence College*

TABLE 5

Responding to Substantive Institutional Change: The Case of a First-Year Experience Program

This discussion will use a new First-Year Experience, LENS, as a case study to examine an institution undergoing substantive change—a merger, a new first-year abroad program at the institution's satellite campus, and a new advising model. The presenters will briefly summarize recent changes at the institution and explore the challenges and successes, such as integrating Student Information Systems, developing LENS abroad, working with two groups of unionized faculty, and working to change the institution's culture from a music school to a performing arts school. Participants will discuss the project, share challenges relating to institutional change at their institutions, and propose solutions to the issues raised.

SIMONE PILON, *Chair of Liberal Arts, and LORI JOHNSON*, *Dean of Student Advising and Success—both of Berklee College of Music*

7:45 – 9:00 a.m. (continued)

TABLE 6 Integrated Strategy for Undergraduate Retention, Success, and Preparation for the 21st Century

At the University at Albany, a team of senior administrators and faculty from diverse disciplinary backgrounds worked together to develop a cohesive and integrated strategy to update and build a strong and coherent undergraduate program. This strategy included changes in the general education program, a new campus-wide advising model, innovative high-engagement programs, a comprehensive undergraduate research strategy, a new program in first-year writing and critical inquiry, and a strategy to ensure transfer student success. The presenters will share retention and other success measures along with lessons learned along the way.

JEANETTE ALTARRIBA, *Vice Provost and Dean for Undergraduate Education and Professor of Psychology*, **RICHARD FOGARTY**, *Associate Dean for General Education and Associate Professor, History*, **LINDA KRZYKOWSKI**, *Assistant Vice Provost for Student Engagement and Clinical Professor of Business*, **JOANNE MALATESTA**, *Assistant Vice Provost for Undergraduate Education and Director of Advisement Services, Faculty, School of Criminal Justice*, **ROBERT YAGELSKI**, *Associate Vice Provost, Writing and Critical Inquiry Program, and Professor Educational Theory and Practice—all of the University at Albany, State University of New York*

TABLE 7 Applying the Liberal Arts to Work: Two Educational Experiments

The Human Dimensions of Organizations (HDO) program at UT Austin, created in 2011, began as a professional-education initiative out of the College of Liberal Arts. Initially offered as an MA degree for mid-career professionals, HDO introduced a traditional BA degree in 2016 that requires three core HDO-focused courses while allowing students to explore approved interdisciplinary courses to meet additional major requirements. HDO's mission is to teach undergraduate and nontraditional-aged mid-career students the practical uses of the humanities and the social and behavioral sciences in the modern workplace. This discussion will explore the strengths and weaknesses of an interdisciplinary approach such as HDO, as well as the advantages and disadvantages of teaching graduate and undergraduate students to apply these concepts and content to an organizational environment.

AMY WARE, *Associate Director, Human Dimensions of Organizations*, and **ART MARKMAN**, *Professor of Psychology and Director of Human Dimensions of Organizations—both of the University of Texas at Austin*

TABLE 8 The Common Problem Project: A New Pedagogy Developed by a Consortium of SUNY Colleges

The Common Problem Project is a consortium of four State University of New York colleges that have developed an innovative pedagogy that integrates many of the high-impact teaching practices recognized by AAC&U. In this approach, opportunities are created for faculty from different disciplines to work with community partners on a problem of common interest. Relevant courses normally offered by the partner faculty are modified to incorporate the problem-project and coordinated so that students from different disciplines work as a team to analyze and propose solutions to the problem. The pedagogy has a simple, practical, and easily implementable design that does not require the burdensome development of new courses or additional faculty resources. Discussion leaders will describe the theory behind the pedagogy, its rationale and learning outcomes, examples of successful pilot projects, assessment methods, and project logistics.

JAMES LISZKA, *Senior Scholar, Institute for Ethics in Public Life*, and **BECKY KASPER**, *Director for the Center for Teaching Excellence—both of SUNY Plattsburgh*; **R. BRUCE MATTINGLY**, *Dean, School of Arts and Sciences, SUNY Cortland*; **KJERSTI VAN SLYKE-BRIGGS**, *Associate Professor of Secondary Education, SUNY Oneonta*

TABLE 9 Relationships Matter: A Study of Retention and Success Among HBCU students

Academic advising is the key factor in a student's academic success. Nutt (2003), asserts that academic advising should be viewed as the "hub of the wheel" and not just one of the various isolated services provided to postsecondary students. Once diverse and historically underserved populations are factored in, Tinto (2004) contends that effective academic advising is more important as these students may not have the knowledge and skills to successfully navigate higher education. Given this reality, advisors should consider cultural factors and be culturally responsive when working with minority students (Harding, 2012). This discussion will highlight a correlational explanatory research study that examined the variables of academic advisor servant leadership, students' academic locus of control, and student success among an HBCU population. Findings support efforts to improve student success, retention, and ultimately graduation rates through culturally relevant advising practices for students of color and/or historically underserved populations.

EREKA WILLIAMS, *Interim Chair*, and **SHARITA MATHIS LAWSON**, *Adjunct Professor of Education—both of North Carolina A & T State University*

TABLE 10

Cultivating Professional Identities: Intentional Pathways for Faculty Support

University Studies, Portland State University's interdisciplinary general education program, has launched a new faculty support initiative—"Cultivating Your Professional Identity: A Yearlong Faculty Support Cohort"—that will provide teaching faculty with both the space and structure to engage in an individualized professional development pathway. Participants will discuss the role of faculty support in nurturing pedagogical practice, forming connections across faculty rank, and creating an environment where all faculty can enhance and communicate their sense of "civic professionalism" (Koritz, Schadewald, & Hubert, 2016). The presenters will provide a resource that describes the new year-long initiative and includes a summary of successes and challenges to date. We expect a dynamic conversation that generates new thinking about faculty support efforts in diverse and diversified educational contexts.

ANNIE KNEPLER, *University Studies Writing Coordinator*, **VICKI REITENAUER**, *Assistant Professor of Women, Gender, and Sexuality Studies*, **ROWANNA CARPENTER**, *University Studies Director of Assessment and Research*, and **CELINE FITZMAURICE**, *Faculty Support Facilitator*—all of *Portland State University*

TABLE 11

The Role of Faculty Coordinators in Enhancing Student Learning Across the Curriculum and Cocurriculum

Queensborough Community College is the home of the Queensborough Academies model for student success. The Queensborough Academies consists of five Academies organized by related majors: Business, Health Related Science, Liberal Arts, STEM, and Visual and Performing Arts. This discussion will focus on the role of the Academy Faculty Coordinators, who provide a communicative bridge across Academic and Student Affairs. Academy Faculty Coordinators design and assess student experiences for engagement and success and maintain cross-disciplinary outreach to promote high-impact practices and assessment of general education outcomes. Academy Faculty Coordinators will describe their experiences and provide insight on how to develop programs to enhance student learning and academic success.

ANDREA SALIS, *Faculty Fellow, Office of Academic Affairs*, **MANGALA TAWDE**, *Associate Professor, Biological Sciences and Geology*, and **MONI CHAUHAN**, *Professor, Chemistry*—all of *Queensborough Community College, City University of New York*

TABLE 12

Breaking Down the Barriers To Change: A Look at One Institution's Approach to Ensuring Engaged Learning

Initiating and sustaining a campus-wide effort to promote pedagogical innovation is no small feat. The presenters will describe their work to ensure that every University of Hartford student benefits from an engaging, challenging, and experience-rich undergraduate curriculum with a particular emphasis on the systematic integration of evidence-based teaching practices in more than 80 undergraduate programs. They will outline a three-year effort to systematically integrate at least six high-impact practices across all four years in every undergraduate program in seven schools and colleges, and will provide an overview of the framework and criteria established; a discussion of "what worked"; strategies for managing challenges; and steps for institutionalizing the efforts.

JEAN MCGIVNEY-BURELLE, *Executive Director, Center for Teaching Excellence and Innovation*, **GUY COLARULLI**, *Senior Associate Provost and Dean of Undergraduate Enrollment*, **MARK BLACKWELL**, *Professor of English*, **JAMES SHATTUCK**, *Dean of Undergraduate Learning*, and **CARYN CHRISTENSEN**, *Associate Professor of Psychology*—all of *the University of Hartford*

TABLE 13

The Liberal Arts Seminar and The Common Good: How Student Success Courses Can Engage and Inspire Both Students and Faculty

Those who have had the privilege of a liberal arts education benefit daily from the practice and skills they have acquired. Sadly, many community college students do not have this privilege. The Great Questions is a faculty-led Austin Community College initiative to provide community college students with a liberal arts-based introduction to college that will prepare them for success in college and beyond. First-year students engage with works by authors like Homer, Plato, and Euclid as they learn how to navigate their first year of school guided by the wisdom of timeless texts and supported by their seminar faculty and peers. Discussion will focus on the path of The Great Questions project from idea, to a two-year pilot program, to a Teagle Foundation-supported project that has the opportunity to transform the lives of the nearly 9,000 students on our liberal arts pathway.

