

RAISING OUR VOICES

Reclaiming the Narrative on the Value of Higher Education

January 23–26, 2019 Atlanta, Georgia

Pre-Meeting Symposium
January 23

Is There a Rubric for That?
A Decade of VALUE and the Future of Higher Education

10th Annual ePortfolio Forum Saturday, January 26 ePortfolios and the Value of Higher Education





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WELCOME TO AAC&U'S 2019 ANNUÁL MEETING

WELCOME TO ATLANTA!

ABOUT THE ANNUAL MEETING

The Annual Meeting will highlight innovative practices and programs that demonstrate why higher education is essential for students' future employability and for democratic vitality. Supported by clear evidence of the power of liberal education and bolstered by strong curricular and cocurricular models that advance student success, we must tell our own stories about the value of higher education for today's and tomorrow's students.

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 ACT|NRCCUA-our Platinum Sponsor for the 2019 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.

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 do not wish to be photographed, please indicate that to the photographer, who is aware that some individuals have not given their consent. Please let us know if you have any questions or concerns about this. You also are welcome to stop at the Registration Table with your requests and concerns, or can contact communications@aacu.org.

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. If/when sessions are nearing capacity, 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, to ensure that as many people as possible can be seated.

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.

MEDIA COVERAGE



AAC&U's 2019 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.



SOCIAL MEDIA

Follow @AACU for meeting updates and contribute to the conversations and discussions using #AACU19.

COFFEE BREAKS/CONVERSATIONS WITH SPONSORS



Coffee breaks are scheduled between sessions on Thursday and Friday mornings and afternoons. We invite you to take this time to speak with our Annual Meeting sponsors located on the Ballroom Level and the Exhibit Level.

DON'T FORGET!

AAC&U Members' Meeting

Wednesday, January 23, 5:30-6:45 p.m.

Centennial III (See Page 12 for more information.)

Welcoming Reception

Wednesday, January 23, 8:30-10:00 p.m.

Please join us in Centennial IV following the Opening Night Forum.

ANNUAL MEETING HIGHLIGHTS

RAISING OUR VOICES:

Reclaiming the Narrative on the Value of Higher Education

OPENING PLENARY

Thursday, January 24, 8:45 - 10:15 a.m.

Code Switching: Making the Case for Liberal Education Amidst Critics, Skeptics, and Trolls

An open discussion—moderated by AAC&U President LYNN PASQUERELLA—with speakers BRANDON BUSTEED, President, Kaplan University Partners; MARY SCHMIDT CAMPBELL, President, Spelman College; KIRK CARAPEZZA, Managing Editor and Education Reporter, WGBH; GAIL O. MELLOW, President, LaGuardia Community College; and EBOO PATEL, Founder and President of Interfaith Youth Core



Lynn Pasquerella



Brandon Busteed



Mary Schmidt Campbell



Kirk Carapezza



Gail O. Mellow



Eboo Patel

WOMEN'S LEADERSHIP BREAKFAST

Thursday, January 24, 7:00 – 8:30 a.m.



Farah Pandith

Leadership and Your Voice

FARAH PANDITH, Foreign policy strategist, former diplomat, first Special Representative to Muslim Communities for the US Department of State, and author of How We Win: How Cutting-Edge Entrepreneurs, Political Visionaries, Enlightened Business Leaders, and Social Media Mavens Can Defeat the Extremist Threat (forthcoming)

Lily D. McNair

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR



Thursday, January 24, 11:45 – 1:15 p.m.

Advancing Our Vision:
Breadth, Depth, and Impact of Diversity and Inclusion Work

LILY D. McNAIR, President, Tuskegee University



Rick Castallo

ACAD KEYNOTE LUNCHEON

Friday, January 25, 11:45 a.m. – 1:15 p.m.

Thriving in the Dysfunction: Building a Culture of Collaboration

RICK CASTALLO, author of Dealing with Dysfunction: A Book for University Leaders and Professor of Educational Administration at California State University, Northridge



Linda Greenhouse

CLOSING PLENARY

Saturday, January 26, 10:30 – 11:30 a.m.

The Role of Journalism in Preserving, Undermining, and Reclaiming the Narrative of American Society

LINDA GREENHOUSE, Joseph Goldstein Lecturer in Law and Knight Distinguished Journalist in Residence, Yale Law School

CONFERENCE SPONSORS

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Completion With a Purpose

Strada Education Networksm is a national nonprofit dedicated to improving lives by catalyzing more direct and promising pathways between education and employment. We engage partners across education, nonprofits, business and government to focus relentlessly on students' success throughout all phases of their working lives—all focused on advancing the universal right to realized potential we call Completion With a Purpose[®].



Inside Higher Ed is the online source for news, opinion and jobs for all of higher education. Whether you're an administrator or a faculty member, a grad student or a vice president, we've got what you need to thrive professionally: breaking news and feature stories, provocative daily commentary, career advice and practical tools to advance your career.



watermark

Watermark's mission is to put better data into the hands of administrators, educators, and learners everywhere in order to empower them to connect information and gain insights into learning which will drive meaningful improvements. Through its innovative educational intelligence platform, Watermark supports institutions in developing an intentional approach to learning and development based on data they can trust.

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8:45 a.m. – 4:30 p.m.

PRE-MEETING SYMPOSIUM



Is There a Rubric for That? A Decade of VALUE and the Future of Higher Education

First introduced in 2009 as an alternative to the predominant educational assessment paradigm—standardized tests—the VALUE rubrics have moved from the periphery of student outcomes assessment to the center of conversations about the quality of student learning within and across institutions. As of 2018, the rubrics have been downloaded more than 61,000 times by individuals representing nearly 5,900 organizations, including more than 2,188 colleges and universities.

More than measurement tools, the VALUE rubrics represent an entirely different approach to assessment, one that was purposefully designed to be both an articulation of commonly held expectations representing a collective understanding of a quality undergraduate education, as

well as an intentionally malleable approach to making sense of learning at an individual institution, one that could be changed as necessary to meet local needs and nuances.

With faculty expertise at the heart of VALUE, it is the only framework for programmatic and institutional assessment based on the authentic work of students taken from assignments embedded in the curricula and cocurricula of our institutions.

The VALUE Symposium will celebrate "VALUE at 10" by revisiting its roots, examining the current trajectory of assessing for learning and quality in higher education, and engaging participants in shaping its future.

8:45 - 10:15 a.m.

OPENING PLENARY

Centennial III

In the Beginning: A LEAP of Faith

The VALUE Symposium celebrates "VALUE at 10." The Opening Plenary begins the journey by revisiting VALUE's roots, examining the genesis of the current trajectory in assessing for learning and quality in higher education through the eyes of participants involved in various ways in shaping the VALUE rubric approach to assessment for learning.

TRUDY W. BANTA, Professor and Vice Chancellor Emerita, Indiana University-Purdue University Indianapolis

JOHNNELLA BUTLER, Professor of Comparative Women's Studies, Spelman College

GEORGE D. KUH, Chancellor's Professor Emeritus of Higher Education, Indiana University, and Senior Scholar, National Institute for Learning Outcomes Assessment

TERREL RHODES, Vice President, Quality, Curriculum, and Assessment, and Executive Director of VALUE, AAC&U

CAROL GEARY SCHNEIDER, Fellow, Lumina Foundation, and President Emerita, AAC&U

JAMIENNE 5. STUDLEY, President, WASC Senior College and University Commission

MODERATOR: DAN BERRETT, *Senior Editor*, The Chronicle of Higher Education



Trudy W. Banta



Johnnella Butler



George D. Kuh



Terrel Rhodes



Carol Geary Schneider



Jamienne S. Studley



Dan Berrett

10:30 – 11:15 a.m.

IGNITE CONCURRENT SESSIONS—ROUND 1

Ignite sessions are short (45-minute) presentations intended to spark discussion on hot topics associated with VALUE. Each Ignite session facilitator has been invited to bring their unique perspectives on VALUE to the program, to affirm as well as challenge by engaging participants in robust conversations—conversations that we hope will continue beyond the symposium and the Annual Meeting.

Ignite Session #1

The Promise and Peril of the VALUE Rubrics

Hanover A/B

The VALUE approach to assessing student learning has moved from an "alternative" practice to one that is decidedly mainstream over the past ten years. This session will push participants to consider methodological and pedagogical challenges facing the VALUE approach, with an eye toward further improving higher education assessment practice writ large.

FACILITATOR: DAVID A. EUBANKS, Assistant Vice President for Assessment and Institutional Effectiveness, Furman University

Ignite Session #2

Navigating the Methodological Challenges Inherent to Small Colleges and Small Programs

Hanover C

Size is a relative strength of smaller colleges and universities, as these institutions are known for smaller classes, close student-faculty relationships, and a tight-knit sense of community. From a methodological perspective, however, smaller colleges—and their relatively smaller programs—present unique challenges for assessment. This session will engage participants in thinking through strategies to promote excellent assessment practice while navigating a world of "small n's."

FACILITATOR: BETHANY MILLER, Director of Institutional Research & Assessment, Cornell College

Ignite Session #3

Taking Charrettes to Scale:
Professional and Faculty Development Across the
Commonwealth

Hanover E

This session will highlight how one state system office, building off of the assignment design charrette protocol pioneered by the National Institute for Learning Outcomes Assessment (NILOA), helped take faculty and professional development on teaching, learning, and assessment to scale to try to meet the needs of faculty and academic leaders in ways that did not make inordinate demands of their time and resources. Highlighted strategies include virtual assignment design charrette sessions and using the charrette process to help institutions design more dynamic assessment plans and assessment reports.

FACILITATOR: IODI FISLER, Associate for Assessment Policy and Analysis, State Council of Higher Education for Virginia

Ignite Session #4

What Others Are Saying: VALUE in the Literature

Hanover F

As part of its interrogation of the validity of the VALUE approach, AAC&U has organized a database of VALUE-related literature spanning nearly fifteen years, from rubric development to the present. This session will provide participants with a thematic overview of the body of literature related to VALUE, with special attention to areas of inquiry by researchers and practitioners from the field. The presenters will also preview the new AAC&U research resource coming online in early 2019.

FACILITATOR: BETHANY ZIMMERMAN, Research Associate, and **ERIN HORAN**, Postdoctoral Research Analyst, both of AAC&U

11:30 a.m. – 12:15 p.m.

IGNITE CONCURRENT SESSIONS—ROUND 2

Ignite Session #5

Absence of Evidence Is Not Evidence of Absence: The Meaning of Zero in VALUE Scoring

Hanover C

A zero score on the VALUE rubric for a particular dimension represents an "absence of evidence" of student learning, but the source and nature of that score is more challenging to identify. Is it a reflection of a student's true performance, or a function of a gap or misalignment between the assignment itself and the VALUE rubric at hand? How should we understand scores of zero, and what should we do with them? This session will invite participants to strategize about the best ways to tackle the "zero" challenge in the VALUE approach to assessment.

FACILITATOR: JOHN HATHCOAT, Assistant Professor of Graduate Psychology and Associate Director of University Learning Outcomes Assessment, James Madison University

Ignite Session #6

VALUE and the Equity Imperative

Hanover E

Any conversation around the quality of student learning is inextricably linked to issues of equity, but for too long our assessment of student learning has focused on looking at averages across all students. Our failure to disaggregate to truly interrogate quality and student success represents not only a methodological gap in our work, but an ethical one. This session will explore the ways in which future assessment work—including but not limited to the VALUE approach—can and must promote equity as foundational to and inseparable from our conceptions of quality.

FACILITATOR: DENISE PEARSON, Vice President of Academic Affairs and Equity Initiatives, State Higher Education Executive Officers (SHEEO)

11:30 a.m. – 12:15 p.m. (continued from previous page)

Ignite Session #7

Time to Let Students Run Assessment: Getting Wicked with the VALUES Rubrics

Hanover A/B

What if we got truly "wicked" and let students run assessment? This session will explore the potential pedagogical power we could unleash if, instead of just being data points, students were driving the quality conversation when it came to their own learning. Participants will brainstorm, dream, and strategize about how tapping into student agency through shared ownership of the means by which students are measured could transform our thinking and our teaching, learning, and assessment practices.

FACILITATOR: PAUL HANSTEDT, Professor of English and Director of Pedagogical Innovation, Roanoke College



LUNCHEON PLENARY

The Landscape of Learning: What We Know, What It Means

Centennial IV

GIANINA BAKER, Assistant Director, National Institute for Learning Outcomes Assessment

KATE DREZEK McCONNELL, Assistant Vice President for Research and Assessment, AAC&U

C. EDWARD WATSON, Associate Vice President, Quality, Advocacy, and LEAP Initiatives, AAC&U

DANIEL F. SULLIVAN, Senior Fellow, AAC&U



CAMPUS & SYSTEM PERSPECTIVES

Campus and System Perspectives will offer participants an opportunity to learn how campus colleagues are using VALUE to improve student learning, support faculty innovation and development, and meet accreditation standards.

Campus & System Perspective #1

Leading from Experimentation to Scale: The Massachusetts System Story

Hanover C

ROBERT J. AWKWARD, Director of Learning Outcomes Assessment, Massachusetts Department of Higher Education

Campus & System Perspective #2

VALUE as a Catalyst for Conversation and Change at a Research University

Hanover E

BRIDGET G. TROGDEN, Associate Dean for Engagement and General Education and Associate Professor of Engineering and Science Education, Clemson University

Campus & System Perspective #3

A Strategic Vision for Global Learning: The Liberal Arts Experience

Hanover A/B

DAVID BLAIR, Associate Vice President for Institutional Research and Assessment, St. Edward's University

Campus & System Perspective #4

VALUE, Assessment, and ePortfolios: A Community College Perspective

Hanover F

DAVID HUBERT, Associate Provost for Learning Advancement, and EMILY DIBBLE, ePortfolio Coordinator—both of Salt Lake Community College



ROUNDTABLE DISCUSSIONS

The Future of VALUE: Conversation and Crowd-Sourcing

Centennial III

We invite participants to help set priorities and shape the future development of the VALUE rubric approach to assessing quality learning on a variety of fronts over the next decade.

FACILITATOR: LORAINE H. PHILLIPS, Associate Provost for Academic Effectiveness, Georgia Institute of Technology



FINAL PLENARY

VALUE 2.0:

Quality, Equity, and the Public Good

Centennial III

With an eye toward the future, the final plenary will provide participants with AAC&U's vision for the future of VALUE, and its role in fulfilling AAC&U's work advancing the vitality and public standing of liberal education.

LYNN PASQUERELLA, President, and TERREL RHODES, Vice President, Quality, Curriculum, and Assessment, and Executive Director of VALUE—both of AAC&U

2:00 - 3:00 p.m.

PRE-MEETING WORKSHOPS

Cultivating Interfaith Cooperation and Engaging Religious Diversity in Higher Education

Fairlie

CAROLYN RONCOLATO, Interfaith Youth Core; KEVIN SINGER, North Carolina State University

This workshop is presented by Interfaith Youth Core

Nudging Toward Equity: How Faculty Work is Taken Up, Assigned, and Rewarded in Academic Departments

Grand Hall East D

KERRYANN O'MEARA, Associate Dean for Faculty Affairs and Graduate Studies in the College of Education, Professor of Higher Education, and Director of the ADVANCE Program at the University of Maryland, and P.I. of the NSF-funded ADVANCE IHE-PLAN, Faculty Workload and Rewards Project; **AUDREY JAEGER,** Professor and Alumni Distinguished Graduate Professor and Executive Director, National Initiative for Leadership and Institutional Effectiveness, University Faculty Scholar, North Carolina State University

Meeting in the Middle: Connecting Institutional Structures for STEM Education Change

Grand Hall East B

CASSANDRA VOLPE HORII, Founding Director, Center for Teaching, Learning, and Outreach, California Institute of Technology; GABRIELA WEAVER, Vice Provost for Faculty Development and Director, Center for Teaching Excellence and Faculty Development, University of Massachusetts Amherst; DEBORAH CARLISLE, STEM Education Post-Doctoral Research Associate, Center for Teaching Excellence and Faculty Development, University of Massachusetts Amherst; MATHEW OUELLETT, Executive Director, Center for Teaching Innovation, Cornell University; DANIEL REINHOLZ, Assistant Professor, Department of Mathematics and Statistics, San Diego State University

This workshop is presented by the Professional and Organizational Development (POD) Network

ACAD WORKSHOP

Navigating the University Budget: A Public and Private Perspective

Grand Hall East A

KERRY PANNELL, Vice President for Academic Affairs and Dean of the College, Agnes Scott College; RISA PALM, Provost and Senior Vice President for Academic Affairs, Georgia State University

ACAD WORKSHOP

Learning to Thrive "In-Between"
Succeeding as an Assistant/Associate Dean

Grand Hall East C

IAMES M. SLOAT, Associate Provost and Associate Dean of Faculty, Colby College; MARCIA FRANCE, Dean of Undergraduate Studies, Duke Kunshan University; MARY MARTINASEK, Assistant Dean, College of Natural and Health Science, University of Tampa; LAURA NG, Assistant Dean for the College of Arts & Letters, University of North Georgia

Wednesday, January 23 8:45 a.m. – 4:30 p.m.