THEODORE HADZI-ANTICH JR., *Associate Professor of Government*, **ANN ORSINGER**, *Associate Professor of Philosophy*, **JEAN LAUER**, *Associate Professor of Humanities*, **KERRI POPE**, *Associate Professor of Humanities*—all of *Austin Community College*

7:45 – 9:00 a.m. (continued)

TABLE 14

Blurring the Lines between Campus and City: Embracing Civic Engagement in a Radical Way

This discussion lays out the development, components, implementation, and implications of the Catalyst 606_ Initiative at North Park University, a radical new undergraduate curriculum that is driven by a commitment to turn students into civic problem solvers. On a campus situated on Chicago's northwest side in one of the most diverse zip codes in the nation, administrators, faculty, staff, and select students developed a curriculum that prepares students not only in a field of study, but that prepares them to lead and serve in the world's cities, which creates for them a strong sense of belonging—belonging on campus, and belonging in the larger world. With the dominance of cities for people and the world's economies and cultural production, embracing a city-centered curriculum not only resonates with our students but is imperative for their futures.

GREGOR THUSWALDNER, *Dean of Arts and Sciences*, JODI KOSLOW MARTIN, *Vice President for Student Engagement*, SUMIE SONG, *Director of Global Education*, and RICHARD KOHNG, *Director of Civic Engagement—all of North Park University*

TABLE 15

By Faculty for Faculty: A Grassroots Approach to Teaching Excellence Through Faculty Development

With the aspirational goal of 100% engagement in faculty development, the faculty at Raritan Valley Community College established a Center for Teaching, Learning & Scholarship (CTLs). Our leadership team is composed solely of teaching faculty and our programming and initiatives are all faculty led, which in turn lead to robust professional development, attracting faculty who need professional development most to engage with the Center. Through the lens of grassroots faculty development programming created by faculty for faculty, and with two founding members of the CTLs, this discussion will focus on how to get faculty involved in planning, organizing, and delivering comprehensive faculty development.

MELANIE MORRIS, *Professor of Business Law*, and MICHELLE BRAZIER, *Assistant Professor of English—both of Raritan Valley Community College*

TABLE 16

International Service Learning = Future Global-Minded Citizens

This Roundtable will demonstrate the impact of a week-long International Service Learning project in the Dominican Republic. The discussion will include a segment of "in their own words" where students share their experiences. Participants will have the opportunity to meet with student participants, view sample social media posts, letters of gratitude, and view a PowerPoint presentation documenting the experience. Based on outcomes of these activities, the presenters will offer several strategies and recommendations specific to developing and sustaining study abroad initiatives for HBCU institutions and their diverse student populations.

LORETTA CAMPBELL, *Assistant Director, Honors Program*, and LOMBUSO KHOZA, *Interim Director, Center for International Education—both of University of Maryland Eastern Shore*

TABLE 17

Models for Integrating Civic-Minded Problem Solving in a Living-Learning Context

This Roundtable takes a look at two models for engaging students enrolled in Honors/Scholars Living Learning Communities at American University in civic minded scholarship. One model is a required, credit bearing course for honors students in their third or fourth year of study. The other is a not-for-credit challenge competition where second year students take on a "wicked problem" in consultation with the local nonprofit community. In both models, students work in interdisciplinary teams to pair research with real-world issues and challenges. Participants will learn about the benefits and drawbacks presented by each approach and will come away with strategies for incorporating community partners and civic responsibility into undergraduate student research experiences.

OLIVIA IVEY, *Public Affairs Librarian and AU Scholars Director*, JANE PALMER, *Professorial Lecturer, Justice, Law, and Criminology and Director, Community Based Research Scholars*, and CHRISTOPHER TUDGE, *Associate Professor of Biology and Director, University Honors Program—all of American University*

TABLE 18

Interdisciplinarity, Study Abroad, and Diversity in the Classroom

This discussion focuses on the intersection of interdisciplinarity, inclusive pedagogies, and study abroad, employing methods that not only encourage students to draw connections and find critical perspectives across disciplines, but also to discover the relationships between personal experience and systems of knowledge. Study abroad seminars can be organized to center discussion on cultural perspectives that are often marginalized in academia while challenging some of the disciplinary boundaries that continue to reinforce such marginalizations. Study abroad, then, can become an essential part of developing interdisciplinary perspectives, allowing students to form their own comparative critiques, deepen their scholarship, and acquire skills to recognize and respond to complex issues outside the classroom.

PATRICK HAJOVSKY, *Associate Professor*, OMAR RIVERA, *Associate Professor*, and MELISSA BYRNES, *Associate Professor—all of Southwestern University*

TABLE 19

An Action-Oriented Research Agenda for the Value and Impact of Academic Libraries on Student Success

The Association of College and Research Libraries (ACRL) has partnered with the global library cooperative and leading research institute OCLC to create an action-oriented research agenda on library contributions to student learning and success. This research agenda examines important questions where more research is needed in areas critical to the higher education sector, focusing on institutional priority areas for improved student learning and success such as retention, persistence, and degree completion. This discussion will highlight and identify some of the big inquiry questions as identified by the research agenda, and participants will be challenged to think about ways that their libraries can, and already do, contribute towards student success.

ALAN CARBERY, *ACRL's Value of Academic Libraries Committee Chair and Associate Library Director, Champlain College*; LYNN SILIPIGNI CONNAWAY, *Senior Research Scientist and Director of User Research, OCLC Research*

TABLE 20

Using Individual-level Institutional Data: STEM Persistence, Trajectories, Trends, and Outcomes

Where is the STEM pipeline leaking? In an effort to understand our students' trajectories through college, we analyzed transcript and demographic data for students matriculating between 2002-2015. Our analysis allowed us to address institutional level questions about attrition and retention, trajectories, experiences, and programs. We categorized a student's intention to major in STEM, using transcript data, at three points: in the first semester, at the end of sophomore year, and at graduation. For students where self reported data on intention existed, either from matriculation surveys or major declaration, we compared our transcript classification with self-reported interest in STEM. We identified students that were early-, late- and double-switchers either into or out of STEM. Some patterns emerged from these different groups of switchers. Relying solely on institutional level data provides an inclusive, unbiased analysis with minimal missing data.

MARY WALCZAK, *Associate Dean for the Natural Sciences and Mathematics*, and KATHRYN ZIEGLER-GRAHAM, *Associate Professor of Mathematics, Statistics and Computer Science—both of St. Olaf College*

TABLE 21

Overcoming Obstacles: Developing Interdisciplinary Undergraduate Global Health Programs Across Institutional Settings, Part II

This Roundtable presentation, following up Friday's research session, focuses on more practical applications of undergraduate global public health within different institutional settings. Faculty from institutions with domestic and international programming will highlight the development of different programmatic models of undergraduate global health given their unique institutional constraints. Each discussant will share strategies developed to address a wide range of challenges, including limited staffing, oversight of experiential learning opportunities, development of infrastructure to support faculty straddling multiple disciplinary homes, team teaching, and other curricular innovations to engage students on complex topics and in applied settings. Institutions looking to explore how their students can engage in global public health—or other interdisciplinary areas of study—can gain practical feedback about strategies that have been effectively (and not-so-effectively) employed.

CHRISTINA GUNTHER, *Interim Executive Director, Office of Global Affairs & English Language Institute and Director, Global Health & Higher Education, Sacred Heart University*; ERIC WETZEL, *Norman E. Treves Professor of Biology and Director, Wabash Global Health Initiative, Wabash College*; CHRISTINE NORTH, *Associate Professor, Communication and Public Health, Ohio Northern University*; KATHERINE JOHNSON, *Assistant Professor, Public Health Studies, Elon University*

TABLE 22

Metropolitan Universities: The Significance of a Sense of Place

We explore the role of the regional university during a time when its status has become increasingly impacted by decreased funding and changing social expectations. The importance of a sense of Place in evaluating the role of the modern college and university is addressed with the assertion that the relationship of a university to its local environment remains important to institutional viability as well as to the communities that encompass it. Metropolitan universities and colleges are now increasingly involved in the economic development of surrounding regions through innovation districts that may, in turn, support global initiatives. We utilize the University of the Aegean system in Greece as a model to demonstrate the value of creating a sense of Place to enhance institutional success. We compare this model with our own experience in strategic planning, where we have intentionally embraced Place in our planning process.