ACAD PRE-MEETING DEANS' INSTITUTE

Regency VI

The Deans' Institute, sponsored by the American Conference of Academic Deans (ACAD), 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 featured opening plenary speaker for the day is JORGE GONZALEZ, President, Kalamazoo College. The closing speaker will be MARC ROY, Provost, Albion College. The Institute will also include a series of roundtable discussion opportunities on over 16 different topics/themes.

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

5:30 - 6:45 p.m.

AAC&U Members' Meeting

Centennial III

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 that will inform AAC&U's approach to major issues facing higher education. A pressing concern for many campuses is the need to reclaim

the narrative around the value of higher education, and the liberal arts, in particular. We want to hear from members about your efforts to shape stakeholder opinion, respond to critiques, and innovate the undergraduate curriculum to respond to the current climate. We also want to learn how your work has devoted particular attention to the goals of equity and inclusive excellence.

Light refreshments will be available.

7:00 – 8:30 p.m.

Opening Night Forum

Centennial I

The Honor Code in America Today



Kwame Anthony Appiah

When it comes to the most pressing social issues of the day, KWAME ANTHONY APPIAH is a touchstone of reason and inclusivity. Asking—and answering—probing questions on morality, ethnicity, and religion as "The Ethicist" for the New York Times Magazine, Appiah is a fearless, lucid arbiter, as he demonstrated in his BBC Reith Lectures focused on the modern complexities of Creed, Culture, Color, and Country.

KWAME ANTHONY APPIAH challenges us to look beyond the boundaries—real and imagined—that divide us, and to celebrate

our common humanity. Named one of Foreign Policy's Top 100 public intellectuals, one of the Carnegie Corporation's "Great Immigrants,"

and awarded a National Humanities Medal by the White House, he currently serves as Professor of Philosophy and Law at New York University.

Anthony Appiah chaired The Man Booker Prize in 2018 and, from 2009 to 2012, served as President of the PEN American Center, the world's oldest human rights organization. He previously taught at Princeton, Harvard, Yale, Cornell, Duke, and the University of Ghana.

Anthony Appiah's most recent publication is The Lies That Bind: Rethinking Identity (August 2018). Other publications include Cosmopolitanism: Ethics in a World of Strangers (Issues of Our Time), winner of the Arthur Ross Book Award, the most significant prize given to a book on international affairs; The Honor Code: How Moral Revolutions Happen; The Ethics of Identity; and As If: Idealization and Ideals.

8:30 – 10:00 p.m.

AAC&U Welcoming Reception

Centennial IV

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

SCHEDULE AT A GLANCE

Wednesday, January 23		Thursday, January 24	Friday, January 25	Saturday, January 26
		Global Issues Women's Breakfast Breakfast 7:00-8:30 7:00-8:30	ACAD Contemporary Breakfast Issues Breakfast 7:00-8:30 7:00-8:30	Breakfast Roundtables 7:45-9:00 8:00-9:00
AAC&U Symposium 8:30-4:30		Opening Plenary 8:45-10:15	Concurrent Sessions 8:45-10:00	Concurrent ePortfolio Sessions 9:15-10:15 9:15-10:15
	ACAD Institute 8:45-4:30	Concurrent Sessions 10:30-11:45	Concurrent Sessions 10:30-11:45	Final ePortfolio Sessions 10:30-11:30 10:30-11:30
		Luncheon for Faculty/Admin. of Color 11:45-1:15	ACAD Luncheon 11:45-1:15	ePortfolio Luncheon 11:45-1:00 ePortfolio
		Concurrent Sessions 1:30-2:30	Concurrent Sessions 1:30-2:30	Sessions 1:15-2:00 ePortfolio
	kshops 0-5:00			Sessions 2:15-3:00
		Concurrent Sessions 2:45-4:00	Concurrent Sessions 2:45-4:00	ePortfolio Sessions 3:15-4:00
	_			ePortfolio Sessions
		Concurrent Sessions 4:15-5:15	Concurrent Sessions 4:15-5:30	4:15-5:00
Members' Meeting 5:30-6:45		Music of the Movement 5:30-7:00 Hosted Receptions 5:30-7:00	Hosted Receptions 5:30-7:00	
Opening Forum 7:00-8:30		Hosted Receptions 7:00-8:30		
Reception 8:30-10:00				

THURSDAY, JANUARY 24

7:00 - 8:30 a.m.



Farah Pandith

WOMEN'S LEADERSHIP BREAKFAST

Leadership and Your Voice

Regency VI

FARAH PANDITH, Senior Fellow, Harvard University Kennedy School of Government: Adjunct Senior Fellow. Council on Foreign Relations; and Head of Strategy, Institute for Strategic Dialogue

National Center for Faculty
Development & Diversity

AAC&U thanks the National Center for Faculty Development & Diversity for its sponsorship of the Women's Leadership Breakfast.

BREAKFAST DISCUSSION

Pedagogy and the "Big Questions": Engaging Global Perspectives and Issues in and **Outside of the Classroom**

Hanover F

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

8:45 - 10:15 a.m.

Opening Plenary

Centennial I/II/III

Welcoming Remarks

RICHARD GUARASCI, President, Wagner College and Chair, AAC&U Board of **Directors**

LAURA BEHLING, Professor of English, former Dean of the College and Vice President for Academic Affairs, Knox College, and Chair, ACAD Board of Directors

Presentation of the Frederic W. Ness Book Award

This award, for the book that has contributed most this year to our understanding of liberal learning, is presented to Cathy N. Davidson for The New Education: How to Revolutionize the University to Prepare Students for a World In Flux (Basic Books, 2017)

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

BRIANNA BENEDICT, Engineering Education, Purdue University NANIETTE H. COLEMAN, Sociology, University of California, Berkeley ANDREW KATZ, Engineering Education, Purdue University

AURORA LE, Public Health, Indiana University

SHELBI NAHWILET MEISSNER, Philosophy, American Indian and Indigenous Studies, Michigan State University

HANNAH VOLKMAN, Public Health, University of Minnesota ARLEY WARD, History, University of Arkansas

President's Welcome

LYNN PASQUERELLA, President, AAC&U

FEATURED ADDRESS

Code Switching: Making the Case for Liberal Education Amidst Critics, Skeptics, and Trolls

MODERATOR: LYNN PASQUERELLA, President, AAC&U

BRANDON BUSTEED, President, Kaplan University Partners

MARY SCHMIDT CAMPBELL, President, Spelman College

KIRK CARAPEZZA, Education Reporter, WGBH Boston

GAIL O. MELLOW, President, LaGuardia Community College-City University of New York

EBOO PATEL, Founder and President, Interfaith Youth Core

AAC&U thanks ACT | NRCCUA

for its sponsorship of the **Opening Plenary**

ACT NREUA



Lynn Pasquerella



Brandon Busteed



Mary Schmidt Campbell Kirk Carapezza





Gail O. Mellow



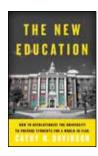
Eboo Patel

10:30 – 11:45 a.m.

CONCURRENT SESSIONS

NESS Book Award Lecture Revolutionizing Higher Education

Regency VI



In The New Education, author Cathy N. Davidson reveals that we desperately need a revolution in higher learning if we want our students to succeed in our age of precarious work and technological disruption. Journeying from elite private schools to massive public universities to innovative community colleges, she profiles iconoclastic educators who are remaking their classrooms by emphasizing creativity, collaboration, and adaptability over expertise in a single, often abstract discipline. Working at the margins of the establishment,

these innovators are breaking down barriers between ossified fields of study, presenting their students with multidisciplinary, real-world problems, and teaching them not just how to think, but how to learn. Professor Davidson will discuss *The New Education* and show how we can educate students not only to survive, but to thrive amid the challenges to come.

CATHY N. DAVIDSON, *author of* The New Education: How to Revolutionize the University to Prepare Students for a World In Flux, *is Founding Director of the Futures Initiative and a Distinguished Professor in the Ph.D. Program in English at the Graduate Center, CUNY. She is also codirector of the CUNY Humanities Alliance, a program in partnership with LaGuardia Community College, funded by the Andrew W. Mellon Foundation.*

MODERATOR: WILLIAM J. CRAFT, President, Concordia College-Moorhead

DISCUSSION SESSION

But What About the Faculty? Data and Questions for AAC&U Participation

Dunwoody

New initiatives in higher education are often borne on the backs of faculty and must succeed in spite of the significant demands of their professional and personal lives. This session invites all AAC&U registrants to consider, at the outset of the Annual Meeting, the readiness—and the willingness—of faculty to adopt plans for institutional transformation. Session participants will receive copies of a new report from a large-scale, longitudinal study on the faculty condition, and will work together to generate informed questions to ask at subsequent sessions at the Annual Meeting. The dialogue will equip attendees to interrogate others about the capacity of the professoriate in the changing landscape of higher education—and about how to build it up. Our goal is to be provocative in exhorting attendees to use the lens of faculty capacity when considering the dizzying menu of solutions to higher education's challenges.

KIERNAN MATHEWS, Executive Director and Principal Investigator, and R. TODD BENSON, Associate Director—both of the Collaborative on Academic Careers in Higher Education (COACHE), Harvard University; BEAU BRESLIN, Professor of Political Science, Skidmore College

FEATURED SESSION

The Fierce Urgency of the Adult Student

Regency V

It is critical that higher education take seriously the needs of the adult student. In conversation with the author of the Chronicle of Higher Education's report, "The Adult Student: The Population Colleges—and the Nation—Can't Afford to Ignore," this session brings together scholars and practitioners of higher education's returning adult learner to highlight high-impact practices in colleges around the country and call for a shift in how we talk about, support, and empower this new majority of students.

GOLDIE BLUMENSTYK, Senior Writer, the Chronicle of Higher Education; ADAM BUSH, Provost, College Unbound; LOUIS SOARES, Chief Learning and Innovation Officer, American Council of Education; DAVID SCOBEY, Director, Bringing Theory to Practice



Creating Curricular Coherence: Three Examples of Institutional Change

Grand Hall East D

Higher education faces the challenge of creating efficient and cohesive educational experiences for students that integrate academic learning, civic engagement, and preparation for life after college. Project Pericles and three Periclean institutions are exploring distinct approaches to designing streamlined and integrative curricular pathways within majors, interdepartmental initiatives, and collegewide general education requirements. Panelists will discuss processes for creating change in partnership with faculty and will highlight substantive models. Projects include redesigning and reducing general education requirements at Morehouse through a focus on the African Diaspora to Widener's interdisciplinary pathway network, "Sustainability and Civic Engagement" to departmental pathways (Geography and History) at Macalester, with developmentally sequenced course offerings paired with community-based opportunities. The three-year project is part of the Teagle Foundation's Faculty Planning and Curricular Coherence initiative. Panelists will provide best practices for creating coherence and efficiency in the curricula. The audience and panelists will share replicable best practices, challenges, and solutions.

JAN R. LISS, Executive Director, Project Pericles; FREDERICK KNIGHT, Chair, History Department and Director, General Education Program, Morehouse College; PAUL SCHADEWALD, Associate Director, Civic Engagement Center, Macalester College; KARIN TRAIL-JOHNSON, Associate Dean, Kofi Annan Institute for Global Citizenship, and Director, Civic Engagement Center, Macalester College; JAMES VIKE, Professor of Political Science and MPA Program Director, Widener University

This session is presented by Project Pericles

10:30 – 11:45 a.m. (continued from previous page)



Affirming the Mission: The Liberal Arts and America's Future

Grand Hall East C

The core of American higher education—the liberal arts—has been under attack for several decades. This assault has been intensified in the years since the financial crisis and crystallized in the widely read 2017 Pew Research Center study that highlighted partisan divisions in perceptions of the value of colleges and universities. Leaders in higher education have agonized over this and other data about declining confidence in (and increasing skepticism of) the value of a college education, especially one focused on the liberal arts. In this panel we will engage a diverse group of institutional leaders in an exploration of the key values and benefits of a liberal arts education, strategies to present these values to key stakeholders, and tools for responding effectively to critiques of the liberal arts. The panel will include leaders with experience across public and private institutions from liberal arts colleges and research-intensive universities; and with expertise in communications, governance, philanthropy, and academic administration.

ALY KASSAM-REMTULLA, Vice Provost for International Affairs (Acting), Princeton University; CASS CLIATT, Vice President for Communications, Brown University; SHIRLEY COLLADO, President and Professor of Psychology, Ithaca College; WILLIAM BOLLING, Senior Fellow in Residence for Public Service, James Madison University and Lieutenant Governor of Virginia, 2006–2014



The Evolving Contributions of Teaching Centers in Rewriting the Value Narrative of Education

Hanover E

Teaching and learning centers are playing new roles at the heart of many initiatives aimed at transforming higher education's promise and delivery of learning. This session will explore the shift of teaching and learning from the sidelines to a more central and transformative position in higher education. Major campus initiatives increasingly intersect with teaching and learning, in areas such as diffusion of evidence-based learning strategies, educational inclusion and equity, increasing centrality and rewards for teaching excellence, and technology and pedagogical innovation. What do these evolving centers need to sustain a central role in creating and showcasing the value of education? How do center directors navigate cultural and organizational change to drive impact? Directors of three newly (re)created centers will share effective tools for navigating this landscape of innovation and change in teaching and learning and its impact on the value perception of higher education.

CATHERINE ROSS, Executive Director, Center for Teaching and Learning, Columbia University; MATT OUELLETT, Executive Director, Center for Teaching Innovation, Cornell University; JENNIFER FREDERICK, Executive Director, Center for Teaching and Learning, Yale University

This session is presented by the POD Network

DISCUSSION SESSION

Stations to Student Success: Navigating New Routes in Higher Education

Hanover A/B

While the proliferation of paths to student success offers experienced students an unprecedented choice among alternatives, many now find the higher education environment confusing and risky. When disappointed students describe experiences of predatory recruitment and ineffective preparation, higher education as a public good comes into question and public trust erodes. What's needed to ensure that all students have an equal shot at choosing wisely among the opportunities now available is a perspective that comprehends the new credentialing environment in all its complexity, that offers sound advice on navigation, and that supports success. This session will enable participants to consider what must be done to extend the benefits of strategic pathways to all students—an undertaking that promises also to reassert higher education as a public value and a worthy recipient of the public trust.

PAUL L. GASTON, Trustees Professor Emeritus, Kent State University; AMBER DUNCAN, Strategy Director, Lumina Foundation; NATASHA A. JANKOWSKI, Director, National Institute of Learning Outcomes Assessment; MELANIE BOOTH, Executive Director, The Quality Assurance Commons

DISCUSSION SESSION

Bridging the Liberal Arts and Business Education

Grand Hall East A

The majority of American undergraduates today enroll in business or other preprofessional programs. How can we ensure that students graduate with an appreciation for the ethical dimensions of decision making and the social, cultural, and geopolitical context in which they will work? The Teagle Foundation's "Liberal Arts and the Professions" initiative supports faculty-led efforts to build a two-way street between the liberal arts and professional preparation. Faculty representatives from three diverse campuses will describe their distinct approaches—linked courses, certificates, and experiential learning—to designing integrative curricula. They will also share lessons on engaging faculty from varied disciplinary backgrounds in curricular redesign, and developing cost-effective strategies for faculty professional development and course delivery to reap the benefits of team teaching without actually paying for team teaching. Participants will have an opportunity to brainstorm ideas for integrative courses and to discuss the opportunities and pitfalls for curricular integration at their own campuses.

DESIREE VAZQUEZ BARLATT, Program Officer, The Teagle Foundation; **JEFFREY NESTERUK**, Professor of Legal Studies, Franklin and Marshall College; **TRACY PARKINSON**, Vice President for Strategic Partnerships and Special Assistant to the President, Coker College; **MELINDA ZOOK**, Professor of History, Purdue University

RESEARCH SESSION

The Well-Being Bridge: Connecting the Curriculum and Cocurriculum through Holistic High-Impact Practices

Hanover D

Though high-impact practices contribute in significant ways to changes in students' cognitive development, the ways in which these learning experiences also contribute to their well-being is often underappreciated. By connecting learning and well-being, campus conversations about "whole student development" can move beyond the boundaries of student affairs and into the innovative territory between the curriculum and cocurriculum. In this space, students working through challenges, persevering to completion, and their resilience to overcome failure become valued parts of the learning process. This session will explore how student well-being can be intentionally articulated and assessed alongside other essential learning outcomes and why these outcomes are integral to a commitment to equity. Participants will consider national and campus-based research connecting student learning with well-being and equity outcomes. Discussion will focus on how well-being as part of high-impact practices can provide a meaningful bridge between classroom learning and students' development beyond the classroom.

ASHLEY FINLEY, Senior Advisor to the President, AAC&U; CLAIRE BARRETT, Assistant Director of Academic Engagement, University of Wisconsin–Madison; CAROL DAY, Health Education Services, Georgetown University; JAY BARTH, M.E. and Ima Graves Peace Distinguished Professor of Politics and Director of Civic Engagement Projects, Hendrix College; FELIPE MERCADO, Deputy Principal, Washington Unified School District and Instructor, West Hills College, and Researcher, Center for Leadership Equity and Research (CLEAR)

DISCUSSION SESSION

Beyond Food, Festivals, and Fun: Engaging Oppression, Inequality, and Hierarchy in General Education

Courtland

Inclusive excellence demands students examine the structures that shape or perpetuate exclusion and hierarchy. Curricular commitments to advance diversity, inclusion, and equity often struggle to move beyond exposure and tolerance to this more demanding exploration of institutional oppression and structural inequality. This struggle has multiple sources, including student resistance, faculty discomfort, administrative concerns about public perception, and lack of willingness to make space in course requirements for a seminar explicitly focused on systematic oppression and structural inequality. This session will share the strategies used by four institutions to overcome these challenges by requiring every student to address directly the intersections of power, identity, and diversity. Hamilton, Ursinus, Goucher, and Ripon Colleges have incorporated into their core curricula mandatory seminars in which students explore the causes of structural inequalities, the forces that sustain power imbalance, and the ways in which students' perspectives and identities are shaped by these forces.

ED WINGENBACH, Vice President and Dean of Faculty, and JEAN SAMOU, Assistant Professor of French and Coordinator of Intercultural Competence—both of Ripon College; MARGARET GENTRY, Senior Advisor to the President and Kenan Professor of Women's and Gender Studies, Hamilton College; MARK SCHNEIDER, Vice President for Academic Affairs and Dean of the College, Ursinus College; JANET SHOPE, Associate Provost for Faculty Affairs, Goucher College

High Stakes:

Engaging Trustees as Guardians of Educational Value

Grand Hall East B

Public understanding of accountability in higher education has shifted. Stakeholders increasingly expect institutions not only to measure academic performance but to use this information to improve student outcomes. Risk and reward pivot on how institutions address issues of educational quality. The voices of college and university trustees in this discussion has never been more critical. This session uses as springboards for discussion two projects concerning how boards, presidents, and academic leaders might work together to make the case about the value of liberal education and reclaim the narrative. First, a recent Association of Governing Boards (AGB) survey indicates some areas for hope—and concern—regarding how boards appropriately monitor educational quality and understand student learning. Second, the AGB Guardians Initiative calls on trustees to assume a more public role as stewards for all of higher education and advocates for its values. Both projects invite discussion about these important collaborations.

KRISTEN HODGE-CLARK, Vice President for Best Practices and Innovation, AGB /Trustee, College of Saint Benedict, and JOHN OTTENHOFF, Interim Chief Operating Officer—both of the Association of Governing Boards of Universities and Colleges; MARY HINTON, President, College of Saint Benedict; KEVIN REILLY, President Emeritus and Regent Professor, University of Wisconsin System; PETER EWELL, President Emeritus, National Center for Higher Education Management Systems

DISCUSSION SESSION

Creating High-Impact Learning Experiences through the Use of a Model for Evidence-Based Teaching

Baker

This session will describe how faculty can take an evidence-based approach to identify and implement pedagogies that foster high-impact or deep-learning experiences for students. Specifically, the presenters will describe the Model for Evidence-Based Teaching and walk participants through the various components. Next, they will share case studies that highlight how the model has been applied to redesign gateway or foundational courses in various disciplines, as well as the outcomes of those efforts. Finally, the presenters will engage participants in an exercise in which they apply the stages of the model to their own courses.

STEPHANIE F. FOOTE, Assistant Vice President for Teaching, Learning, and Evidence-Based Practices, and **DREW KOCH**, President and Chief Operating Officer—both of the John N. Gardner Institute for Excellence in Undergraduate Education; **RESCHE HINES**, Assistant Vice President for Institutional Research and Effectiveness, Stetson University

10:30 – 11:45 a.m. (continued from previous page)



DISCUSSION SESSION

Leadership for Equity and Inclusion in STEM: Practical Strategies that Help Colleagues Improve Student Learning and Success

Hanover C

How can you, as an academic leader, help ensure that your institution's STEM classes are designed and taught in a manner that allows all students to succeed? How can you help increase equity and inclusion across STEM courses at all levels? This discussion session will be facilitated by three experienced administrators from a variety of institutions. We will work together as a group to identify challenges to cultural change as well as discuss specific, tested strategies to help colleagues create STEM courses and curricula that remove unintended roadblocks to student success, allowing all students, particularly those populations traditionally underrepresented in STEM fields, to thrive. Administrators and faculty members at all levels with direct or indirect responsibility for STEM or improving teaching and learning are encouraged to attend.

MICHAEL REDER, Director, Joy Shechtman Mankoff Faculty Center for Teaching and Learning, Connecticut College; MAYS IMAD, Professor, Biology, Pima Community College; ELLEN GOLDEY, Dean of the Wilkes Honors College, Florida Atlantic University

RESEARCH SESSION

Documenting the Value of Higher Education with Student Engagement Data

The Learning Center

A key component of the college value story is the explication of specific knowledge, skills, and habits of mind that students gain from their undergraduate education. This session will demonstrate the use of aggregate National Survey of Student Engagement (NSSE) results to document graduating senior outcomes, highlight new findings from the Senior Transition module that reveal seniors' confidence in essential skills and abilities valued by employers, and explore the specific educational practices associated with these outcomes. We will discuss the implications of this narrative; illustrate approaches to communicating it; feature examples from institutions that have used their data to communicate their unique value stories, including students' openended comments to give authentic voice to the quantitative data and exchange ideas about crafting data-rich value stories.

JILLIAN KINZIE, Associate Director, Center for Postsecondary Research, ALEX-ANDER McCORMICK, Director, and ROBERT GONYEA, Associate Director—all of the National Survey of Student Engagement, Indiana University Bloomington; ELSA NUNEZ, President, Eastern Connecticut State University SEMINAR SESSION (Participation limited to 25; please arrive early.)

Reclaiming the Value of Honors Education: Access, Pedagogy, and Social Justice

Greenbriar

Honors programs are often left out of conversations about value and innovation. For example, the so-called "completion agenda" sees no role for innovative honors programs that don't fit easily into readymade, replicable boxes. Likewise, discussions of access, affordability, and equity tend to ignore honors education, incorrectly assuming a false dichotomy between "high ability" and "high need"/"high risk." Honors leaders from a two-year public, a private four-year, and a faith-based masters-level institution will reclaim the center of these conversations by demonstrating how honors education, in providing access and engaging students in innovative pedagogy (particularly interdisciplinary and conversation-based learning), can ultimately serve a social justice mission that underpins our democracy. After laying out several reframing narratives that have succeeded in their own distinct settings, the facilitators will lead participants through discussions about opportunities for similar progress on their own campuses.

RICHARD BADENHAUSEN, Dean of the Honors College and Interim Provost, Westminster College (UT); NAOMI YAVNEH KLOS, Director, University Honors Program, Loyola University; QUAKISH LINER, District Director, Robert "Bob" Elmore Honors College, Broward College

ACAD SESSION

Campus to Career:

Resource Mapping to Promote Integration between Curriculum and Cocurriculum

Hanover F/G

How can institutions align resources and organizational structures so that students can easily "connect the dots" between curricular and cocurricular learning experiences? Participants will learn about resource mapping along with the visioning exercises at DePauw University and Agnes Scott that produced strategic initiatives to amplify and integrate curricular and cocurricular learning for all students.

KERRY PANNELL, Vice President for Academic Affairs and Dean of the College, JENNIFER CANNADY, Assistant Dean of the College, Director of Academic Advising, MACHAMMA QUINICHETT, Director of SUMMIT Advisors—all of Agnes Scott College; ANNE HARRIS, Vice President for Academic Affairs, CINDY BABINGTON, Vice President for Strategic Initiatives, and AMITY READING, Assistant Professor of English—all of DePauw University

11:45 a.m. – 1:15 p.m.

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR

Preregistration was required for the Networking Luncheon.

Advancing Our Vision: Breadth, Depth, and Impact of Diversity and Inclusion Work

International Ballroom South (follow signs through lobby)



Lily D. McNair

LILY D. McNAIR is Tuskegee University's eighth president—and the first female president in the institution's 136-year history. She previously served as Provost and Senior Vice President for Academic Affairs at Wagner College and, prior to that, was Associate Provost of Research and Divisional Coordinator for Science and Mathematics at Spelman College. McNair also served as Associate Professor of Psychology at the University of Georgia, where she was the first African-American woman to obtain tenure and promotion in the Department of Psychology. A clinical psychologist by training, Lily McNair holds an undergraduate degree in psychology from Princeton University, and a doctorate in psychology from the State University of New York at Stony Brook.



AAC&U thanks the National Center for Faculty Development & Diversity for its sponsorship of the Networking Luncheon.

1:30 – 2:30 p.m.

CONCURRENT SESSIONS

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

Hanover A/B

How can our nation dismantle a deeply held, and often unconscious, belief in the hierarchy of human value? What is the role of higher education in advancing justice and building equitable communities? Truth, Racial Healing & Transformation (TRHT) is a comprehensive, national and community-based process to address the historical and contemporary effects of racism and to plan for and bring about transformative and sustainable change. In August of 2017, AAC&U selected 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 thinkers to dismantle the belief in the hierarchy of human value. The TRHT Campus Centers have developed visionary actions plans, pinpointed key leverage points for change, affected positive narratives about race, and developed college and community partnerships to promote racial healing on campus and in the community. AAC&U has worked with the TRHT Campus Centers to develop evaluation frameworks and will release the TRHT Campus Centers Implementation and Resource Guidebook to the participants of the 2019 TRHT Campus Centers Institute. This facilitated discussion will reflect on the TRHT Campus Centers' progress to date. This project was launched with the support of Newman's Own Foundation and the W.K. Kellogg Foundation.

SHARON L. DAVIES, Provost, Spelman College; TIA BROWN McNAIR, Vice President, Office of Diversity, Equity, and Student Success, and JACINTA R. SAFFOLD, Associate Director for Diversity, Equity, and Student Success—both of AAC&U

🗱 watermark

The Future of Educational Intelligence: Connecting Data to Drive Improvement

Grand Hall East B

We recognize that teaching and learning take place in many different ways across campuses. By breaking down data silos, institutions can integrate institutional effectiveness processes including learning outcomes assessment, accreditation reporting, program review, course evaluation, curriculum management, faculty activity reporting, and strategic planning—and generate powerful insights to drive meaningful improvements. During this session, you'll learn how Watermark's Planning product and suite of educational intelligence solutions allow you to centralize core institutional processes, leverage a broader set of data to drive improvements, and create longitudinal transparency around plans, goals, and results for a more holistic picture of institutional quality.

WEBSTER THOMPSON, Executive Vice President, Watermark; TARA ROSE, Director of Assessment, Louisiana State University

This session is presented by Watermark



Are Your Students Robot Ready?

The Learning Center

The most valuable workers now and in the future will be those who can combine technical knowledge with human skills: programming + ethics, artificial intelligence + emotional intelligence, logic + values or judgment. The latest research from Strada Institute for the Future of Work and labor market analytics expert Emsi details how skills associated with liberal arts majors are in high demand, more resistant to automation, and when combined with technical skills, are the best preparation for the future of work. Join us for for a presentation of their findings and a lively discussion about how to apply these insights within your institution.

ROB SENTZ, Chief Innovation Officer, Emsi

Faculty of the Future: Voices from the Next Generation

Hanover D

AAC&U welcomes the 2019 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.

MODERATOR: ASHLEY FINLEY, Senior Advisor to the President, AAC&U

BRIANNA BENEDICT, Engineering Education, Purdue University
NANIETTE H. COLEMAN, Sociology, University of California, Berkeley

ANDREW KATZ, Engineering Education, Purdue University

AURORA LE, Public Health, Indiana University

SHELBI NAHWILET MEISSNER, *Philosophy, American Indian and Indigenous Studies, Michigan State University*

HANNAH VOLKMAN, Public Health, University of Minnesota ARLEY WARD, History, University of Arkansas

Thursday, January 24

1:30 – 2:30 p.m. (continued from previous page)



Belonging:

How Social Justice Campus Spaces and Physical Environments Shape Identity and Equity

Grand Hall East A

Physical environments shape us and we shape them in return. Conversations about inclusive design on college campuses are new. Inequity in the field of Architecture itself and the settler colonialism and historical white supremacy of physical environments in the U.S. have affected how spaces are conceptualized, including higher educational environments. Participants will reflect on how built environments influence equity in higher education, specifically through the spaces of nationally-recognized innovative social justice centers: Arcus Center at Kalamazoo College, bell hooks Institute at Berea College, Cassandra Voss Center at St. Norbert College, and the HUB at Georgia College.

KARLYN CROWLEY, Director Cassandra Voss Center, Professor, Women's and Gender Studies and English, St. Norbert College; LISA BROCK, Academic Director of the Arcus Center for Social Justice Leadership and Associate Professor of History, Kalamazoo College; LINDA STRONG-LEEK, Vice President for Diversity and Inclusion and Associate Vice President for Academic Affairs, Berea College; JENNIFER GRAHAM, Director, Women's Center, Georgia College & State University; SHERRYL BROVERMAN, Founder and Chair, WISER Girls and Associate Professor of the Practice, Biology Department and Duke Global Health Institute, Duke University

DISCUSSION SESSION

America or Our World First? Communicating the Value of Universal Global Learning in an Age of Rising Nationalism

Regency V

During the 2017 AAC&U Global Engagement and Social Responsibility conference, President Lynn Pasquerella and Senior Fellow Donald W. Harward posed an essential question for attendees to consider in this geopolitical moment: "Are higher education's efforts to advance global engagement, and global citizenship, un-American?" Their joint response was unequivocal: "No." In this session, Doscher and Landorf will address the reasons why engaged national and global citizenship are not only compatible, they are critical to the well-being of people and planet. Drawing upon their recent article in the winter 2018 issue of *Peer Review*, they will lead participants in an exploration of the reasons why it's incumbent upon all higher education institutions to prepare all students to take on these dual mindsets. Participants will also take away methods for communicating the value of universal global learning and global citizenship to various internal and external audiences during an age of rising nationalism.