JOHN BARTHELL, *Provost and Vice President for Academic Affairs*, and CHARLOTTE SIMMONS, *Associate Vice President for Academic Affairs—both of University of Central Oklahoma*

TABLE 23

Campus Internationalization Begins in the Classroom: Building Institutional Capacity through Sustained Faculty Development

For campus-wide change toward internationalization to occur, transformation of individual faculty members' course design, teaching strategies, and personal and professional perspectives is needed. The variety of needs faculty have in this area, however, presents new opportunities and unique challenges. To build capacity for meaningful internationalization, centers for teaching and learning (CTLs) and others engaged in faculty development may need to collaborate with multiple stakeholders and experts across their institutions—from international services to ESL, from admissions to student groups, from international faculty associations to enrollment management professionals. This discussion will focus on sharing of examples of faculty development programs and strategies.

DEBRA LOHE, *Director*, and GINA MERYS, *Associate Director—both of the Reinert Center, Saint Louis University*

9:15 – 10:15 a.m.

CONCURRENT SESSIONS

DISCUSSION SESSION

Academic Citizenship Reimagined: Cocreating Higher Education

Declaration A (Level 1B)

The growing “Students as Partners” movement seeks to harness the expertise of the learner to advance teaching and learning in higher education. Beneficial outcomes of partnership work include: enhanced leadership, responsibility for, and motivation around the learning process; and heightened metacognitive awareness about pedagogical choices. Partnership can also prompt both parties to reimagine academic citizenship. This discussion session offers the opportunity to learn from exemplary student-faculty partnership programs at Bryn Mawr College, University of Virginia and Trinity University. The facilitators will guide participants through a series of reflections, conversations, and activities to explore the nuts and bolts of creating, sustaining, and assessing successful partnership programs. We will focus on how partnership opens reflective spaces for faculty and students to explore collaborative approaches to teaching and learning and to co-develop and implement learning-centered courses.

DOROTHE BACH, Associate Director and Professor, General Faculty, Center for Teaching Excellence, University of Virginia; **SOPHIA ABBOT**, Fellow for Collaborative Programs, Trinity University; **ALISON COOK-SATHER**, Mary Katharine Woodworth Professor of Education at Bryn Mawr College and Director of Teaching and Learning Institute at Bryn Mawr and Haverford Colleges; **JACOB HARDIN**, Director of Communications, ReinventED Lab; **ANITA NTEM**, Bryn Mawr College Class of 2018

DISCUSSION SESSION

The High-Impact Practice of Short-Term Study Abroad

Cabin John/Arlington

Short-term study abroad programming has risen dramatically in US higher education. College faculty and administrators, however, often assume that such programs deprive participants of meaningful cross-cultural engagement as compared to their longer-term counterparts. This interactive session seeks to challenge this stereotype and illustrate various institutional strategies where short-term programs abroad are employed to advance academic learning, foster intercultural development, and encourage student engagement in meaningful real-world experiences. The panel brings together the diverse perspectives of faculty and senior international officers from liberal arts institutions that have achieved significant increases in study away participation. Participants will leave with successful strategies for, assessment data on, and lessons learned from challenges of implementing sustainable, inclusive, curricularly-integrated short-term study away programs, which they can apply to meet their own campus educational outcomes.

JOSEPH STANLEY, Director of the Center for Global Education, and **DENISE M. HORN**, Associate Professor and Chair of Political Science and International Relations, Simmons College; **ELAINE MEYER-LEE**, Associate Vice President for Global Learning and Leadership Development, and **GUNDOLF GRAML**, Associate Professor and Chair of French and German—both of Agnes Scott College

What Do CAOs Think?

A Dialogue About *Inside Higher Ed* Survey Findings

Constitution CDE

Inside Higher Ed (IHE) Editor Scott Jaschik will present and lead a discussion of findings from a survey of Chief Academic Officers (CAOs) sponsored by IHE and scheduled for release in January 2018.

MODERATOR: AMY JESSEN-MARSHALL, Vice President for Integrative Learning and the Global Common, AAC&U

SCOTT JASCHIK, Editor, *Inside Higher Ed*

ACAD SESSION

STEM to STEAM to STREAM: Balance and Realignment for Humanities

Wilson/Roosevelt

This panel will include a dialogue about promoting liberal arts in traditional STEM and STEM-H curricula. By using their institutions—a historically black liberal arts college, and a health specialty college within a multi-institution clinic—as case studies, the panel members will promote discussion regarding development of general education, faculty development, administrative support, and promoting student success in courses other than those defined traditionally as liberal arts.

FRANCIS C. DANE, Chair of Arts & Sciences Department, and **COURTNEY WATSON**, Associate Professor, Director of Humanities & Social Sciences—both of Jefferson College of Health Sciences; **ANDREA MONTGOMERY**, Academic Dean, Division of Humanities, Tougaloo College

10:30 – 11:30 a.m.

CLOSING PLENARY

Higher Education: Crisis & Purpose

Constitution A/B

William Deresiewicz is an award-winning essayist and critic, and author of *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life* (2015). Deresiewicz served as member of the faculty at Yale University for ten years, and in his essay in *The New Republic*—“The Disadvantages of an Elite Education”—has been



William Deresiewicz

viewed over one million times online. “Solitude and Leadership,” an address at West Point, has been taught across the military and corporate worlds.

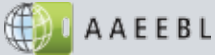
WILLIAM DERESIEWICZ is a Contributing Writer for *The Nation* and a Contributing Editor for *The American Scholar*. His work has also appeared in *The New York Times*, *The Atlantic*, *Harper’s*, *The New Republic*, *Slate*, *Bookforum*, *The Chronicle of Higher Education*, *The New Yorker online*, and *The London Review of Books*.

CHAIR: RICHARD GUARASCI, President, Wagner College

9th Annual Forum on Digital Learning and ePortfolios

ePortfolios and the American Dream: Empowering Students to Take Ownership of Their Futures

SATURDAY, JANUARY 27, 8:00 A.M. – 5:00 P.M.



AAC&U is delighted to be joined again by the Association for Authentic, Experiential, and Evidence Based Learning (AAEEBL) and the International Journal of ePortfolio (IJeP) as cosponsors of the forum.

8:00 – 9:00 a.m.

WELCOME

Independence A

TERREL L. RHODES, *Vice President for Quality, Curriculum, and Assessment*, and C. EDDIE WATSON, *Associate Vice President for Quality, Advocacy, and LEAP Initiative—both of AAC&U*

OPENING PLENARY

Excellence on Display: Helping Students Narrate their Educational Stories

As higher education institutions provide meaningful classroom and cocurricular learning experiences, it is now increasingly important for students to have tools to help them explain the depth and breadth of their knowledge and competencies. The success of ePortfolios as a resource for students to tell their educational story offers several lessons. This session will highlight national trends in how institutions are using ePortfolios to help students plan their educational journey and prepare for employment. The session will conclude with a discussion of three considerations for institutions that intend to scale their use of ePortfolios: technology requirements, assessments of learning, and communicating the value of ePortfolios to students.

AMELIA PARNELL, *Vice President for Research and Policy, NASPA–Student Affairs Administrators in Higher Education*



#AACU18

9:15 – 10:15 a.m.

CONCURRENT SESSIONS

Employers, Students, Faculty, and ePortfolios: Threshold Concepts and Bottlenecks

Independence B/C

Students, faculty, and employers approach ePortfolios from different perspectives. The presenters bring together data from four separate research studies of ePortfolio process, development, and use to address the specific threshold concepts and bottle necks each of these stakeholders face. Practical, evidence based solutions are offered based on these research studies concerning ePortfolio pedagogy, design, and training, specific to students, faculty, and employers.

RUTH BENANDER, *Professor*, and BRENDA REFAEI, *Associate Professor*,
University of Cincinnati



Creating an ePortfolio Culture from a Career Development Perspective

Franklin Square

This session will provide a synopsis of a Career Development Center's progress in developing an ePortfolio culture on campus and how the Center has facilitated the integration of folio thinking and ePortfolio practice into a variety of courses and programs. The presenters will share how students utilize ePortfolios to connect their career goals and career readiness skills with classroom and extra-curricular experiences, culminating in an annual ePortfolio Showcase and Awards ceremony. Participants will discuss the challenges and best practices in initiating a campus-wide ePortfolio culture.