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

Implementing Interfaith Cooperation and Engaging Religious Diversity in Higher Education

Baker

Interfaith Youth Core (IFYC) and AAC&U have launched a new partnership to grow interfaith cooperation in higher education. The signature program of this partnership is the Institute on Teaching and Learning for Campus-wide Interfaith Excellence. Campus teams who are accepted to the Institute are committed to strengthening, deepening, and expanding their campus's curricular and cocurricular interfaith engagement. This round table features participants from the 2018 inaugural Institute on Teaching and Learning for Campus-wide Interfaith Excellence. They will discuss the various ways they are implementing interfaith cooperation and prioritizing religious diversity in their unique campus context.

CAROLYN RONCOLATO, Director of Academic Initiatives, Interfaith Youth Core; EDWARD P. ANTONIO, Chief Diversity Officer and Professor of Humanities, Concordia College; ASHMEET OBEROI, Clinical Assistant Professor and Director of the Community and Social Change Master's Program, University of Miami; DEBORA ORTEGA, Professor of Social Work and Director of the Latino Center for Community Engagement and Scholarship, University of Denver; DIANNE OLIVER, Dean of the College of Arts and Sciences, Nazareth College; JOANNA ROYCE-DAVIS, Vice President for Student Life, Pacific Lutheran University

DISCUSSION SESSION

Working Across University Divisions: An Action Research Approach to Student Success

Courtland

The presenters will share their experiences working and communicating across divisions on student success issues. The presenters come from different professional spheres: one works in Academic Affairs at a large, public, majority-minority institution and the other in Student Affairs at a small, private HBCU. Participants will learn about the principles of action research and discuss how they can use these principles to promote cross-divisional communication and data-informed work at their institutions. Action research is a participatory model of inquiry that empowers people to investigate their own issues and to develop plans to address these issues. This approach can help to promote true collaboration by bringing stakeholders together as equals in the investigation and problem-solving process. During this session, participants will practice applying an action research model to a student success issue on their campus.

JANET OH, Senior Director of Institutional Research, California State University, Northridge; DANETTE SAYLOR, Assistant Vice President for Student Success and Dean of Students, Dillard University

Bridging the 21st-Century Skills Gap: New Educational Development Models for Teaching and Curriculum

Centennial IV

There is a high level of consensus between employers, faculty, and administrators about the value of teaching "21st-century skills" in higher education, such as problem solving, communication, and teamwork. However, less attention is paid to specific educational development models that can help to prepare instructors to enhance (or make visible) how they are teaching 21st-century skills to today's diverse student body. This session will highlight three models for faculty development from different universities: an online course, a mature grant program featured in the national press, and a developing program that bridges faculty development and undergraduates-as-teachers programs around core liberal arts skills. The panelists will address various dimensions of their initiatives, including context, planning, faculty participation, and assessment. Participants will engage in discussion about core 21st-century skills emphasized at their institutions, ways that instructors are prepared to teach these competencies, and opportunities for new educational initiatives to fill gaps in

MARY WRIGHT, Director, Sheridan Center for Teaching and Learning, and Past President (2018-19), POD Network, and CHRISTINA SMITH, Assistant Director for Undergraduate Instructional Development, Sheridan Center for Teaching and Learning and Adjunct Lecturer in Engineering—both of Brown University; MATTHEW HORA, Assistant Professor, Adult and Higher Education, University of Wisconsin—Madison; AMY CONGER, Associate Vice Provost and Director of Global Engagement, and STEPHANIE KUSANO, Assessment Specialist, Center for Research on Learning and Teaching—both of University of Michigan

DISCUSSION SESSION

Proven Methodologies to Advance Global Civic Engagement on Campus

Dunwoody

The development of informed graduates who are open to differences and responsible for their actions is important for all disciplines. Global engagement strategies can produce these results. Five institutions, ranging from large research universities, to regional campuses, to a community college, discuss developments they have successfully implemented to create local opportunities for students to become better prepared for global civic engagement in life and work. Presenters will briefly share methodologies they have used to such ends before having participants divide, by topic, to discuss how similar outcomes might be put in place at their own institutions. The types of developments discussed will include the development of a cultural competence course, the provision of community engagement for international students, the development of a rich cocurricular global ecosystem on campus, the addition of global engagement to a short list of campus priorities, and the creation of an institutionwide internationalization plan.

SCOTT RIGGS, Director of Global Engagement, University of Michigan—Dearborn; SUZANNE SELIG, Professor and Founding Director, Public Health and Health Sciences, University of Michigan—Flint; ANGELO PITILLO, Director, English Language Institute, and DEBORAH DES JARDINS, Lecturer, English Language Institute—both of University of Michigan; HELEN DITOURAS, Assistant Professor of English and Cochair of the International Institute, Schoolcraft College; N. CHRISTINE BROOKES, Interim Associate Dean of the College of Humanities and Social and Behavioral Sciences and Professor of French, Central Michigan University

DISCUSSION SESSION

The Amazing Impacts of Service Learning in Intercultural Experiences: 16 years of Lingman W.T. Chan Fellowship

Fairlie

What are the short and long term personal, professional, academic, and community impacts of service learning in an intercultural context in China and the United States? Participants will receive valuable insights and outcomes from a 16-year-old Fellowship program unique in its design and impactful in all aspects of the lives for the Fellows. The University of California, Los Angeles and University of California, Berkeley will present program design, and the Lingnan Foundation will share the mix-method study. Key elements needed to replicate the program—including program structure, staffing, and funding information—will also be shared.

DING-JO CURRIE, President, and RONA HENRY, Director of Grants, Programs, and Operation—both of the Lingnan Foundation; RYAN YANG WANG, Doctoral Student, Mass Communications, Pennsylvania State University and Former Lingnan Chan Fellow; AMY POJAR, Assistant Director, Research and Special Projects, Center for International Students and Scholars, University of California, Los Angeles; DASHEW MUTTIKA CHATURABUL, Program Manager, Berkeley Public Service Center, University of California, Berkeley

Innovative High-Impact Learning Programs from Public Liberal Arts to Historically Black to Comprehensive Institutions

Grand Hall East D

Higher education faces challenges to provide students with broader knowledge and transferable skills for developing a 21st-century workforce. Equipping graduates with essential life-long learning skills demands innovative programs. This presentation showcases three innovative high-impact learning programs from three institution types: public liberal arts, historically black, and comprehensive. The public liberal arts university developed Mentored Undergraduate Research and Creative Endeavor (MURACE) to cultivate creativity, critical thinking, problem solving, and communication skills that are often demanded by employers. A historically black university developed an innovative three-phased program, targeting students from the first-year orientation, pipelining them into pre-education, and placing them into a teacher preparation program. Diverse Student Scholars is a faculty-driven high-impact initiative at a comprehensive institution targeting underrepresented ethnic groups and women. Implications will be shared from multiple roles, perspectives, and institution types. Connecting practices to career preparation and placement will be discussed as outcomes of these innovative high-impact practices.

TSU-MING CHIANG, Professor of Psychological Science, and DOREEM SAMS, Professor of Marketing and Faculty Coordinator of Mentored Undergraduate Research and Creative Endeavors—both of Georgia College and State University; JEANETTA SIMS, Interim Dean/Professor, University of Central Oklahoma; REBECCA CROCKER MCMULLEN, Dean, Fort Valley State University

1:30 – 2:30 p.m. (continued from previous page)



Revitalizing Higher Education's Commitment to Civic Learning for Democratic Engagement: Three Statewide Models

Hanover C

This session will present three approaches taken by statewide systems of public higher education—in Massachusetts, Virginia, and Maryland—to build civic learning for democratic engagement into students' educational experiences. Presenters will comment on the processes used by each state to create their statewide initiatives, the definitions of civic learning being used by each state, the distinguishing features of each state's approach, and how these initiatives underscore for the public the ways in which college can prepare graduates for life, work, and democratic participation. Discussion will focus on strategies for navigating resistance to statewide efforts, for enhancing local campus work through statewide civic learning outcomes, and for connecting disciplinary and regional accreditors with statewide civic learning expectations.

JOHN REIFF, Director of Civic Learning and Engagement, Massachusetts Department of Higher Education; NANCY SHAPIRO, Associate Vice Chancellor for Education and Outreach, University System of Maryland; JODI FISLER, Associate for Assessment Policy and Analysis, State Council of Higher Education for Virginia; LYNN PELCO, Associate Vice Provost for Community Engagement and Director, Service-Learning Office, Virginia Commonwealth University; CARYN McTIGHE MUSIL, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U

Faculty as Learners in Complex Classroom Spaces: Aligning Development Needs and Effective Models for Inclusion and Equity

Grand Hall East C

To help our graduates to develop skills to engage in productive conflict and navigate work in diverse teams, we need faculty prepared to model and scaffold the development of these skills. We draw upon our experiences as faculty and faculty developers to frame the challenges of preparing faculty for this complex work. The skills required of faculty are vast—they include balancing multiple perspectives while challenging claims and evidence; learning about and being responsive to many different identities and backgrounds; and creating spaces for debate without careless escalation. We provide an inventory of skills as well as an analytic lens through which to view common faculty development models. We recommend communicating transparently about professional development within and across years, as no single offering addresses the range of complex skills needed, and to align diverse and complex faculty needs with the most appropriate programming.

KRISTEN LUSCHEN, Dean of Multicultural Education and Inclusion and Professor of Education Studies, Hampshire College; BECKY WAI-LING PACKARD, Professor of Psychology and Education, Mount Holyoke College; FLOYD CHEUNG, Director, Sherrerd Center for Teaching and Learning and Professor of English Language and Literature and American Studies, Smith College



Missing Student Veteran Voices on Campus: Model Programs

Hanover E

Three member campuses of the New American Colleges & Universities will discuss how they have developed programs designed to connect veterans to one another, encourage their participation in campus discussions and activities, and provide support through national programs such as the Yellow Ribbon Program, Military Friendly School, and Green Zone. Military enrollment and retention has increased as a result of these programs.

NANCY HENSEL, President, New American Colleges & Universities; STEPHEN KAPLAN, Director, Veterans Success, Manhattan College; MIMI BARNARD, Associate Provost, Interdisciplinary Studies and Global Education, Belmont University; ANDREA WELCH, Executive Director for Retention and Student Success, Valparaiso University

This session is presented by the New American Colleges & Universities

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

New Approaches to Community Engagement: Gathering Knowledge and Building Community

Greenbriar

We seek to create a learning community around the broad question of how colleges and universities can advance effective community problem solving by revising their rewards systems and introducing new policies, reformed assessment and accountability systems, different sources of investment, and strategic ways to cut across disciplinary lines to generate multi-disciplinary teams. We will invite participants in this seminar session to discuss their experiences in moving toward new patterns of cooperation and engagement. The facilitators plan to capture a summary of the ideas and strategies described in this session and will invite participants to join them, if they wish, to review this summary and to contribute to a paper for publication on the topic of new forms of community engagement.

JUDITH RAMALEY, President Emerita and Distinguished Professor of Public Service, and STEPHEN PERCY, Dean, College of Urban and Public Affairs both of Portland State University

ACAD SESSION

Class Deans: Developmental Advising as a Resiliency Initiative

Hanover F/G

Effective advising is of paramount importance in helping students get the most of their college experience, and advising models vary across institutions. In one such model, class deans can serve as useful developmental advisors, especially in conjunction with an existing faculty advising structure. Faculty support and resiliency, as opposed to retention, may be the clearest and most useful benefits of this partnership. This session describes the implementation of a class dean model, its impact on faculty advising, and its benefits to students and faculty on a residential liberal arts college campus.

BRIAN PETERSON, Associate Dean of Curriculum and Faculty Development, Central College



SESSION FOR PRESIDENTS

Regency VI

Welcome and Opening Remarks

LYNN PASQUERELLA, President, AAC&U RICHARD GUARASCI, President, Wagner College

Reframing Narratives of Value in the New Media Landscape

DEBRA HUMPHREYS, Vice President for Strategic Engagement, Lumina Foundation; KIRK CARAPEZZA, WGBH

Please note that this session is for presidents and foundation leaders

2:45 – 4:00 p.m.

CONCURRENT SESSIONS

Diverse

Best Practices in Minority Faculty Recruitment & Retention

Hanover A/B

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.

MODERATOR: JAMAL ERIC WATSON, *Executive Editor*, Diverse: Issues In Higher Education

RAHEEM A. BEYAH, Associate Chair and Motorola Foundation Professor, Georgia Tech; STEPHANIE EVANS, Professor and Chair, Department of African American Studies, Africana Women's Studies and History, Clark Atlanta University; ANSLEY ABRAHAM, Founding Director, Southern Regional Education Board; DWIGHT McBRIDE, Provost, Emory University; CURTIS D. BYRD: Assistant Dean/Senior Associate Director of Graduate Admissions, Clark Atlanta University; SHARON DAVIES, Provost, Spelman College; MARY BETH WALKER, Associate Provost for Strategic Initiatives, Georgia State University

This session is presented by Diverse: Issues In Higher Education

Teaching Techniques to Improve Learning and Ensure Student Success

Centennial IV

College professors want students to be engaged in their own learning. Teaching techniques help us achieve that goal by offering concrete strategies that keep students involved, motivated, and actively learning. Built upon what we empirically know about learning, teaching techniques allow college faculty to intentionally design instruction that moves from theory and research into practice for the benefit of student learning. This session will feature three brief presentations, moderated interviews, and an open discussion between attendees and the panelists, whose recent books have focused on evidence-based teaching practices. Panelists will discuss their conceptions of the term "teaching techniques," describe how and why teaching techniques are helpful to college faculty and students, and share techniques they use in their own courses, whether teaching face-to-face or online.

C. EDWARD WATSON, Associate Vice President for Quality, Advocacy, and LEAP Initiatives, AAC&U; ELIZABETH BARKLEY, Professor, Foothill College; JOSÉ ANTONIO BOWEN, President, Goucher College; CLAIRE MAJOR, Professor, University of Alabama



Reconnecting People with the Natural Environment: How Collaborative Design Engages with Vital Processes

Hanover D

Edward O. Wilson's Biophilia (1984) introduced the notion that humans seek connection with nature, including an affiliation with other forms of life. In Sustainable Design for Higher Education, pragmatic and idealistic ambitions, such as lowering operational costs or aiding in strategies to reduce carbon footprint, are noble and important goals. However, architectural design aspirant of more ambitious goals, such as how Erich Fromm's notion of a psychological orientation of attraction to what is alive and vital could form the genesis of a building's organization, aesthetic expression, and conceptual parti. In this session, expert presenters will explore two interests in the natural environment and their impact on building design. Representatives from The College of Wooster will explain the reasoning behind requesting a Biophilic Design for the new Ruth W. Williams Hall of Life Science, and the emphasis placed on celebrating the love of nature related to the complex project's pedagogical and research focus. At Carleton College, designing new spaces to enhance connectivity to daylight was a significant driver in the planning and design solutions. Representatives from Carleton will share how important daylighting is in creating a healthy environment for learning in their climate, and EYP will explain the design response created to maximize efficiency and project success. Attendees will leave this session understanding how the natural environment can be better integrated, even celebrated, in campus architecture, along with design strategies applicable to future projects on their own campuses.

KIP ELLIS, Lead Designer, and MELISSA BURNS, Architect, Academic Planning and Design—both of EYP; DEAN FRAGA, Danforth Professor of Biology, and MARK J. SNIDER, Robert E. Wilson Professor of Chemistry, Biochemistry—both of The College of Wooster; GRETCHEN HOFMEISTER, Associate Dean of the College, Professor of Chemistry, Carleton College (invited)

This session is presented by EYP Architecture & Engineering

Thursday, January 24

2:45 - 4:00 p.m. (continued from previous page)



DISCUSSION SESSION



Defining, Evaluating, and Rewarding Faculty Mentorship of Undergraduate Research

Hanover C

In this interactive discussion-based session focused upon undergraduate research and faculty workload, panelists from a range of institutions will describe how they have taken on the challenge of recognizing the mentoring of undergraduate research as part of faculty workload and evaluation. Following a brief overview of practice on each of the panelists' campuses, the session will work through a series of focused discussion topics with the audience. As a result, participants will: (1) learn how a range of institutions have addressed the issue of recognizing mentoring of undergraduate research and creative activity as part of faculty workload; (2) explore the ways in which colleges and universities have incorporated the mentoring of undergraduate research, scholarship, and creative activity into reappointment and tenure and promotion processes; and (3) learn how to help campus cultures and organizational structures evolve in order to expand their understanding of faculty work so as to include such mentoring.

IAIN CRAWFORD, President, Council on Undergraduate Research, 2018-19; JOHN BARTHELL, Provost and Vice President for Academic Affairs, University of Central Oklahoma; ANNE BOETTCHER, Undergraduate Research Institute and Honors Program Director, Embry-Riddle Aeronautical University; AIMEE KNUPSKY, Associate Professor of Psychology and Director, Undergraduate Research, Scholarship, and Creative Activities, Allegheny College; JEFFREY OSBORN, Dean, School of Science, The College of New Jersey

This session is presented by the Council on Undergraduate Research



A View from the Frontier: Lessons Learned by Online Pioneers

Grand Hall East B

In Fall 2002, Florida State University launched the first online MSW in the United States. In January 2018, Wilfrid Laurier University launched the first online traditional MSW in Canada. These two pioneers will share their reasons for offering the MSW online and the lessons they have learned regarding: ensuring their online MSW meets the same academic and accreditation standards as the on-campus program; placing and supervising students who are geographically distributed; designing engaging and interactive online courses; and reengineering their processes to be more efficient and scalable. Participants will learn how to develop and deliver high-quality online programs at scale through two highly engaging case studies and concrete examples.

MODERATOR: CINDY WHEATLEY, Senior Vice President of Global Research and Program Development, Keypath Education

CRAIG STANLEY, Associate Dean for Academic Affairs, College of Social Work, Florida State University; **BRUCE ARAI**, Assistant Provost: Strategy, Wilfrid Laurier University

This session is presented by Keypath Education

Institutional Relationships with Oppression: Southern Colleges Collaborate to Confront the Past and Construct a More Equitable Future

Grand Hall East A

The racial history of the South is being interrogated by campuses across the region. The Associated Colleges of the South, a 16-college liberal arts consortium, is committed to advancing inclusive excellence on member campuses. Dominant narratives and norms are being challenged, as faculty, staff, and students engage in innovative projects designed to confront the past and construct a more equitable future. Panelists will present the rich collaborations designed to engage deep issues, including the way campus spaces are constructed to bolster existing privilege, inequitable workloads carried by teaching faculty of color, and especially pre-tenure faculty, and campuses' relationships to slavery and its aftermath. Attendees will learn about efforts to strengthen institutional climate, democratize pedagogy, and address structural imbalances.

JENNIFER J. DUGAN, Director of Faculty Programs, Associated Colleges of the South; BRANDON INABINET, Associate Professor of Communication Studies, Furman University; ALICIA MOORE, Associate Professor of Education, Southwestern University; SCOTT WILSON, Professor of Politics and Dean for Global Citizenship, University of the South; ANITA DAVIS, Vice President for Diversity, Equity, and Inclusion, Trinity College

Taking Student-Centered Pedagogy to Scale: How One University Has Done It (and You Can, Too!)

Grand Hall East D

Rarely are large scale efforts based on promising learning and teaching practices systematically employed over an extended period of time to realize the intended effects. One demonstrably effective exception is Purdue University's "Instruction Matters: Purdue Academic Course Transformation" (IMPACT) initiative. This session features the principles and lessons learned since 2011 from IMPACT, a massive multi-year campus-wide collaborative effort aimed at improving the learning and teaching of Purdue undergraduates. A multi-faceted professional development project, IMPACT so far has involved more than 300 faculty who infused student-centered learning and teaching approaches in 528 courses, touching about 60,000 different students. Among the positive results are student higher final course grades and lower DWF rates, and elevated levels of student engagement and critical thinking in IMPACT courses. In addition, faculty report being more satisfied with their teaching. IMPACT's design and implementation strategy can be adapted by any institution committed to improving learning and teaching.

GEORGE D. KUH, Chancellor's Professor Emeritus of Higher Education, Indiana University, and Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA); PAT HUTCHINGS, Senior Scholar, NILOA; CHANTAL LEVESQUE-BRISTOL, Executive Director, Center for Instructional Excellence, and PAMALA MORRIS, Assistant Dean and Director of the Office of Multicultural Programs—both of Purdue University; BENJAMIN C. WILES, Chief Data Officer, Clemson University

Catalyzing and Managing Transformative Change in Independent Colleges

Dunwoody

Independent colleges are under enormous pressure to accelerate change—even perhaps to "evolve or die"—but are not designed for rapid and transformative change; our shared governance structures support thoughtful decision making across multiple constituencies, rather than nimble innovation. In this session, academic leaders share how they catalyze and manage high-paced, transformative change to address the needs of today's and tomorrow's students. Speakers explore questions such as: How can we move from a fractured entrenched campus—with competing interest groups—to a campus that is aligned, energized, mission-driven and embracing change? How can we engage and support faculty through transitions that may impact their roles, identity, and workload? Specific change initiatives include tuition reset, undergraduate signature experience, faculty renewal, joint admissions, a public-private partnership, and use of dashboards to drive program innovation. Participants will examine a change initiative in their own institutions and apply principles from the presentations in this hands-on experiential session.

JULIA CHINYERE OPARAH, Provost and Dean of the Faculty, and MARGARET HUNTER, Associate Provost for Recruitment and Student Success—both of Mills College; TAMMEIL GILKERSON, President, Laney College; RESCHE HINES, Assistant Vice President of Institutional Research and Effectiveness, Stetson University; CATHERINE KOSHLAND, Vice Chancellor for Undergraduate Education, University of California, Berkeley

DISCUSSION SESSION

Models and Methods of Ethical Engagement

Courtland

While preparing undergraduates for ethical engagement seems like an innocuous and obvious responsibility of civic engagement centers, critiques can be made about how this work is typically carried out, and institutions can—and, we will propose, should—do more to evaluate if what we do makes a difference for students and communities. How do we know that our efforts to prepare students for ethical engagement are effective? How can our practices best reflect what we learn from both theory and practice in ways that positively impact students and communities? Come discuss best practices, innovations, and unique challenges facing colleges and universities working to ensure that students are prepared for an ethical local and global civic life.

JENNIFER MAGEE, Senior Associate Director, Lang Center for Civic and Social Responsibility, and KATIE PRICE, Assistant Director, Lang Center for Civic and Social Responsibility—both of Swarthmore College; ERIC HARTMAN, Executive Director, Center for Peace and Global Citizenship, Haverford College; RICHARD KIELY, Senior Fellow, Program Evaluation, Cornell University

Preparing the Next Generation of Public Scholars

Hanover F

This session aims to further the discussion and explore strategies that faculty and leaders can adopt to prepare the next generation of public scholars. Participants will engage with institutional leaders and scholars who have worked in multiple capacities and in national efforts to promote the advancement of public scholarship. Panelists will draw from their personal experiences, as well as present models to train and support graduate students who choose to pursue a career as a public scholar in the academy. This session will introduce innovative and current tools used by public scholars, which include approaches to working with policy makers, mechanisms to influence public opinion, and strategies to collaborate with community organizers. Considerations for how to work with academic units in advocating for the value of public scholarship in the tenure review process will also be presented.

TABBYE CHAVOUS, Director, National Center for Institutional Diversity, JAMES DEVANEY, Associate Vice Provost for Academic Innovation, and LAURA SANCHEZ-PARKINSON, Assistant Director for Programs and Development—all of University of Michigan; LAURA PERNA, James S. Riepe Professor of Education, University of Pennsylvania



"FISHBOWL" DISCUSSION

Student Well-Being and the Equity Imperative

Inman

This session will feature a "fishbowl" discussion that explores the centrality of student well-being to the educational equity agenda and the needs of underserved and nontraditional college students. Well-being has long been a core theme of Bringing Theory to Practice and our commitment to holistic, transformative education. In recent years, it has also emerged as a key issue for underserved and nontraditional college students and a key barrier to their full inclusion and success. We will explore the place of well-being in the equity agenda in a "fishbowl" format. The inaugural circle of discussants will unpack the theme in conversation for twenty to thirty minutes, with the surrounding audience "overhearing" their dialogue. Individual audience members will then be invited to tap into the fishbowl, replacing discussants and offering their own questions, comments, disagreements, and stories.

ADRIANA ALDANA, Assistant Professor of Social Work, California State University, Dominguez Hills; TIM EATMAN, Inaugural Dean of the Honors Living-Learning Community, Rutgers University—Newark; KATHARINE BROTON, Assistant Professor of Educational Policy and Leadership Studies, University of Iowa; LAURIE SCHREINER, Chair and Professor of the Department of Higher Education, Azusa Pacific University

This session is presented by Bringing Theory to Practice

Thursday, January 24

2:45 - 4:00 p.m. (continued from previous page)



RESEARCH SESSION

Creating a Virtuous Cycle of Quality, Assessment, and Equity in High-Impact Practices

Grand Hall East C

This session will introduce an integrated framework for quality, assessment, and equity for high-impact practices. A suite of tools to define quality and assess student learning for HIPs will be introduced. Participants will leave empowered to overcome obstacles armed with models relevant for their institution, including how to define quality, develop assessment plans, and disaggregate data. Join us to discuss how HIPs are a critical part of a comprehensive approach to the student experience and student success. And how quality, student learning assessment and equity form a virtuous cycle.

CLAIRE JACOBSON, Director, Taking Student Success to Scale: High-Impact Practices, National Association of System Heads; NATASHA A. JANKOWSKI, Director, National Institute for Learning Outcomes Assessment; ASHLEY FINLEY, Senior Advisor to the President, AAC&U

DISCUSSION SESSION

Consciousness Raising for Transformative Institutional Practices

Baker

How does one go about transformational change within institutions of higher education? As AAC&U asks, how do educators create an institution that is prepared for today's and tomorrow's students? This panel addresses these questions by examining faculty and staff development initiatives taking place at three different institutions—a small liberal arts college, a flagship public research university, and an lvy League institution. Panelists will discuss how they have gone about addressing issues of diversity, equity, and justice at their institutions, and speak on the concrete strategies and tools they have used to effect long-lasting institutional transformation. The interactive panel will engage the audience in thinking about how institutions can actively transform their operations using the tools of the academic trade—group readings with guided facilitations, curricular and cocurricular development, research-based interventions—leading to tangible changes in practice.

NICOLE TRUESDELL, Assistant Vice President for Campus Life, JE-SHAWNA WHOLLEY, Assistant Director, LGBTQ Center, SHAY COLLINS, Director, Institutional Equity and Community Engagement, and ERIC ESTES, Vice President for Campus Life—all of Brown University; JESSE CARR, Mellon Post-Doctoral Fellow for the Office of Academic Diversity and Inclusiveness, Beloit College; WHITNEY PEOPLES, Assistant Director, Focus on Race and Ethnicity Courses, University of Michigan

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

Free Speech and Liberal Education: Creating an Environment for Open Dialogue with the Other

Greenbriar

For many people in the general public, higher education is dominated by left-leaning, "politically correct" faculty who indoctrinate students with leftist ideologies and are obstacles to free speech on campuses. There is a sustained public narrative that campuses are no longer spaces of open dialogue but territory conquered by various champions of identity politics. While we certainly want to make students feel safe in order to promote learning, we also understand that learning often requires engaging the "uncomfortable." The divide between comfort and discomfort, however, can be a difficult one to navigate, and certainly many people in the general public (particularly the more conservative) believe that educators often fail to find the proper balance. What are some guiding principles for striking such a balance? What can we do on our campuses to change the dominant narratives about free speech in higher education? How can we communicate that to the public?

D. GREGORY SAPP, Professor of Religious Studies and HAL S. MARCHMAN Chair of Civic and Social Responsibility, Stetson University; ERIC BAIN-SELBO, Dean, School of Humanities and Social Sciences, Indiana University Kokomo, and Executive Director, Society for Values in Higher Education

ACAD SESSION

Collaboration versus Competition: A Tale of Four Deans

Hanover F/G

Relationships and relationship building are the focal point of this presentation. How academic leaders choose to work with their colleagues from different arenas without "stepping on toes" and focusing on the mission and vision of the institution will be discussed. Moreover, best practices for deans, associate deans, associate provosts and department chairs as they envision or reenvision work between schools/colleges at their home institution will be examined.

BRIGID NOONAN, Dean, School of Health and Human Services, KATE DABOLL-LAVOIE, Dean, School of Education, DIANNE OLIVER, Dean College of Arts and Sciences, and KENNETH RHEE, Dean, School of Management—all of Nazareth College

2:45 - 4:00 p.m.

HEDS UP SESSION (A series of five 10-minute sessions in the spirit of TED Talks)

Regency V

MODERATOR: JOHN ZUBIZARRETA, Director of Honors and Faculty Development, Columbia College

Adding Value: How Leaders Who Return to the Faculty Can Support Institutional Goals

Based on empirical research with 43 former college presidents, deans, and provosts, this presentation uncovers ways that senior leaders are continuing to add value—to their campuses and communities—upon stepping down and returning to the faculty. While postsecondary institutions generally have few policies or formal expectations for former leaders who return to the faculty, savvy institutions are leveraging former leaders' expertise and experience to support student learning, bring about institutional change, and strengthen community ties. This presentation invites fresh thinking about the roles and contributions of former senior administrators, and proposes guidelines to ensure that ex-leaders' contributions are "appropriate" and individuals do not overstep their authority or become an obstacle for their successors.

LISA JASINSKI, Special Assistant to the Vice President for Academic Affairs, Trinity University

Understanding the Adjunct Faculty Workforce

Despite the widespread use of adjunct faculty, knowledge about these individuals and their experience has been limited by a lack of data. This presentation examines the adjunct dynamic based on a unique survey of 500 individuals. What is the demographic composition of the adjunct workforce? What is the adjunct experience in terms of number of courses taught and number of institutions at which they teach? How satisfied are adjuncts with their career and with specific aspects of their position? Would they prefer to have a different type of faculty position? What is the state of adjunct personal finances at the household level? Conventional wisdom does not neatly align with the reality pictured by the data. Greater clarity along these dimensions can advance discussions on campus regarding the optimal composition of the academic workforce, both in the aggregate and across departments and programs.

PAUL YAKOBOSKI, Senior Economist, TIAA Institute

Making Meaning from Cheating: How We Can Turn an Ethical Problem into an Opportunity

Preparing students for meaningful, ethical experiences in life and work isn't merely rhetorical navel-gazing, rather it strikes at the core of the value of a liberal education. Employers are desperate for employees who can make ethical decisions, and our current global society calls more loudly than ever for citizens to courageously act with honesty, respect, responsibility, fairness, and trustworthiness. Yet, as we consider ethics in higher education, we know that cheating is pervasive in both high school and college. It is not enough that we prepare students for "meaningful ethical experiences"—we must help them have those experiences now. This talk posits that the cheating problem IS the opportunity for students to have meaningful ethical experiences now, and reveals four strategies every colleae can do to turn the cheating problem into a learning opportunity.

TRICIA BERTRAM GAL-LANT, Director, Academic Integrity Office, University of California, San Diego

Thinking Like the 1%: Reframing Higher Education

This provocative presentation suggests reframing and refining arguments supporting higher education to include discussion of access—not only to economic opportunity and community engagement, but access to others. Higher education provides access to a socio-political network that essentially moves the world. Thinking like the 1% promotes the idea that selecting a higher education institution is based upon the networks that exist there—opportunities abroad, faculty with alobal connections. alumni with financial resources, alumni with alobal and community connections. The university affiliation is a "calling card" that speaks for the student long after graduation. Thinking like the 1% suggests that long term social and economic costs are significantly higher without earning a degree. Thinking like the 1% is an effort to promote higher education as more than the way to get a good job, but a way to make to make a good life. Thinking like the 1% moves higher education to embrace curricular innovations that increase human connectivity.

YAN SEARCY, Dean, College of Social and Behavioral Sciences, California State University, Northridge

True Confessions: I Was a Poor Smart Kid

Join this talk for true confessions of life growing up as a low-income highachiever. While undermatching is a hot topic, it wasn't part of our lexicon when I was preparing for college. Growing up in a single-parent household in a rural town where college wasn't necessarily a path people chose, being smart wasn't a badge of honor. In moving to a city surrounded by wealthy classmates in middle school, I learned that being poor wasn't so great either. While I have transitioned from that poor smart kid who technically undermatched in college to an honors administrator at a highly selective university, I have kept that awareness of what it's like to be a low-income, high achiever, especially when making admissions decisions for our program. While honors education is sometimes called elitist, we must look at new and different ways to admit a more diverse highachieving population.