LAUREN M. SCHWARTZ, *CTE Career Consultant / ePortfolio Specialist*, and CHRISTINA MOYER, *Director of Career Development Services—both of Lehigh Carbon Community College*

This session is sponsored by Digication

Investigating the Impact of a Theory-to-Practice ePortfolio Assignment:

Transforming Learning and Increasing Motivation

Independence D/E

I sought out to deepen learning and motivation on a required, semester-long assignment in an introductory educational psychology course for preservice teachers. I transformed an assignment from a Microsoft Word table into the Theory-to-Practice ePortfolio, which served as a venue through which students chronicled how they conceptualized the theories they learned in class, connected each of them to teaching, and used them to influence their teaching philosophies. Independent samples t tests revealed that students' perceptions of utility value in the course were significantly higher in the intervention groups, as were assignment grades. Grades were calculated using indicators from AAC&U VALUE rubrics measuring integrative learning, critical thinking, analysis, and written communication, and additional criteria measuring content knowledge. This research is an example of the Scholarship of Teaching and Learning; thus, a secondary purpose of this presentation will be to discuss outcomes one might measure when considering engaging in SoTL.

JESSICA R. CHITTUM, *Assistant Professor, East Carolina University*

Using ePortfolios to Engage Students and Improve Assessment of Global Learning: OSU, Istanbul U Collaborations

Farragut Square

This session will focus on the creative use of technology used to implement an ePortfolio to support connections between students at Ohio State University and Istanbul University. We will share initial findings from our pilot of an ePortfolio which utilized specific elements validated by education abroad research, such as time spent interacting with locals and cross-cultural collaboration. The ePortfolio design is also based on best practices in global education, e-learning, and the new field of online cultural learning. Participants will reflect on their cross-cultural experiences, with an active dialogue about the meaning of cross-cultural learning. Technology for ePortfolios has accelerated our ability to keep students engaged, incorporate simple mechanisms for constant assessment (badging), and build online communities. We investigated the effectiveness of these tools and methods in producing similar learning outcomes as what can be achieved in a study abroad program.

MELINDA C McCLIMANS, *Assistant Director of the Middle East Studies Center, and DANIELLE SCHOON, Lecturer—both of The Ohio State University; MARK VISCO, Cofounder and CEO, Suitable; MEHMET ACIKALIN, Professor of Education, Social Studies, Istanbul University*

Reflection and the ePortfolio: Ways to Promote Autonomy and the Transfer of Learning

Independence H/I

This session shares a specific type of reflective framework, one based on a Teaching for Transfer model, used within an ePortfolio curriculum. The goal of this type of reflective framework is to promote a sense of self-authorship and the transfer of learning. The audience will share their own experiences about how specific, reflective practice inside an ePortfolio can promote autonomy, encourage active involvement in curricular planning, and provide a space for students to be mindful practitioners.

KARA TACZAK, *Associate Teaching Professor, JENNIFER KARAS, Associate Provost for Undergraduate Academic Programs, and MEGAN KELLY, Teaching Associate Professor—all of the University of Denver*

Portfolio 2.0? A Novel Role for Portfolios in Assessment and Accreditation

Lafayette Park

"Folio thinking" is a well-established construct among experts in portfolio design and pedagogy, due to its emphases on metacognition, critical self-reflection, integrative learning, and knowledge construction. To what extent can folio thinking, as an approach to learning and development, also characterize, situate, and support the practice of assessment? The session outlines and evaluates a novel portfolio initiative in which the portfolio space was enlarged to include an assessment and accreditation management tool. Our central objective is to provide faculty structured, supported opportunities for the presentation of assessment findings, as well as collaborative and reflective discussions of meaning and impact. By situating an institutional assessment management tool in a portfolio space, this approach bridges the conceptual and perhaps cultural gaps between faculty understandings of teaching and learning and the iterative, cyclical practice of assessment.

JENNIFER L HILL, *Associate Director, Office of Assessment, and MATT SERRA, Director, Office of Assessment—both of Duke University*

Uncovering the VALUE of Prior Learning Assessment (PLA) by ePortfolio for Non-Traditional Age Students

Independence F/G

Eportfolio holds potential to impact depth of student learning and student success. The integration of Prior Learning Assessment (PLA) can promote student retention and completion. What might happen when these two strategies are intentionally coupled? In this session we will consider how PLA by Eportfolio can be used not only as a strategy to promote academic engagement for returning non-traditional student learners, but as a means to demonstrate levels of competency relative to Essential Learning Outcomes. We will share study methods and discuss findings associated with student integrative learning performance, academic performance, and student success. We will also consider the functionality and potential of the PLA Eportfolio as a benchmark for adult learning performance upon program entry and how PLA Eportfolio activities may serve as a transformative teaching, learning, and assessment tool for non-traditional age students across disciplines.

DIANE M TREIS RUSK, *Director of Academic Programs and Student Learning, University of Wisconsin System; LAUREN SMITH, Director of Adult Learning, University of Wisconsin—Whitewater*

10:30 – 11:30 a.m.

CONCURRENT SESSIONS



Using ePortfolios to Prepare Future Professionals for Success

Franklin Square

Join us for this presentation to explore how ePortfolios add value to both the student and faculty experience. We'll discuss and demonstrate how the development of and reflection on various ePortfolio components facilitates faculty's program and competency assessments, enhances student learning, and prepares graduates for professional experiences. You'll learn how ePortfolios can effectively showcase students' professional voice and brand, and you'll hear, from a student's perspective, how creating and using an ePortfolio helped reflect upon their educational experiences.

SUSAN ROGERS, *Co-Chair, Department of Sociology, Social Work, and Family Sciences, Point Loma Nazarene University*

This session is sponsored by Watermark

Connecting Learning Portfolio and Critical Pedagogy: The Practice of Facilitating Critical Reflection and Deep Learning for Civic Engagement

Farragut Square

When integrated within community-based learning experiences (service-learning, academic internships, undergraduate research, etc.), learning portfolio pedagogy through the lens of critical pedagogy can lead to civic engagement, self-authorship, and critical consciousness. Presenters will use their expertise in community-based learning, learning portfolio pedagogy, designing learning environments, and curriculum and instruction to establish the design of significant learning experiences that maximize student learning and development. Drawing from blended conceptual frameworks, this session explores theory-to-practice models for students to develop a civic identity and integrate their lived knowledge with academic course content and community-based learning experiences through the use of learning portfolios.

ANNIE KELLY, *Learning Portfolio Program Manager*, and **PATRICK GREEN**, *Director, Center for Experiential Learning—both of Loyola University Chicago*

Manhattanville College's Atlas Program—A Road Map to Success in College and Beyond

Lafayette Park

This session, presented by instructors teaching each of the Atlas courses, will explore the differing uses of our ePortfolio platform at the various Atlas levels and the ways in which students are seeing their learning more holistically as a result of taking these courses. We will also explore the data collected, the positive feedback from students and the challenges we face as we attempt to "scale up" this new model.

GILLIAN HANNUM, *Professor of Art History and Director, Atlas ePortfolio Program*, **ALISON CARSON**, *Professor of Psychology*, **CHRISTINE DEHNE**, *Professor of Communication and Media and Acting Dean of School of Arts and Sciences*, **KYOKO MONA**, *Associate Professor of Economics, Finance, and Management*, **JOI SAMPSON**, *Academic Advisor*, and **WIL TYRRELL**, *Director, Duchesne Center for Religion and Social Justice—all of Manhattanville College*

Reflecting on Reflecting: Summer Undergraduate Research Students' Experiences in Developing Electronic Portfolios

Independence B/C

This session will describe how using ePortfolios as a meta-high impact practice can heighten student learning and enhance their reflective practice. The researchers will present on a study conducted at the University of Houston in which undergraduates participating in a full-time summer research experience were asked to post weekly about their research experiences through building and using ePortfolios. Three focus groups were also conducted to gauge the students' level of engagement in using ePortfolios, and to better understand how they used their ePortfolios to reflect on their research experiences. The findings indicated that using ePortfolios as a tool for reflection makes learning more visible for students participating in high-impact activities. Implementing ePortfolios is advantageous to student learning and assessment; however, issues relating to time constraints and a need for scaling should be addressed.