MELISSA JOHNSON, Associate Director, University Honors Program, University of Florida



SESSION FOR PRESIDENTS

Regency VI

Better Left Unsaid:

Building Competitive Advantage When What We Believe About the Liberal Arts Isn't Enough

WILLIAM CRAFT, President, Concordia College, Morehead; ROGAN KERSH, Provost, Wake Forest University; MARY PAPAZIAN, President, San Jose State University; DAVID STRAUSS, Principal, Art & Science Group

CLOSING REMARKS

LYNN PASOUERELLA. President, AAC&U

4:15 – 5:15 p.m.

CONCURRENT SESSIONS



To Whom Does the University Belong? The Complex Foundations of Higher Education Institutions

Hanover F/G

The Ernest L. Boyer Award, presented by the New American Colleges & Universities, 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.

Throughout the history of American higher education, the law has played a crucial role in defining the scope, mission, and very nature of colleges and universities. Nearly 200 years ago, in *Dartmouth College v Woodward* (1819), Chief Justice John Marshall laid the legal foundation of institutions of higher learning in the new republic, addressing the question of "who is the college?" Is it the current Board of Trustees? Is it the founding Board?

To this question, Marshall famously answered that the charter of Dartmouth College had created an "artificial immortal being." The university as an institution with a board and stakeholders bears some similarities with another abstract entity created by the law—the corporation. The differences, however, are significant and fundamental. Whereas the corporation ultimately is owned by and owes its duties to its shareholders, the university's duties are to all its constituencies—students, faculty, alumni, staff, and even beyond to the community, nation, and world—and its "ownership" transcends any specific group of individuals. The law of higher education has played a crucial role in defining Chief Justice Marshall's "artificial immortal being," and has evolved along with it to define the 21st-century university.

FREDERICK M. LAWRENCE, Secretary and Chief Executive Officer, Phi Beta Kappa

The Boyer Award Lecture is presented by the New American Colleges & Universities



Faculty Centrality in Fulfilling the Promise of LEAP ELOs, HIPs, and VALUE

Grand Hall East B

LEAP outcomes are increasingly accepted as the skills, knowledge, and dispositions that every college graduate should possess. VALUE rubrics are recognized as valid and reliable ways to assess authentic demonstrations of learning. High-impact practices, if done well, can help more students achieve the outcomes we seek. Combined, we have a powerful learning framework to pursue through evidencebased approaches with measurements to know how well we—and our students—are doing. We know that faculty are central to implementing the ELOs, HIPs, and VALUE rubrics on our campuses, especially in the effort to bring all three together with fidelity and scale. And yet, we don't always include or engage faculty effectively to implement this framework, especially in an era when other units in enrollment management and student and academic affairs offices have responsibility for student success. This session will focus on the roles, supports, incentives, and change processes necessary to place faculty at the center in fulfilling the promise of these major initiatives.

REBECCA KAROFF, Associate Vice Chancellor for Academic Affairs, The University of Texas System; NATASHA JANKOWSKI, Director, National Institute for Learning Outcomes Assessment; PENNY MACCORMACK, Chief Academic Officer, Association of College and University Educators

This session is presented by the Association of College and University Educators

"AdvanceHE

Professionalising Teaching in HE: How to Achieve a Global Standard of Professional Recognition and an International Community of Practitioners

The Learning Center

In 2006, the UK HE sector consulted upon a set of standards that would underpin the professionalism of teaching in higher education. Twelve years later, every major public university in the UK has adopted and embedded these standards into the professional development of their teaching staff, awarding Fellowship of the Higher Education Academy as professional recognition. With over 110,000 Fellows recognised globally, these standards are now being adopted in institutions across the world including: Australia, New Zealand, the US, Middle East, and Asia. This global community of Fellows is now growing at over 1,000 every month. Advance HE is the custodian of the Professional Standards Framework and awards Fellowship of the Higher Education Academy on behalf of over 300 institutions globally. This session will tell the story of how these standards reached a global audience, how they work in various global contexts whilst enshrining the values of professionalism in HE teaching, and how they might work for your institution.

MICHAEL PARKER, Head of Membership and Networks, Advance HE; ABBY CATHCART, Director, QUT Academy of Learning and Teaching, Queensland University of Technology; WENDY ATHENS, Senior Director of Learning and Teaching, Utah Valley University

This session is presented by Advance HE

Learning from Leaders Receiving the Delphi Project Award—Supporting Contingent Faculty

Grand Hall East C

This session will honor Harper College and California State University, Dominguez Hills, recipients of this year's Delphi Project Award for institutions that have moved to create better policies and practices to support contingent faculty. The honorees will describe the new policies, practices, and programs that they put in place, including how they went about making these changes, and will share advice and lessons. Delphi Project staff will provide background about the award goals and provide information for campuses that may want to apply in the future. The Delphi Project Award is presented annually by the Delphi Project on the Changing Faculty and Student Success, supported by The Teagle Foundation, in recognition of those working to support adjunct, contingent, and non-tenure-track faculty in promoting student success.

ADRIANNA KEZAR, Dean's Professor of Leadership and Codirector, Pullias Center for Higher Education, and DANIEL SCOTT, Provost's Fellow in Urban Education Policy—both of the University of Southern California; MICHAEL BATES, Dean of Teaching, Learning and Distance Education, Harper College; KIRTI SAWHNEY CELLY, Professor of Marketing, California State University, Dominguez Hills, and Statewide Senator, Academic Senate CSU; AMY JESSENMARSHALL, Vice President, AAC&U

DISCUSSION SESSION

Conflict to Conversation: Promoting Higher Education Values in Response to Campus Incidents

Regency V

When conflicts emerge across our campuses, from controversial speaker invitations to institutional partnerships, complex debates ensue. These debates warrant an exploration into core higher education values in a rapidly changing world—more specifically, values of accountability, academic freedom, institutional autonomy, equitable access, and social responsibility. When inevitable values-related incidents arise, stakeholders are left seeking solutions after the fact, often under time or other constraints, with little consensus or social or political capital to call upon. This discussion session will explore the boundaries, if any, on academic freedom inquiry and expression protected by these core higher education values. In this context, participants will move beyond line-drawing to examine the questions of agency and consequences when dealing with conflicts around free speech and academic freedom. This session will offer participants a framework through which to develop proactive and productive strategies to acknowledge, discuss, and contend with the challenges of our

CHELSEA ANN BLACKBURN COHEN, Senior Program Officer, and LAUREN CRAIN, Director of Research and Learning—both of Scholars at Risk; JUDITH SHAPIRO, President and Professor of Anthropology Emerita, Barnard College

DISCUSSION SESSION

Better Together:

How Faculty Development and Assessment Leaders Can Collaborate to Achieve Shared Goals for Student Learning

Dunwoody

Central to any compelling narrative about the value of higher education is our capacity to meet the goals we have for students—the knowledge, proficiencies, and habits of mind that bring us together as a community of teachers and learners. In this session, we will explore the critical role that student learning outcomes assessment and faculty development can play in that narrative. Historically, assessment was identified with accountability and evaluation, while faculty development emphasized the improvement of teaching. That is changing. Faculty development leaders report that assessment is likely to be the central issue to address over the next ten years. Meanwhile, assessment is shifting in ways that make it more integral to teaching and learning. This session will explore this shift and identify strategies for more active and effective partnerships between teaching centers and assessment units focused on achieving (and telling the story of) meaningful learning for all students.

PAT HUTCHINGS, Senior Scholar, National Institute for Learning Outcomes Assessment; IlLLIAN KINZIE, Associate Director, Center for Postsecondary Research, Indiana University Bloomington and National Survey of Student Engagement; MARY DEANE SORCINELLI, Senior Fellow, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst; KATHLEEN LANDY, Assistant Dean for Teaching and Learning, Queensborough Community College, City University of New York

DISCUSSION SESSION

Defining "the" Institutional Higher Education Narrative through Multiple Lenses: A Facilitated Discussion

Courtland

Recent, increasing attacks on the value of higher education suggest a need for institutions to articulate a compelling and straightforward narrative about the importance of their mission. And yet one of the lessons of the liberal arts is that narratives are complex, multiple, and shaped by those who participate in them, raising the dilemma of how institutional leaders can create a story that is coherent and concise while also inclusive of voices that make up our institutions. In this session, participants will consider how to unify these voices in pursuit of an inclusive narrative of the value of higher education writ large. This interactive session will model the challenges of building complex narratives through the voices of seven facilitators from the 2016-2017 cohort of ACE Fellows. The facilitators bring diverse backgrounds and a variety of campus experiences representing public, private, SLAC's, and R1 institutions and a higher education consortium.

BRADLEY FUSTER, Interim Provost and Vice President of Academic Affairs, Keuka College; ANNE BRODSKY, Professor and Chair, Department of Psychology, University of Maryland Baltimore County; SYLVIA CAREY-BUTLER, Associate Vice Chancellor, Academic Support of Inclusive Excellence, University of Wisconsin OshKosh; NANCY CORNWELL, Professor, Montana State University; CINDY KANE, Special Assistant to the Provost for Strategic Initiatives, Bridgewater State University; ANDREW McCONNELL STOTT, Dornsife College Dean of Undergraduate Education, University of Southern California; SARAH PFATTEICHER, Executive Director, Five Colleges, Inc.

4:15 – 5:15 p.m. (continued from previous page)



Civic Education and Our Democracy: Engaged Scholars for New Perspectives in Higher Education

Grand Hall East D

The role of civic and democratic engagement in higher education continues to evolve as challenges in our global community become more complex. Engaging students in social issues activates liberal learning by engaging problem solving and empathy, and situating knowledge in the advancement of a shared democracy. In 2008, Campus Compact brought together the Engaged Scholars for New Perspectives in Higher Education, a group of emerging scholars and practitioners from across the United States to engage in critical conversations around the future of community engagement. Over the past ten years, this cohort of faculty and staff have gone on to serve as college presidents, vice presidents, deans, and scholars in the field of civic and democratic engagement with the goal of contributing to a shared vision of higher education for the common good. Join scholars for a powerful discussion on future trends of civic engagement and institutional change strategies in higher education.

MICKI MEYER, Lord Family Assistant Vice President of Student Affairs and Community, Rollins College; ANDREW J. SELIGSOHN, President, Campus Compact; ROWENA TOMANENG, President, Berkeley City College; PATRICK GREEN, Executive Director, Center for Experiential Learning, Loyola University Chicago; MARGARET POST, Assistant Research Professor, Department of International Development and Environment, Clark University

DISCUSSION SESSION

General Education, Local and Global Around the World

Hanover C

General education programs have been growing modestly in number around the world as institutions adopt and adapt the US model, typically based on the liberal arts and required of all students. This session will address the many ways that general education and liberal learning are evolving in a world context. It will focus on signs of commonality, of shared or what might be called global characteristics, sometimes using the LEAP framework. At the same time, GE programs around the world typically intend to respect and preserve local or regional indigenous characteristics. The tension between what is shared and what is unique and different—the global and the local—invites questioning and discovery. This session will invite discussion of programs anywhere in the world where liberal learning has been growing, emphasizing both shared and indigenous characteristics. We hope to foster exchange and to enrich our understanding of GE and liberal education around the world.

SUSAN ALBERTINE, Senior Scholar, and DAWN MICHELE WHITEHEAD, Interim Vice President for Communications and Senior Director for Global Learning and Curricular Change—both of AAC&U

DISCUSSION SESSION

Transforming Core Curricula—and Campus Cultures

Baker

Faculty and administrators from two private, nonprofit institutions with strong STEM core curricula (Harvey Mudd College and Caltech) will articulate research-based approaches to their recent curricular reforms. The former is currently reviewing and revising its Core Curriculum, while the latter implemented changes to its Core Curriculum several years ago, both tackling similar challenges of student overwhelm and overwork. These cases, which share the goals of better accommodating diverse student interests, backgrounds, and careers, will present interesting counterpoints for discussion with participants: despite institutional similarities, challenges varied, as did the institutions' approaches to engaging faculty and students in change, negotiating differing stakeholder perspectives, and bridging the curriculum with classroom practice. Participants will explore their own general education reform challenges, and reflect on their own approaches. They will leave with strategies to use data and apply design principles to manage change and develop classroom practices.

BEN WIEDERMANN, Associate Professor of Computer Science and Core Curriculum Director, and LAURA PALUCKI BLAKE, Assistant Vice President of Institutional Research and Effectiveness—both of Harvey Mudd College; CASSANDRA HORII, Founding Director, and JENNIFER WEAVER, Associate Director—both of Caltech Center for Teaching, Learning and Outreach, California Institute of Technology

A Corridor to Graduation

Hanover D

This session will highlight recent student success efforts and initiatives at San Diego State University (SDSU) that contributed to the increase in the four- and six-year graduation rates and continuation rates for all students. More notably, these efforts and initiatives have been instrumental in closing the achievement gap for students. SDSU's six-year graduation rate was 64% for the 2007-08 cohort and increased to 75.3% for the 2011-12 cohort. This upward trajectory is also true for the four-year rates and six-year rates for historically underserved populations. This presentation will emphasis that while there is no silver bullet, collaborative and intentional university-wide efforts can contribute to student success, specifically when collectively steered by the Provost and Vice President for Student Affairs. The presenters will speak about their experiences working across and within divisions to make meaningful changes that made graduation more attainable for all students.

ANDREA M. DOOLEY, Associate Vice President for Student Affairs, NORAH SHULTZ, Associate Vice President Academic Affairs—Student Achievement, SANDRA COOK, Associate Vice President Academic Affairs—Enrollment Management, and CHRISTY SAMARKOS, Associate Vice President Student Affairs—all of San Diego State University



"FISHBOWL" DISCUSSION

Work and the Purposes of College

Inman

Educating students for secure employment has emerged as a defining—and often contested—theme in the current national conversation about higher education. For Bringing Theory to Practice, helping students to discern and prepare for meaningful work is a core purpose of college. At the same time, we remain critical of instrumental practices and policies that reduce "education for work" to "training for the first job." And we are mindful that the actual work-lives of students, most of whom are employed more than twenty hours a week, often present a disabling challenge (but sometimes a rich contributor) to their learning and growth. This conversation will explore the complex ways in which work and the purposes of college connect and conflict, using a "fishbowl" format. An inaugural circle of discussants will unpack the theme in conversation for twenty to thirty minutes, with the surrounding audience "overhearing" their dialogue. Individual audience members will then be invited to tap into the fishbowl, replacing discussants and offering their own questions, comments, disagreements, and stories. The resulting conversation will, we hope, be wide-ranging, expansive, and yet focused, with room for disagreement and unexpected connections and insights.

LAURA PERNA, James S. Riepe Professor and Executive Director of the Alliance for Higher Education and Democracy, University of Pennsylvania; GILDA SHEPPARD, Professor of Sociology and Cultural and Media Studies, The Evergreen State College—Takoma; ALLEN DELONG, Senior Associate Dean for Purposeful Work and Career Development, Bates College; CAROLINE COWARD, Library Group Supervisor, NASA Jet Propulsion Laboratory, California Institute of Technology

This session is presented by Bringing Theory to Practice

DISCUSSION SESSION

Reclaiming the Narrative: Empirical Need for Substantiating Claims about "High-Impact" Practices in Teaching and Learning

Grand Hall East A

Drawing from a comprehensive review and synthesis of empirical evidence on how college affects students, this session confronts the disconnect that exists between the empirically demonstrated impacts of college and the persistently negative attitudes the public expresses towards higher education. The presentation aims to reclaim the narrative of higher education's relevance, and provide empirical insights into the relationships between high-impact practices in teaching and learning and essential higher education outcomes. It will consider ways in which administrators and educators can discuss, administer, and assess practices that are related to helping students achieve outcomes, including content mastery, critical thinking, identity development, prosocial attitudes and values, persistence, moral development, degree attainment, economic gains, and quality of life indicators. By providing empirical evidence relating to "if and how" practices are impactful, the higher education community will begin to reclaim its relevancy narrative by basing claims on evidence rather than anecdote.