KAREN M. WEBER, *Assistant Dean for Co-Curricular Programs in the Honors College*, and **KERI MYRICK**, *Director of Special Programs, Honors College—both of University of Houston*

The Problem of More: Understanding the Perils and Possibilities of Scaling Up ePortfolio Initiatives

Independence D/E

What does it take to successfully expand the footprint of an ePortfolio initiative without compromising its integrity? In little more than four years, Texas Christian University (TCU) spread its ePortfolio initiative from a pilot group of 200 to nearly 7,000 students. Successful in many ways, the initiative has also been stymied by the illusion, impatience, and bewilderment that can accompany scaling up. Bridging theory to practice, this session explores the scaling excellence framework of organizational theorists Sutton and Rao (Stanford) and uses the framework as a lens to interpret and understand the successes and limitations of TCU's high-profile ePortfolio rollout. Insights and best practices of scaling up meet stories, lessons, and examples from the trenches in this session where together we'll explore "the problem of more."

DANIEL J TERRY, *Director of Undergraduate Academic Initiatives, Office of the Provost, Texas Christian University*

Navigating Multiple ePortfolios: Strategies and Lessons from a Research Case Study

Independence F/G

ePortfolios are a growing trend in higher education, implemented by an increasing number of curricular and co-curricular programs. Given the de-centralized nature of many colleges and universities, it is inevitable that faculty requiring ePortfolios, especially as capstone experiences, will engage with students who have completed one or more ePortfolios, alongside others for whom this will be a new experience. We present findings from our recent publication in the *IJeP*, focused on strategies for navigating multiple portfolios in the classroom. The paper put forward a case study of lessons learned from teaching multiple sections of a senior capstone that used ePortfolios and posed five strategies to help faculty and students navigate across multiple ePortfolios.

JOSEPH GALURA, *Academic Advisor and Adjunct Lecturer*, and **KATIE RICHARDS-SCHUSTER**, *Assistant Professor and Director of Undergraduate Minor Programs—both of the University of Michigan*

10:30 – 11:30 a.m. (continued)

Building ePortfolio Community through Dialogue and Empathy

Independence H/I

Over the last decade, the growth of the ePortfolios in higher education has resulted in greater diversity and as the technology has advanced, the emphasis has moved away from medium (e.g., paper vs. electronic) with more attention being paid to the purpose of the ePortfolio (e.g., learning vs. showcase), audience (e.g., faculty, advisors, employers), and outcomes (e.g., to assess learning, to demonstrate a certain level of competency, to facilitate reflection and integration). This session will engage participants in an interactive activity drawing from principles promoted by Crossing the Line, a diversity program aimed at facilitating reflection, empathy, dialogue, and authentic engagement. The outcomes for our proposed activity are to explore the similarities and differences among ePortfolio practitioners and to identify, in real-time, questions, issues, and priorities that community members wish to address.

HELEN L. CHEN, *Director of ePortfolio Initiatives, Office of the Registrar & Research Scientist, Designing Education Lab, Stanford University*; **TRACY PENNY LIGHT**, *Associate Professor (History), Department of Philosophy, History, and Politics, Thompson Rivers University*; **PAUL WASKO**, *ePortfolio Initiative Coordinator, Academic Innovations and eLearning, University of Alaska Anchorage*

11:45 a.m. – 1:00 p.m.

LUNCHEON PLENARY

Where Are We Headed? The Future of ePortfolios in Higher Education

Independence A

The landscape of higher education is rapidly changing as is the world of learning technologies. The result is a context that challenges the decision-making abilities of even the most seasoned administrators and faculty. To assist those performing ePortfolio work, this panel is designed to provide insights regarding how longtime ePortfolio professionals see the field. They will also share how they anticipate the field will evolve in the coming months and years, highlighting emerging directions and new opportunities that they anticipate will affect the work. Attendees will be better prepared for the emerging challenges and opportunities that are forthcoming in the ePortfolio world.

HELEN CHEN, *Director of ePortfolio Initiatives, Stanford University*; **GAIL MATTHEWS-DENATALE**, *Associate Director, Center for Advancing Teaching and Learning Through Research, Northeastern University*; **TRACY PENNY LIGHT**, *Associate Professor of History, Thompson Rivers University, and Chair, Board of Directors, AAEEBL*; **C. EDWARD WATSON**, *Associate Vice President for Quality, Advocacy, and LEAP Initiative, AAC&U*; **MARC ZALDIVAR**, *Director, Electronic Portfolio Initiative, Virginia Tech*

1:15 – 2:00 p.m.

CONCURRENT SESSIONS

If Students Can Build It, They will Come: Owning Personal Cornerstones of Multi-Year ePortfolio

Independence D/E

Participants will engage as if in a simulation of a student building an ePortfolio that spans from their first year experience to post-graduation while integrating their own choice of Cornerstones (career exploration, coursework, internships, study abroad, employment and other experiences) as they build toward the Capstone. Through this simulation, participants will understand the background behind our holistic approach and the steps to getting student and other stakeholder input in its creation. Participants will leave the session with a template, applicable to multiple disciplines, and a game plan to take back to their home institutions. This ePortfolio approach provides both a way for students to own and showcase their progression through post-graduation as well as a platform to assess Program effectiveness and student achievement of Student Learning Outcomes.

KATHRYN LAUTEN, *Director, Program in French, Indiana University–Purdue University Indianapolis*

Using ePortfolios to Develop a Mentor Network for First-Year Students

Franklin Square

As part of a new institutional initiative to develop a robust student-alumni mentoring program, ePortfolios formed the foundation of a new first-year noncredit course, Professional Identity and Networking, where students developed essential skills needed to build and sustain an empowering professional network. ePortfolios supported the course goals to help students identify strengths and areas for growth, to explore multiple educational and career pathways, and to build relationships with alumni for professional guidance. ePortfolios served as a tool for making visible students' growing mentor network and for showcasing academic interests and career opportunities. This presentation will include examples of student ePortfolios and course design strategies to promote personal reflection, academic engagement, and professional connections.

JENNA AZAR, *Instructional Design Consultant*, **RYAN SMOLKO**, *Associate Director of Student Engagement and Transition*, and **KATHLEEN HARRING**, *Provost—all of Muhlenberg College*

The Ontological Hammer: A Semiotic Approach to ePortfolios

Farragut Square

Applying critical theory approaches, this session seeks to explore how “readers and writers” create meaning from texts, and then applies this theory to ePortfolio use. Several critical theories—drawn from post-structural literary analysis and constructivist educational theories—will be used as the theoretical grounding for the session. Portfolio designers (instructors and others) can use this information to create a more informed, directed process for their users; portfolio creators (students and others) can use this information to create a more purposeful, impactful ePortfolio. The goal of the session is to prompt portfolio users to ask critical questions and for us, as a portfolio community, to ground ourselves in current thinking about the psychology of learning.

MARC R. ZALDIVAR, *Director, Authentic Assessment Technologies, Virginia Tech*

Digital Learning in Postsecondary Education: A Point of View from the Field

Lafayette Park

With pressure mounting for higher education to improve student outcomes and access without raising costs, the spotlight has turned to technology adoption as a potential solution. Despite widespread effort to implement and scale instructional technologies across a range of institutions and to meet a variety of institutional needs, the jury is out about its impact. Tyton Partners has examined the digital learning landscape through large-scale surveys, interviews, and analyses of the product and services landscapes to identify the barriers ahead of broad-scale adoption and impact of digital learning. This session will include highlights from Tyton Partners' 2017 publication on the state of digital learning in higher education and the implications for your institution, plus an introduction to the CWiC Framework, a free resource at www.coursewareincontext.org.

KELVIN BENTLEY, former Vice President of Academic Affairs, Tarrant County Community College; **SHASHANK IYER**, Principal, Tyton Partners

Tools to Support Your ePortfolio Research and Practice: New Resources from AAC&U

Independence H/I

Join us in discussing opportunities and tools offered via two projects that have recently joined AAC&U—the *International Journal of ePortfolio* (IJeP/ <http://theijep.com>) and the research database “Publications on ePortfolio: Archives of the Research Landscape”/PEARL – <http://eportfolio.aacu.org>). IJeP is a double-blind, peer-reviewed, open access journal freely available online, and PEARL is a searchable compilation of peer-reviewed articles that is designed to benefit decision-makers collecting evidence, practitioners researching best practices, and researchers gathering information. An overview of IJeP, including submission trends, key findings, and how you can get involved, will be provided. We will also explore PEARL for practical uses and describe the research behind this tool to provide an overview of the scholarly landscape and its trajectory of growth.

JESSICA R. CHITTUM, Assistant Professor, East Carolina University; **C. EDWARD WATSON**, Associate Vice President for Quality, Advocacy, and LEAP Initiatives, AAC&U; **JACQUELYN MCCARTHY WOODYARD**, Independent Consultant

Reflecting on Citizenship: Curating Civic Identities in a Capstone ePortfolio Course

Independence F/G

In addition to tracking student progress towards key learning goals, ePortfolios can be used to engage students with meaningful questions about the nature of citizenship. This session introduces a general education capstone course that prompts seniors to reflect on and re-evaluate the contents of their ePortfolios in order to reach conclusions about their identity as citizens of their communities, their professions, their nations, and the world. We discuss the benefits of a signature assignment that asks them to “curate” their ePortfolios, reflecting on and then selecting key items around which they can build a narrative of their evolving notions of citizenship and the responsibilities it entails. We also exhibit some student work that highlights the ways students develop a more complex understanding of citizenship.

TOM SCHRAND, Associate Dean for General Education, **VALERIE HANSON**, Program Director for the Hallmarks Core Curriculum, and **KATHARINE JONES**, Associate Professor of Sociology and Gender Studies—all of Philadelphia University + Thomas Jefferson University

Inviting the Margins into the Center: Making the ePortfolio a More Authentic and Engaging Learning Experience

Independence B/C

EPortfolios have long been considered one way to conduct authentic assessment of student learning outcomes. While this use of ePortfolios has the potential to enhance student learning, it does not fully leverage the potential of an ePortfolio. EPortfolios and associated classroom practices can facilitate student identity and academic development if instructors prioritize integrative learning as a goal for student ePortfolio creation and provide opportunities for students to include personal aspects of themselves in the ePortfolio. This session will share practices of those who have placed integrative learning at the center of their ePortfolio pedagogy. We will discuss several strategies for inviting the margins into the center of ePortfolio creation including the use of social media as a precursor to reflective practices; the use of ePortfolios as a way to personalize one's education, creating personal choice portfolios alongside academic portfolios; and the use of auto-ethnography in ePortfolio development.

CANDYCE D REYNOLDS, Chair and Professor, **SONJA TAYLOR**, Senior Instructor and Doctoral Student, and **MELISSA PIRIE**, doctoral student—all of Portland State University

2:15 – 3:00 p.m.

CONCURRENT SESSIONS

Making the Case: Creating a Learning-Focused Mission for an ePortfolio Initiative

Independence B/C

This session focuses on the work of a campus task force that framed a learning-centered vision and mission for IUPUI's longstanding ePortfolio Initiative. While adoption of ePortfolios across campus has steadily grown, the variety of projects on our complex campus made the initiative's purpose difficult to explain—and we found no mission statements for other institutions' ePortfolio projects to use as models. Discussion over the five months' work was engaged, even passionate, and members quickly coalesced around teaching, learning, and student development as central purposes. The task force ultimately created a statement of vision, mission, strategies, and useful metrics that won endorsement from key campus governance groups. Whether you're at an early or mature stage of developing your campus ePortfolio initiative, the process we used to articulate purpose, increase buy-in and visibility, and make the case to stakeholders may be useful to your institution.

SUSAN KAHN, Director, Institutional Effectiveness, and Director, ePortfolio Initiative, Indiana University–Purdue University Indianapolis

Using the Capstone ePortfolio to Help Transfer Students Integrate their College Experiences

Independence H/I

This session provides a detailed description of a redesigned undergraduate general education program (the UB Curriculum) launched in 2016, which explicitly supports students with high numbers of transfer credits from multiple institutions. We will describe how we support these students through the goals of the Curriculum Capstone and the Capstone ePortfolio, in which students reflect on and integrate their learning experiences at all institutions attended into meaningful Pathways to create a more cohesive and integrated understanding of the undergraduate experience. The Capstone ePortfolio will be described in detail and examples will be shared.

CAROL VAN ZILE-TAMSEN, Associate Director, Curriculum and Assessment, UB Curriculum, **KRISTA HANYPSIAK**, Director, UB Curriculum, and **LINDSEY HALLMAN**, Assistant Director, UB Curriculum—all of the University at Buffalo, State University of New York

Rethinking How to Make ePortfolios a High-Impact Practice

Farragut Square

Findings from our research show that the COVA learning approach, which gives the learner control, ownership, and voice through authentic projects, is a useful approach for furthering the long-term use of ePortfolios. By shifting our learning cultures away from the dissemination of information to the making of meaningful connections, we can equip our learners for a challenging and rapidly changing future. We must create significant learning environments and harness the power of authentic learning opportunities so learners can flourish. If we want to promote the use of ePortfolios beyond the program of instruction, we must make the necessary time to implement, support, equip and model the effective use of ePortfolios in the learning environment.

TILISA THIBODEAUX, Assistant Professor, **DWAYNE HARAPNUIK**, Professor, and **CYNTHIA CUMMINGS**, Director of Online Operations—all of Lamar University

Open Source meets Integrative Learning: ePortfolio Design for Digital Literacy and Curricular Coherence

Franklin Square

This discussion-based session will invite participants into the design process for an open-source homemade ePortfolio system that scaffolds and connects vital digital literacies across a four-year integrative curriculum. Participants will consider how various curricular structures can determine ePortfolio design priorities, so that the process of digital design and implementation becomes an integral component of curricular assessment and renewal. Questions will include: how can a program or department come together to implement an ePortfolio system that supports diverse students throughout their college years and well beyond? How can we design digital curricular infrastructure that connects courses and disciplines without diluting them? How can we develop faculty buy-in? Administrative support? IT infrastructure? Student excitement? This session is about how to launch a department or curriculum-wide ePortfolio initiative—including the good, the bad, and the very messy.

ANDREA REHN, Associate Dean and Director, **WILLIAM KRONHOLM**, Associate Professor, and **TYLER LOPEZ**, Student—all of Whittier College

Design Thinking as a Framework for the Creation of an ePortfolio to Promote and Assess the Professionalism Competency

Independence F/G

Contemporary medical education is competency based and requires a curricular framework to support students' professional identity formation concurrently with mastery of the competencies. This move to a competency-based curriculum requires longitudinal and integrated assessment that is often challenging to deliver on an individual level. We have identified the ePortfolio as a potentially significant venue to reinforce the student's curricular progress and success, add efficiency for the learner and the teacher, and allow adult learners in particular to develop their skills as master learners and participate more definitively in their education, a key tenet of adult learning theory. This work could be applied to any educational setting that is competency based, especially in the health care arena. An ePortfolio has the potential to promote curriculum assessment and to be used as a tool in promotion decisions throughout higher educational settings.

MICHELLE L SCHMUDE, Associate Dean for Admissions, Enrollment Management and Financial Aid, **TANJA ADONIZIO**, Associate Dean for Student Affairs, and **JENNIFER JOYCE**, Professor of Family Medicine—all of the Geisinger Commonwealth School of Medicine

Reframing the Promise:

The American Dream, ePortfolios, and the Value of Community College Education

Independence D/E

Teachers, administrators, and students have come together at Bronx Community College to use ePortfolios in developing effective strategies to fulfill the America's College Promise plan President Obama unveiled two years ago. At the center of this effort is the First Year Seminar, a collaborative effort that uses ePortfolios to bring together faculty, advisors, and student mentors in structuring a first-year experience built around metacognitive learning pedagogies focused on integrative learning, reflective practice, and peer review. EPortfolio is the cornerstone of the seminar, a place where students, teachers, and advisors come together asynchronously to exchange ideas, reflections, and suggestions that push learning beyond superficial content to metacognitive thinking. This presentation will provide an overview of the integration of ePortfolio in the seminar, examples of student and faculty ePortfolios, and an explanation of the assessment structure developed to evaluate students' metacognitive learning. Qualitative and quantitative evidence of the impact of student learning on academic success will also be provided.

JORDI W GETMAN-ERASO, Professor, and **KATE CULKIN**, Professor—both of Bronx Community College

2:15 – 4:00 p.m.

DOUBLE SESSION

Catalyst for Change: Integrative ePortfolio Practice and Student Ownership of Their Future

Lafayette Park

EPortfolio practice promises to help students integrate and take ownership of their learning. Yet, as Randy Bass wrote, “We must fully grasp that students will learn to integrate deeply and meaningfully only insofar as we design a curriculum that cultivates that.” Designing and scaling such a curriculum requires a move from “my course” to “our courses” and “our students.” Research for Catalyst in Action (Eynon and Gambino, 2018) shows that disciplinary majors can serve as the core for integration, linking academic knowledge with cocurricular experience and identity development.

Disciplinary teams will share ways they leverage ePortfolio learning with cohesive assignments, sequenced across courses and semesters. Through a small group “carousel,” participants will learn how high-impact ePortfolio practice can refine a “guided pathways” approach, linking integrative curriculum with reflective pedagogy and advisement and realizing ePortfolio’s potential to support transformative education.