GREGORY WOLNIAK, Associate Professor, Institute of Higher Education, University of Georgia; **MATTHEW MAYHEW**, William Ray and Marie Adamson Flesher Professor of Educational Administration, and **LAURA DAHL**, Doctoral Candidate—both of The Ohio State University; **TRICIA SEIFERT**, Associate Professor, Montana State University



DISCUSSION SESSION

Metrics of Mission: Measuring and Articulating the Value of Undergraduate Research

Hanover F

The purpose of this session is to articulate and further explore multiple strategies that might document the value of high-impact practices as particularly significant markers of the meaning, benefit, and significance of a liberal arts education. We believe that high-impact practices are intimately related to the deeper values of aspiring, becoming, and uncovering potentials that we need to emphasize as liberal arts institutions. We are especially interested in how self-reflection as an intentional practice connected to high-impact practices can illustrate the life-changing effect of a liberal arts education. Could COPLAC institutions, for instance, collaborate to develop a common survey for our campus student research conferences that would yield data showing how a public liberal arts and sciences education matters in students' lives? The session will include pilot data from a draft survey of students around the impact of undergraduate research. The panel will include interactive dialogue to generate ideas from the audience for how we might better document the impact of a liberal arts education.

JANET ERICKSEN, Interim Vice Chancellor for Academic Affairs and Dean, University of Minnesota, Morris; JANET GOOCH, Executive Vice President for Academic Affairs and Provost, Truman State University; KRISTA MAXSON, Vice President for Academic Affairs, University of Science and Arts of Oklahoma; KARIN PETERSON, Interim Provost and Vice Chancellor for Academic Affairs, University of North Carolina Asheville; STACEY ROBERTSON, Provost and Vice President for Academic Affairs, SUNY Geneseo

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

Faculty and Staff Intercultural Development: Amplifying Voices and Expanding the Table

Hanover A/B

Providing a high-quality educational experience that is adaptive, responsive, and inclusive continues to be both crucial and challenging. As students continue to ask for educational environments that acknowledge their identities, backgrounds, and experiences, as employers seek graduates who are better equipped to work in diverse workplaces, and as faculty and staff seek more comprehensive resources related to diversity and inclusion, those on campus tasked with faculty and staff development are challenged to find the best ways to achieve these important and lofty goals. In this interactive session, we will share several approaches to faculty and staff intercultural knowledge, skills, perspective, and humility development from various campus contexts as we discuss tactical and theoretical tensions specific to each. Participants will share initiatives and ideas from their own campuses—including lessons learned from those that failed—as we work together to suggest equity-minded approaches to engage more faculty and staff in professional development.

BROOKE BARNETT, Associate Provost, Academic and Inclusive Excellence, DEANDRA LITTLE, Director of the Center for Advancement of Teaching and Learning, and LEIGH-ANNE ROYSTER, Director of Inclusive Community Development—all of Elon University; VANNEE CAO-NGUYEN, Associate Vice President, Division of Academic Engagement and Student Ombudsperson, and KIM LEDUFF, Vice President, Division of Academic Engagement and Chief Diversity Officer—both of University of West Florida; MARY GRACE ALMANDREZ, Associate Vice President for Campus Life and Dean of Students, and Lynn Hernández, Director of University Inclusion Programs and Assistant Professor of Behavioral and Social Sciences—both of Brown University

5:30 – 7:00 p.m.

MUSIC OF THE MOVEMENT

A musical presentation inspired by the music of the civil rights movement

The trio will swap songs and stories while they speak about the historical and cultural origins of the music. Audience participation will be encouraged throughout the performance.



DR. BERNARD LAFAYETTE, JR., Visiting Professor, Aubum University and Chair, Southern Christian Leadership Conference



VICTORIA CHRIST-GAU, founder of the CT Center for Nonviolence



RONALD A. CRUTCHER, President, University of Richmond

5:30 – 7:00 p.m.

RECEPTION

Harvard Graduate School of Education

Executive Conference Suite 222

(take elevator from lobby to second floor)

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.

7:30 – 9:00 p.m.

RECEPTIONS

Civic Engagement and Higher Education

Kennesaw Room (lower level)

RICHARD GUARASCI, Chair of the Board, AAC&U and President of Wagner College, invites presidents, provosts, deans, and senior community engagement leaders to a reception celebrating civic engagement and higher education.

FRIENDS AND SISTER ORGANIZATIONS

- Association for Authentic, Experiential and Evidence Based Learning
- Bringing Theory to Practice
- · Campus Compact
- CHANGE Magazine Editorial Board
- Civic Learning and Democratic Engagement (CLDE) Action Network
- 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
- The K. Patricia Cross Academy
- · Liberal Education Editorial Board
- National Survey of Student Engagement
- · New American Colleges & Universities
- Peer Review Editorial Board
- · The POD Network
- Project Kaleidoscope
- · Project Pericles
- Rumper Deans
- · The Washington Internship Institute
- Women's College Coalition





Preregistration was required for the Friday morning breakfasts.

NETWORKING BREAKFAST

Reclaiming the Narrative on Contemporary Campus Issues

Inman



AAC&U thanks The Washington Center for its sponsorship of the Networking Breakfast.

ACAD Members Breakfast and Business Meeting

Hanover F/G





AAC&U thanks TIAA for its sponsorship of the Presidents' Breakfast.



CONCURRENT SESSIONS

AAC&U's Employer Research Findings: Surveys of Business Executives and Hiring Managers

The Learning Center

As part of AAC&U's LEAP Initiative, AAC&U periodically commissions national surveys and/or conducts focus groups to examine trends related to college graduates and the most important learning experiences and outcomes they need to successfully navigate the global economy. The latest report was published in August 2018 and entitled Fulfilling the American Dream: Liberal Education and the Future of Work. This session will provide highlights from this report and feature unpublished findings from the same data collection process. Particpants will leave with a better understanding of public perception of higher education as well as clarity regarding the types of skills and experiences employers expect of college graduates today.

KATE McCONNELL, Assistant Vice President for Research and Assessment, and C. EDWARD WATSON, Chief Information Officer and Associate Vice President for Quality, Advocacy, and LEAP Initiatives—both of AAC&U



Yes, It Works; But for Whom?

Centennial IV

Project Kaleidoscope has been a consistent and strong voice for advancing "what works" in US undergraduate STEM education for the past several decades. However, the shifting demographic landscape of and compelling calls for better teaching practices in higher education now warrant that we draw into focus not only what works, but for whom it works and under what conditions it works best.

In their new groundbreaking publication—Culturally Responsive Strategies for Reforming STEM Higher Education: Turning the TIDES on Inequity—leaders of AAC&U's Teaching to Increase Diversity and Equity in STEM (TIDES) institutional projects use the power of reflection, storytelling, and data to holistically demonstrate the effectiveness of a novel professional development intervention for STEM faculty. Presenters will combine their authentic voices, institutional contexts, and individual worldviews to translate broad theoretical concepts about undergraduate STEM teaching into practice in usable ways, while also offering concrete applicable examples of strategies and solutions that can serve as an important comprehensive reference for all undergraduate educators and administrators. Participants will leave this session with a durable platform for building capacity in understanding the cultural complexities and institutional realities of recruiting and retaining diverse students in STEM, particularly the computer sciences.

KELLY MACK, Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope, AAC&U

Centers for Teaching and Learning in a Changing Higher Education Landscape

Grand Hall East A

Creating a narrative that promotes change and is responsive to higher education trends is no easy task. In order to contribute to broad institutional initiatives, Centers for Teaching and Learning (CTL) must interact with multiple constituents and articulate their programming in ways meaningful to the campus. What might this look like?

This session will highlight strategies employed by four public institutions of the University System of Georgia (USG), each with a distinct mission (research, comprehensive/regional, and liberal arts). What are these CTLs doing to incorporate institutional priorities in their programming? How are emerging instructional tools impacting student learning? How are scholarly approaches to teaching and learning informing campus choices? Join your colleagues to discuss organizational structures, initiatives underway, and approaches to program delivery that are changing the educational landscape—and share insights about enhancing teaching and learning on your campus as well.

COSTAS SPIROU, Senior Associate Provost for Academic Affairs, Georgia College; JOYCE WEINSHEIMER, Director of the Center for Teaching and Learning, Georgia Institute of Technology; MARY CARNEY, Director of the Center for Teaching, Learning, and Leadership, University of North Georgia; ROD McRAE, Director of the Center for Teaching and Learning, University of West Georgia

8:45 – 10:00 a.m. (continued from previous page)



Implementing LEAP Essential Learning Outcomes as a Workable Undergraduate Curriculum

Grand Hall East B

This panel examines the obstacles and opportunities in implementing AAC&U's ambitious LEAP Essential Learning Outcomes as the framework for designing a workable undergraduate curriculum. The experience of Wagner College will be used as a case study to encourage participants to examine the extent to which their institution's current general education curriculum is consistent with LEAP's Essential Learning Outcomes, and to consider how LEAP's framework can realistically be applied in a practical curriculum design. Primarily, discussion will focus on strategies to adopt a skill-based focus for general education.

JOHN P. ESSER, Professor of Sociology, and NICHOLAS RICHARDSON, Associate Provost—both of Wagner College; LILY McNAIR, President, Tuskegee University

DISCUSSION SESSION

Development, Engagement, Reinvention: Approaches to Faculty Mentoring and Growth at Small Liberal Arts Institutions

Courtland

Approaches to faculty mentoring and development should be aligned with institutional mission and tailored to the specific needs of faculty as they vary by institution. Thus, faculty developers—whether deans, provosts, or directors of teaching and learning, among others—must examine their institutional cultures carefully as they develop mentoring programs. This panel explores faculty mentoring through the lifecycle at three liberal arts institutions, each of which has developed a different way of engaging in ongoing faculty development. At each, where the primary mission is teaching, we have discovered that a developing faculty is our strongest asset.

MEREDITH L. GOLDSMITH, Associate Dean, Academic Affairs and Professor of English, Ursinus College; TAMARA BEAUBOEUF, Dean of Faculty and Professor of Women's, Gender, and Sexuality Studies, DePauw University; JAN THOMAS, Senior Associate Provost and Professor of Sociology, Kenyon College

Bridging Traditional Campus Divides with a College-Wide Transformative Integrative Learning Program

Fairlie

The bold, campus-wide approach to integrative learning at Concordia College, Moorhead, MN, is transforming traditional roles for faculty, staff, and students. Specifically, PEAK: Pivotal Experience in Applied Knowledge, provides students with hands-on learning experiences that prepare them for the complex, rapidly changing world.

Integrative learning at Concordia is distinctive, in part, because our approach bridges traditional campus divides. Students fulfill two PEAKs for graduation in varied ways: courses, study away, cocurricular experiences, research, performing arts, or even student-proposed PEAKs, and can be mentored by faculty, staff, or off-campus mentors. Some PEAKs occur on campus, while others engage students in regional, national, or international settings. We will trace the foundation of integrative learning at Concordia and show how integrative learning, including PEAK, is scaffolded across four years, describing how we solicited support from across campus, and show how our PEAK rubric guides the planning, approval, and evaluation stages of PEAK.

JOAN KOPPERUD, Director of Integrative Learning and Professor of English, ERIC ELIASON, Dean of the College and Vice President for Academic Affairs, NATHALIE RINEHARDT, Director of Student Engagement, and MARK KREJCI, Professor of Psychology—all of Concordia College

RESEARCH SESSION

Preventing and Recovering the Loss of Bandwidth Due to Poverty, Racism, and other "Differentisms"

Hanover C

Low-income and non-majority students arrive at college with depleted cognitive resources due to the negative effects of poverty, racism, and social marginalization. The cost 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. Interventions that have shown promise in classrooms and across institutional practices and structures can help students regain bandwidth, helping to create higher education environments with fewer inequities. These include pedagogical strategies that focus on learning outcomes, intentional design of assignments, and course requirements so that students are not spending precious cognitive resources on things that are not related to learning outcomes. The session will be interactive and, as time permits, participants will "practice" a few of the interventions and strategies and reflect on their potential for application on their own campuses.

CIA VERSCHELDEN, Executive Director, Institutional Assessment, University of Central Oklahoma; TINA BHARGAVA, Associate Professor, College of Public Health, Kent State University

DISCUSSION SESSION

Using a Shared Leadership Model to Foster Institutional Transformation

Dunwoody

As institutions of higher education face increasingly complex challenges and engage in significant change efforts to increase retention, close equity gaps, lower costs, and improve public perceptions, responding to these challenges will require new ways of working together. One emerging approach is known as shared leadership, in which power and influence is distributed or shared across multiple stakeholders. Teams of people with a variety of experiences have stronger capacity to solve the complex problems facing higher education today. To implement shared leadership, leaders must move from a focus on "me" (my ideas) to a focus on "we" (our ideas). In this session, participants will learn about the shared leadership model, its benefits and challenges, and how to create the conditions that support its use. Session facilitators will share examples of shared leadership in action and guide participants in creating a plan to implement shared leadership on their own campuses.

SUSAN ELROD, Provost and Executive Vice Chancellor for Academic Affairs, University of Wisconsin–Whitewater; JUDITH RAMALEY, President Emerita and Distinguished Professor of Public Service, Portland State University; ELIZA-BETH HOLCOMBE, Managing Director, VALUE Institute, Indiana University; CYNTHIA BAUERLE, Dean of the College of Science and Mathematics, James Madison University

Are They Really the Least Among Us? Three Models of Asset-Based, Equity-Minded Educational Programs Serving the Underserved

Grand Hall East C

AAC&U has challenged us to move from seeing and treating students from underserved groups as learners burdened with deficits to seeing and treating them as learners bringing cultural and other assets to our campuses. In this session, we discuss the ways in which three schools have made significant gains in this noble effort to help transform the lives of students from traditionally disenfranchised groups. One college's social justice-based, first-year program helps restore hope and self-esteem to students of color and prepares them to succeed academically. Another college's three-year program helps predominately first-generation, Latina/o, and female students earn a bachelor's degree in computer science. The third college's prison education program, serving many students of color, offers incarcerated students employment-related certificates that also lead to degrees. Please join us to hear our stories and to discuss how we might all help advance the cause of delivering equity-minded, quality education for all.

RICHARD PRYSTOWSKY, Vice President of Academic Affairs and Student Services, and RHEA EDMONDS, Correctional Education Program Director—both of Marion Technical College; ROWENA TOMANENG, President, Berkeley City College; WILLARD LEWALLEN, President, Hartnell College

Shakespeare on the Shop Floor: Practicing the Humanities in the Workplace

Grand Hall East D

How do we demonstrate the value of the humanities outside of academia? In this session, four panelists will invite attendees to rethink workplace learning and explore how the humanities provide employees with crucial tools to tackle challenges in a rapidly-changing corporate world. Each representing a different industry and a unique perspective, panelists will examine how we can bridge the gap between the corporate world and academia, demonstrating what each sphere can learn from the other. Rooted in an innovative research-grounded program that organizes professor-led literature discussions for employees at all levels in the workplace, attendees will leave with a fresh perspective on the practical value of the humanities in unexpected communities.

ANN KOWAL SMITH, Executive Director and Founder, Books@Work; DESIREE VAZQUEZ BARLATT, Program Officer, The Teagle Foundation; STEVE MACADAM, President and CEO, EnPro Industries; MICHELLE HITE, Assistant Professor of English, Spelman College

New Strategies for Assessing the Impact of High-Impact Practices

Hanover E

Understanding the desired impacts of high-impact practices (HIPs) requires new approaches to measuring program effectiveness. This session will facilitate a discussion on the challenges of finding meaningful and measurable outcomes and provide examples of how panelists have demonstrated the impact of HIPs. Panelists will share assessment strategies including a) using campus-wide surveys to assess the impact of UR on retention, GPA, and graduation, b) designing quasi-experimental research to address self-selection biases, c) collaborative assessment across multiple institutions, and d) the Student Transformative Learning Record program to assess HIPs in and out of the classroom. Panelists will present the new strategy they have used to assess HIPs, including tips for other campuses that might want to implement that strategy.