BRET EYNON, *Associate Provost and Assistant Vice President for Academic Affairs, LaGuardia Community College (CUNY)*; **LAURA GAMBINO**, *Associate Dean for Assessment and Technology, Guttman Community College (CUNY)*; **WILLIAM GOETTLER**, *Associate Dean, Leadership Initiatives, Yale Divinity School*; **REBECCA POPE-RUARK**, *Associate Professor of English, Elon University*; **NADIA RUBAILI**, *Associate Professor of Public Administration, Binghamton University (SUNY)*

3:15 – 4:00 p.m.

The Field Guide to ePortfolio: A Panel of Authors

Independence B/C

The *Field Guide to ePortfolio*—a collaborative of the AAEEBL, AAC&U, the *International Journal of ePortfolio* (IJeP), and Electronic Portfolio Action and Communication (EPAC)—is a community-sourced, peer-reviewed, global, and digital publication that defines the ePortfolio domain of professional practice. This session brings together a panel of *Field Guide* authors and editors who will share highlights from this new publication. Chapters explored will include those discussing reflection, metacognition, and cognitive development. Information from chapters detailing ePortfolios for professional development and for addressing institutional challenges will also be shared. Attendees will learn about key ePortfolio concepts from those who literally wrote the book.

ANDREW HARVER, *Professor, University of North Carolina, Charlotte*; **GAIL MATTHEWS-DENATALE**, *Associate Director, Center for Advancing Teaching and Learning through Research, Northeastern University*; **JOAN MONAHAN WATSON**, *Director of Education, Digication, Inc.*; **TRACY PENNY LIGHT**, *Associate Professor, Thompson Rivers University*; **GAIL RING**, *Implementation Consultant, PebblePad*

Defining the ePortfolio Course: Outcomes, Benefits, Curriculum, and Assessment

Independence D/E

Several institutions across the country—including Stanford University, Florida State University, University of Virginia, and Trinity College—are offering ePortfolio courses, sometimes as stand-alone courses, sometimes as part of a larger program. In these credit-bearing ePortfolio courses, students, often working collaboratively with other students, design, curate, and share their ePortfolios, both on campus and around the world. These courses vary, with some emphasizing digital literacy—as students create multimedia artifacts that they also tag—and with other courses focusing more on integrative learning and community-building. This session will begin by reviewing several ePortfolio courses. Next, with this review as a context, we’ll think collaboratively about the prototypical ePortfolio course, focusing on 1) the outcomes for, and benefits of, such a course; 2) the curricular features such a course should include; and 3) options for assessment.

KATHLEEN BLAKE YANCEY, *Kellogg W. Hunt Professor and Distinguished Research Professor, Florida State University*

“From a CV to an ePortfolio”—An Exploration of Adult Learners’ Perception of the ePortfolio as a Jobseeking Tool

Farragut Square

This presentation will outline the findings of a case study based research project that explored the development of a showcase ePortfolio by a group of students and their perception of the ePortfolio as a jobseeking tool. The following areas will be discussed in the presentation: gamification and ePortfolio development; the role of the mentor in the development process; transitioning from an institutional to a learned centered ePortfolio system; and the role of ePortfolio in the hiring process.

JOHN KILROY, *Director of Learning Technology, Dublin Institute of Technology, Dublin, Ireland*

Developing ePortfolio Integrative Social Pedagogy in an Urban Secondary Science Education Program: Engaging Information Literacy

Franklin Square

This presentation highlights an ePortfolio (eP) case study that captures the integrative pedagogical development and depth-of-practice in a two-semester sequence eP capstone exit project in a graduate science education program. The proposal focuses on the development of an integrative social pedagogy that highlights inquiry learning within a communicative-intensive digital ecosystem that included participants’ creation of their capstone eP project. Specifically, we ask: How do authors use the Association of College & Research Libraries (ACRL) (information literacy) framework to reflect on their competency in information literacy? The integration of the ePortfolio and the ACRL Framework appears to help science teachers think more intentionally about infusing information literacy into their own teaching. The significance of using the ACRL Framework as a reflective lens for information literacy can help secondary science teachers be more intentional in developing and scaffolding information literacy instruction and research assignments for their students.

WESLEY PITTS, *Associate Professor, Science Education, and ALISON LEHNER-QUAM*, *Assistant Professor, Education Librarian—both of Lehman College, CUNY*

3:15 – 4:00 p.m. (continued)

Challenges and Opportunities in Initial Universal Implementation

Independence H/I

The systematic institutionalization of the ePortfolio at the University of North Texas (UNT) has not followed the traditional path. Instead of moving from the practice of a few innovative faculty members, the ePortfolio has been implemented as one aspect of UNT Career Connect (the university's QEP). This presentation will discuss the benefits and challenges faced in beginning with a universal implementation of the ePortfolio. Specifically, we will address motivating student usage, driving faculty participation, building a technical support network, and implementing a guided pathway within the ePortfolio.

MIKE SIMMONS, *Assistant Vice President of Academic Affairs and Career Connect Director*, **ADAM WEAR**, *ePortfolio Coordinator*, and **SCOTT PEECK-SEN**, *Assessment Coordinator—all of University of North Texas*

Harvesting “Old” Theory for New Results: Strategies to Accelerate Identity Development via the ePortfolio

Independence F/G

This presentation will describe classic social psychological frameworks from the first half of the 20th century that offer some ideas for understanding and optimizing ePortfolio use and describe a pilot study of business ethics students where these ideas have been applied. Questions posed in this talk are: 1) what can we learn from older theories of human experience to deepen our understanding of ePortfolios, e.g., mechanisms for identity development (Erikson, 1959) or presentation of self (Goffman, 1959)?; 2) how can theories of identity help us to develop experiences/prompts that have the potential to accelerate student growth in areas like “business ethics’ identity” or “sustainability identity”?; and 3) how are we managing the delicate dance of self-disclosure in such a way that students feel control of their stories, trust the process, and can therefore grow even more?

JEANNE ENDERS, *Assistant Professor, Portland State University*

4:15 – 5:00 p.m.

CLOSING PLENARY

Liberate Learning through Next Generation Assessment Independence A

The ability to authentically capture and assess student opinions and growth has always been a challenge. Polls, surveys, and focus groups are some of the most common ways for administrators to gather assessment data at an institutional level; however, these indirect sources only serve as proxy indicators of student voices and experiences. And while ePortfolios may provide better and more authentic direct assessment, they are usually not faster or easier. How can we merge the efficiency of the forms, polls, and surveys with the power of ePortfolios to have a faster, better, and a deeper look into our students’ expectations? We will provide an overview of our current text mining assessment methods for over 2,000 students’ ePortfolio reflections given specific prompts. These methods will provide a counter-narrative to indirect surveys that liberate all of our students’ unique voices and allow us to better align their aspirations in the arena of higher education.

C. ALEX AMBROSE, *Associate Program Director of ePortfolio*, and **ATUN ANGGARA**, *Academic Advisor and Educational Data Assessment Postdoctoral Fellow—both of the University of Notre Dame*

2018 AAC&U Conferences and Institutes

Network Conferences



General Education and Assessment: Foundations for Democracy

February 15–17, 2018

Philadelphia, Pennsylvania



Diversity, Equity, and Inclusive Democracy: The Inconvenient Truths

March 22–24, 2018

San Diego, California



Global Engagement and Spaces of Practice: Exploring Global Challenges across Disciplinary Boundaries

October 11–13, 2018

Seattle, Washington



Transforming Undergraduate STEM Education

November 8–10, 2018

Atlanta, Georgia

Summer Institutes



Institute on General Education and Assessment

June 5–8, 2018

*University of Utah
Salt Lake City, Utah*



Institute on High-Impact Practices and Student Success

June 19–22, 2018

*University of Utah
Salt Lake City, Utah*



PKAL Summer Leadership Institute

Institute I: July 10–15, 2018

Institute II: July 17–22, 2018

*The Claggett Center
Adamstown, Maryland*



Institute on Integrative Learning and Signature Work

July 17–20, 2018

*Boston University
Boston, Massachusetts*

AAC&U BOARD OF DIRECTORS

Officers

Chair

Elsa Núñez, President, Eastern Connecticut State University

Vice Chair

Richard Guarasci, President, Wagner College

Past Chair

James P. Collins, Virginia M. Ullman Professor of Natural History and Environment, Arizona State University

Treasurer

Royce Engstrom, Professor of Chemistry, University of Montana

President of AAC&U

Lynn Pasquerella

MEMBERS OF THE AAC&U BOARD OF DIRECTORS

Thomas Bailey, George and Abby O'Neill Professor of Economics and Education, Teachers College, Columbia University

Mark Becker, President, Georgia State University

Rebecca S. Chopp, Chancellor, University of Denver

Grant Cornwell, President, Rollins College

William J. Craft, President, Concordia College

Ronald A. Crutcher, President, University of Richmond

Gena Glickman, President, Manchester Community College

James Grossman, Executive Director, American Historical Association

Tori Haring-Smith, Former President, Washington & Jefferson College

Marjorie Hass, President, Rhodes College

Alex Johnson, President, Cuyahoga Community College

Tuajuanda C. Jordan, President, St. Mary's College of Maryland

Martha J. Kanter, Executive Director, College Promise Campaign

Carol A. Leary, President, Bay Path University

Laurie Leshin, President, Worcester Polytechnic Institute

Mary A. Papazian, President, San Jose State University

Raymund A. Paredes, Commissioner of Higher Education, Texas Higher Education Coordinating Board

Robert L. Pura, President, Greenfield Community College

Lenore Rodicio, Executive Vice President and Provost, Miami Dade College

Judith R. Shapiro, President, The Teagle Foundation

Elizabeth H. Simmons, Executive Vice Chancellor for Academic Affairs, University of California, San Diego

Kumble Subbaswamy, Chancellor, University of Massachusetts Amherst

Candace Thille, Assistant Professor of Education and Senior Research Fellow, Office of the Vice Provost for Online Learning, Stanford University

David Wilson, President, Morgan State University

Leslie E. Wong, President, San Francisco State University

Ex-Officio/Chair, ACAD Board

Thomas Meyer, Vice President for Academic Services and Student Development, Lehigh Carbon Community College

ACAD BOARD OF DIRECTORS

Chair

Thomas W. Meyer, Vice President Academic Services and Student Development, Lehigh Carbon

Vice Chair

Laura Behling, Professor of English and Former Dean of the College and Vice President for Academic Affairs, Knox College

Treasurer

Bonnie D. Irwin, Provost and Vice President for Academic Affairs, California State University, Monterey Bay

Governance and Board Development

Michael K. Wanous, Vice President for Academic Affairs and Dean of the Faculty, Huntington University

Past Chair

Marc M. Roy, Provost, Albion College

Class of 2017

Andrew Adams, Associate Dean College of Fine and Performing Arts, Western Carolina University

Glenn C. Geiser-Getz, Associate Provost, Keene State College

Sheila Amin Gutierrez De Pineres, Vice President for Academic Affairs and Dean of Faculty, Austin College

O. John Maduko, Vice President of Student Services, North Central Texas College

Jim Salvucci, Vice President for Academic Affairs and Dean of Faculty, Buena Vista University

Class of 2018

Peter R. Skoner, Associate Provost, Saint Francis University

Marci Sortor, Provost and Dean of the College, St. Olaf College

Abigail Tilton, Dean, College of Arts and Sciences, Texas Woman's University Denton Campus

Wendy A. Weaver, Dean for Academic Affairs, Mount Mary University

Class of 2019

Pamela G. Arrington, Associate Vice President for Academic Affairs and Undergraduate Studies, Alabama A&M University

Frank A. Boyd, Vice President of Academic Affairs and Dean of the Faculty, Guilford College

Del Doughty, Dean, College of Education and Liberal Arts, Texas A&M University-Texarkana

Kristel Pfeil Kemmerer, Associate Dean Academic Affairs, Dutchess Community College

Executive Director

Laura Matthias

AAC&U OFFICES AND STAFF MEMBERS

Office of the President

Lynn Pasquerella, President
Halim Rizk, Executive Assistant to the President
Bethany Zecher Sutton, Chief of Staff and Senior Advisor to the President
Linda Slakey, Senior Fellow
Joan Straumanis, Senior Fellow
Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives
Carol-lynn Swol, Program Assistant

Office of Undergraduate STEM Education (PKAL/STEM)

Kelly Mack, Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope
Ariel Kirkland, Program Assistant, Project Kaleidoscope
Sean Penny, Program Associate and Assistant to the Vice President
Tykeia Robinson, Howard Hughes Policy Research Fellow
Christina Shute, Program Coordinator, Project Kaleidoscope
Tania Siemens, Research Coordinator
Lisa Wills, Senior Director for Undergraduate STEM Education
Nancy Cantor, Senior Fellow
Susan Elrod, Senior Scholar
Melvin Hall, Senior Scholar
Patrice McDermott, Senior Fellow

Office of Quality, Curriculum, and Assessment

Terrel Rhodes, Vice President for Quality, Curriculum, and Assessment, and Executive Director of VALUE
Erin Horan, Postdoctoral Research Analyst
Kate McConnell, Senior Director, Research and Assessment
Na'ilah Metwally, Program Assistant and Assistant to the Vice President
C. Edward Watson, Associate Vice President for Quality, Advocacy, and LEAP Initiatives
Bethany Zimmerman, Research Associate
Ashley Finley, Senior Fellow
Paul L. Gaston, Senior Fellow
Daniel F. Sullivan, Senior Fellow
Orlando Taylor, Senior Fellow

Office of Diversity, Equity, and Student Success

Tia Brown McNair, Vice President for Diversity, Equity, and Student Success
Siah Annand, Program Associate
Connor Cleary, Program Associate
Omar Harbison, Director for Student Success
Karen Kalla, Director of the Network for Academic Renewal
Jacqueline Martin, Meeting Planner
Vida Rivera, Program Associate and Assistant to the Vice President
Jacinta Saffold, Associate Director for Diversity, Equity and Student Success
Pearl Bartelt, Senior Fellow
Gwendolyn Dungy, Senior Fellow
Patricia Lowrie, Senior Fellow
Michael Wenger, Senior Fellow

Office of Finance and Administration

Janet McLaughlin, Senior Director, Finance and Administration
Rudy Bazemore, Facilities Assistant and Mail Clerk
Chiffon Haggins, Director, Finance
Saidi Harerimana, Accounting Assistant
Patrice McMath, Receptionist and Office Services Assistant
Melvina Norried-Thomas, Manager, Human Resource and Administrative Services
Brooke Payne, Accountant

Office of Integrative Liberal Learning and the Global Commons

Amy Jessen-Marshall, Vice President for Integrative Liberal Learning and the Global Commons
Jasmine Epps, Program Assistant and Assistant to the Vice President
Dawn Whitehead, Senior Director, Global Learning and Curricular Change
Susan Albertine, Senior Scholar
Nancy Budwig, Senior Fellow
Gail Evans, Senior Fellow
Lee Knefelkamp, Senior Fellow
Elizabeth Minnich, Senior Fellow
Kathy Wolfe, Senior Fellow

Bringing Theory to Practice

Donald Harward, Senior Fellow and Director, Bringing Theory to Practice
Caitlin Salins, Project Manager, Bringing Theory to Practice
Mercedes Yanora, Project Associate, Bringing Theory to Practice

Outreach and Member Engagement

Bethany Zecher Sutton, Chief of Staff and Senior Advisor to the President

Annual Meeting

Suzanne Hyers, Senior Director, Annual Meeting

Communications

Anne Jenkins, Senior Director for Communications
Kathryn Peltier Campbell, Senior Academic Editor and Editor, *Liberal Education*
Shelley Johnson Carey, Director of Publications and Editorial Services; Editor, *Peer Review*
Ben Dedman, Associate Editor/Staff Writer
Seth Jacobs, Technology Associate
Carrie Johnson, Communications Liaison
Barbara McCuen Jones, Website and Digital Content Director
Emily Schuster, Staff Editor and Editor, *Diversity & Democracy*
Michele Stinson, Print and Graphic Design Production Manager

Information Systems and Database Services

Zuzana Kelyman, Director, Database Services
Robin Campbell, Information Technology Assistant
Seth Jacobs, Technology Associate

Member Services

Dennis Renner, Director for Membership
Renee Gamache, Membership Coordinator
Cindy Koebke, Manager, Event Registration and Member Services
Alex Belknap, Member Engagement and Sponsorships Associate

AAC&U Distinguished Fellows

Ann Ferren, Distinguished Fellow
Jerry Gaff, Distinguished Fellow
Jeanne Narum, Founding Director of Project Kaleidoscope (PKAL), Distinguished Fellow and Director Emerita
Judith A. Ramaley, Distinguished Fellow
Eugene Rice, Distinguished Fellow
Elisabeth Zinser, Distinguished Fellow

Grand Hyatt Floor Plan