HEATHER HAEGER, Assessment and Educational Research Associate, California State University, Monterey Bay; WINNY DONG, Director at McNair Scholars Program, California State Polytechnic University, Pomona; LEE PHILLIPS, Director of Undergraduate Research, Scholarship and Creativity Office, University of North Carolina, Greensboro; JEFF KING, Executive Director, Center for Excellence in Transformative Teaching and Learning, University of Central Oklahoma

8:45 – 10:00 a.m. (continued from previous page)



DISCUSSION SESSION

Raising "Unheard Voices":

Transforming Pedagogy and Knowledge through Change-based Civic Engagement

Hanover D

A panel of community partners and faculty (undergraduate and graduate) discuss how "liberating service learning" through dedicated learning communities and collaborative course development has transformed their relationships and their practice. New pedagogies, engaged students, and trust building among various stakeholders are identifiable outcomes of using a social change model that centers community knowledge projects in civic engagement courses, collaborative internships, and campus/community workshops. Session participants will engage with the panel to share their own challenges and achievements in transforming the knowledge creation process in ways that de-center the university to the benefit of students and communities. Together audience and panel will explore ways to recenter the "classroom" as place to both share and create knowledge that raises previously unheard voices in concert with established scholarship to enhance critical thinking, praxis, and—ideally—authentic relationship building.

LAURA O'TOOLE, Professor of Sociology, AMANDA MINOR, Assistant Professor, Holistic Counseling, and NANCY GORDON, Associate Professor of Holistic Leadership—all of Salve Regina University; JESSICA WALSH, Director of Prevention, Women's Resource Center/Newport Health Equity Zone; STEVEN HEATH, Executive Director, FabNewport; NIKO MERRITT, Executive Director, Sankofa Community Connection

Communicating the Value of Higher Education through Evidence-Based Storytelling

Regency V

Higher education is viewed with discontent from various audiences, yet the distaste and misrepresentation of learning outcomes assessment has been poignant within and outside of higher education institutions. The National Institute for Learning Outcomes Assessment (NILOA) has supported transparent communication regarding student learning, developed the Transparency Framework for online representations of student learning information, examined evidence-based storytelling to assist in the narrative representation of assessment processes, and cocreated the Excellence in Assessment (EIA) designation which asks institutions to construct a coherent narrative to an audience unfamiliar with their efforts. In the past year, we tested the integration of the principles of evidence-based storytelling into a peer review process to strengthen institutional narratives. Building on the work of NILOA around transparent communication, this session will present principles, tools, and examples of effective evidence-based narratives, and invite group review and development of responsive narratives to the ongoing critiques of higher education.

GEORGE D. KUH, Founding Director, NATASHA A. JANKOWSKI, Director, and GIANINA BAKER, Associate Director—all of the National Institute of Learning Outcomes Assessment (NILOA); JILLIAN KINZIE, Associate Director, Center for Postsecondary Research, Indiana University Bloomington and National Survey of Student Engagement

COPLAC

Creating High-Impact, Interdisciplinary Experiences through Model United Nations at Three COPLAC Institutions

Hanover A/B

This presentation focuses on Model United Nations (MUN) curricular programs that incorporate high-impact practices into an interdisciplinary, signature experience at three member institutions of the Council of Public Liberal Arts Colleges (COPLAC). Findings from participating students at each of these three programs provide concrete examples of how a public liberal arts education can produce local and global civic engagement, as well as raise the profile of contributions that such programs can make to students' lives. To advance MUN-based signature experiences, the presenters also propose a collaborative framework to assess MUN curricula among COPLAC universities and facilitate the development of a multi-campus signature experience.

STEVE GARRISON, Associate Professor of Political Science, and LINDA VEAZEY, Associate Professor of Political Science—both of Midwestern State University Texas; KARSTEN MUNDEL, Associate Professor of Global and Development Studies, and SANDRA REIN, Associate Professor of Political Studies—both of University of Alberta Augustana Campus; SCOTT TURNER, Professor of Political Science, University of Montevallo

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

DISCUSSION SESSION

Faculty Roles in Supporting Students Beyond the Classroom

Baker

Students place high value on the relationships they build with their faculty members and are often more comfortable receiving support beyond their academics from their faculty rather than a support professional who is further away from their daily learning experience. It is, therefore, critical that instruction and the myriad support service departments work collaboratively in designing and delivering supports to students that meet their needs at each stage of their college path. By focusing on the holistic student support redesign effort taking root at many nationally recognized institutions, this session will help college leaders at all levels grapple with the question of how to create the culture, structure, and processes that enable and promote a collaborative approach to student support that leverages the knowledge, skills, and resources of both faculty and staff.

JONATHAN IUZZINI, Director of Teaching and Learning, and JULIA LAWTON, Associate Director of Integrated Student Support Strategies—both of Achieving the Dream SEMINAR SESSION (Participation limited; please arrive early.)

Faculty-Centered Development for Student-Centered Teaching

Lenox

How do we prepare faculty who may not have experienced learnercentered teaching in their own educational journeys to design studentcentered and experiential curricula? How do we promote instructional and curricular equity across disciplines and regardless of class size? In this interactive session, participants will experience and discuss a broader framework for professional development that puts faculty learners at the center of high-impact teaching approaches while fostering deep reflection on what it means to both teach and learn. The presenter will facilitate activities from and share a plan for a wellreceived, two-day student-centered teaching retreat. Participants will be guided through a dynamic community-building exercise, followed by active and reflective approaches that they can implement in their own teaching and faculty development programming. Participants will leave the session with activities and a retreat framework they can adapt to their own instructional contexts to enhance equity and deepen learning.

LESLIE BAYERS, Associate Director of the Center for Teaching and Learning, University of the Pacific

8:45 - 10:00 a.m.

SESSION FOR PRESIDENTS

Regency VI

Articulating the Value Proposition: Shared Goals Among Foundations, Government, and Higher Education

BARRY PRITZKER, Senior Director, Foundation and Corporate Relations, Skidmore College; NANCY CABLE, President, University of North Carolina Asheville; JOHN OTTENHOFF, Interim Chief Operating Officer, Association of Governing Boards of Universities and Colleges; MURIEL POSTON, Division Director, National Science Foundation; EUGENE TOBIN, Senior Program Officer, The Andrew W. Mellon Foundation

10:15 – 11:15 a.m.

SESSION FOR PRESIDENTS

Regency VI

Civic Engagement and Student Success

PHOEBE HADDON, Chancellor, Rutgers University—Camden; STEPHEN TOWNSEND, Commanding General of U.S. Army Training and Doctrine Command, United States Army

10:30 - 11:00 a.m.

30-MINUTE SESSIONS

The following 30-minute sessions are scheduled concurrently with 10:30-11:45 am sessions. The listing for the 10:30-11:45 am sessions begins on Page 39.



A New Measure for Assessing Classroom Quality

Hanover D

Although there are several measures for assessing the quality of P-12 classrooms, there are very few standard measures for assessing college classroom quality and even fewer that address metacognitive instruction. Use of metacognitive pedagogical strategies can help students improve their metacognitive awareness, which can improve knowledge acquisition. Hence, metacognitive instruction is often considered a "high-impact practice for student learning." There is need for additional assessment tools, particularly ones that include assessment of metacognitive instruction. The College Classroom Observation Scale (CCOS) is an observation scale that was developed to fill this void. During the session, the dimensions that are assessed by the CCOS will be described, as well as procedures for using the instrument. Challenges and obstacles encountered during the development will be addressed.

A. NAYENA BLANKSON, Associate Professor of Psychology, FRANCESINA JACKSON, Director, Student Success Program, and JIMMEKA GUILLORY WRIGHT, Associate Professor of Psychology—all of Spelman College



The Unhidden Curriculum: Legitimizing HIPs in the Public Context

Hanover C

The first decade of research into high-impact practices has suggested powerful benefits for both learning and equity, but with disturbing disparities in the rates of participation across different student populations. For public colleges and universities in particular, expanding access has been challenging: HIPs may be more expensive to deliver, unfamiliar to first-generation students, and seldom required for the degree. Correcting this will require, before all else, making HIPs visible—in the catalog, in communication to students and families of all backgrounds, and on the transcript. Join us to explore a truly crossdivisional approach to learning, equity, and institutional change.

KEN O'DONNELL, Vice Provost, **ALANA OLSCHWANG**, Associate Vice President, University Effectiveness, Planning, and Analytics, **TARA HARDEE**, Registrar, and **MELISSA NORRBOM**, Lead Student Engagement Coordinator, Office of Student Life—all of California State University, Dominguez Hills

10:30 – 11:00 a.m. (continued from previous page)





DISCUSSION SESSION

Preparing Students for Civic Life through Active and Experiential Learning

Hanover E

The need to educate students in the values and practices of a functioning democracy and in the skills they will need for an everchanging workplace has never been more important. How can institutions think creatively about better preparing students to be engaged citizens and successful professionals? What attributes do employers look for when hiring interns and recent graduates? How can schools best equip students with these attributes to help them navigate the "career jungle gym"? The Washington Internship Institute and the Public Leadership Education Network will tackle these questions in an interactive discussion led by leaders of the two organizations, university partners, and alumni.

GREGORY WEIGHT, President, Washington Internship Institute; SARAH BRUNO, Executive Director, Public Leadership Education Network

11:15 – 11:45 a.m.

30-MINUTE SESSIONS

The following 30-minute sessions are scheduled concurrently with 10:30-11:45 am sessions. The listing for the 10:30-11:45 am sessions begins on Page 39.



RESEARCH SESSION

Problem Solving and Continual Improvement: Evaluating a Novel General Education Academic Success Course

Hanover E

One in four students in the United States leave college before sophomore year, with a disproportionate percentage being minority and lower SES students. Classroom-level interventions include innovative curricula. To this end a novel 16-week general education academic success course was developed to support persistence and effectiveness. The course employed a comprehensive problem-solving strategy (kaizen-oriented) emphasizing mindfulness, goal setting, and continual improvement for greater metacognitive awareness and self-regulation. Students applied the problem-solving model throughout the semester, including working on a specific personal academic/ life challenge. Evaluation compared course participants (n=706) with a campus-wide sample (n=706) matched on age, sex, underrepresented minority status, class level, college SAT/ACT score, and other variables. Outcome metrics included final cumulative GPA and time to graduation. Final cumulative GPA was higher for the academic success students (p<.0001), with no significant differences in time to graduation. The curriculum and course materials are now being evaluated at other institutions.

ADAM BURKE, Professor, Health Education, San Francisco State University; SHANNON HASSETT, Professor of Psychology, De Anza College



Institutional Policy and the Struggle to Maintain Tuition Transparency in Increasingly Complex Environments

Hanover D

This presentation highlights the findings from a set of research projects aimed to improve the accuracy and accessibility of information pertaining to college tuition. This research, designated as the "Affordability and Transparency Initiative," responds to the fact that tuition policies adopted at U.S. colleges and universities have become increasingly complex, which may disproportionately affect underrepresented students and fuel stratification. The Initiative focuses on the responsibility of institutions to provide accurate and accessible information to the public, resulting in evidence-based recommendations for institutions to clearly and accurately portray cost information to prospective students, and the implications of not doing so. Understanding the current landscape and potential difficulties in understanding pricing information by students and their families, particularly first-generation students, serves as the basis for the need to develop innovative strategies for disseminating the information, formulating alternative pricing policies, and/or developing strategies to mitigate undesirable and/or unintended outcomes.

GREGORY WOLNIAK, Associate Professor, Institute of Higher Education, University of Georgia; GLEN NELSON, Associate Dean of Business and Strategic Finance, Arizona State University; CASEY GEORGE, Assistant Professor of Higher Education, University of Louisville; LAURA DAVIS, Assistant Director, New York University



RESEARCH SESSION

Scaling High-Impact Practices: Across the State System and the Institution

Hanover C

The goal of this presentation is to provide an overview of what high-impact practices are, how high-impact practices are scaled across a System and an institution, and to share the initial impact on student engagement, particularly among underrepresented students. Colleagues who attend this session will gain an understanding of the impact of high-impact practices towards college completion, particularly among underrepresented students. The facilitators will share proactive strategies to scale up high-impact practices on their campus, best practices for student affairs, academic affairs and educational organization partnerships around high-impact practices, and receive access to materials and open resources developed by the Tennessee State System and Chattanooga State Community College to begin scaling HIPs on their campuses.

DONNA SEAGLE, Director, Center for Academic Research and Excellence and Associate Professor, Psychology and Education, Chattanooga State Community College; **HEIDI LEMING**, Vice Chancellor for Student Success, Tennessee Board of Regents



CONCURRENT SESSIONS

Designing Purposeful Pathways: Faculty Planning for Curricular Coherence

Dunwoody

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. The panelists will highlight the substantial progress made in the first year of the project to create a more coherent and efficient curriculum for student success, and discuss next steps for scaling and evaluating their efforts.

AMY BIRGE, Coordinator of Curriculum Development and Associate Professor of English, Community College of Philadelphia; CAROLYNN BERRY, Senior Associate Provost, Winston-Salem State University; DESIREE VAZQUEZ BARLATT, Program Officer, The Teagle Foundation; DAWN MICHELE WHITEHEAD, Interim Vice President for Communications and Senior Director for Global Learning and Curricular Change, KATE McCONNELL, Assistant Vice President for Research and Assessment, and TIA BROWN McNAIR, Vice President, Office of Diversity, Equity, and Student Success—all of AAC&U

DISCUSSION SESSION

Communicating Institutional Mission and Values through Photographs: New Ways to Engage Internal Audiences and Broader Community

The Learning Center

Institutions often use photographs in their digital and print communications, but this powerful medium has been underutilized for telling important stories about teaching, learning, and institutional change. This session explores compelling advantages to a documentary approach to higher education photography, to spark discussion, promote faculty development, and reclaim and advance a captivating, authentic narrative. Participants will engage with examples and research findings from a national photo documentary effort, The Teaching and Learning Project, involving 12 institutions (public, private, large, small, openaccess, selective, two-year, four-year, and doctoral), featured in the Chronicle of Higher Education and elsewhere. With a new framework for examining their institutional goals and prior photographic strategy, they will develop applications and action plans for strategically enhancing, expanding, or refining approaches. Throughout the session, participants will engage with sample photographs from a variety of campuses; images will be captioned and available online for full accessibility.

MARTIN SPRINGBORG, Faculty / Academic Technology Specialist, Hennepin Technical College; CASSANDRA HORII, Founding Director, Caltech Center for Teaching, Learning and Outreach, California Institute of Technology

Scaling Professional Development to Increase Student Success: Why and How

Grand Hall East C

The California State University System (CSU)—the largest and most diverse four-year public university system in the nation—is revising the narrative of higher education by transforming classroom experiences for faculty and students in ways that invigorate faculty teaching and provide students with the real-world learning and self-efficacy skills they need to be successful in their personal, professional, and civic lives. Participants will learn how the CSU system-level Institute for Teaching and Learning and the CSU Faculty Development Council, consisting of representatives from all 23 campuses, collaborate to create and scale professional development programming in complex, resource-limited environments. Participants will compare replicable approaches developed at two campuses, explore the challenges of assessing the impacts of professional development on faculty and student success to narrate the value of higher education, and use this information to better understand, plan, and assess similar efforts at their own institutions.

EMILY DANIELL MAGRUDER, Director, Institute for Teaching and Learning, California State University System Office; DAN SHAPIRO, Director, Center for Teaching, Learning, and Assessment, California State University, Monterey Bay; CATHERINE HARAS, Senior Director, Center for Effective Teaching and Learning, California State University, Los Angeles

Supporting Student Success: Nuts and Bolts of Advising Initiatives

Grand Hall East A

As the higher education landscape focuses on "Student Success," how does it translate into on the ground initiatives? Advising leaders representing four distinctively different institutions from across the nation will share their expertise, experiences, and opinions on student success initiatives as related to the academic advising profession, such as utilizing technology tools, mentoring programs, one stop centers, collaborations/partnerships, and training. The presenters are involved in NACADA: The Global Organization for Academic Advising and can speak to best practices that further touch upon how advising is shaping the way student success initiatives are being implemented to improve student engagement and retention.

CINDY L. FIRESTEIN, Director of Undergraduate Advising, Simmons University; DARIEL HENRY, Director of TRIO Student Support Services, Massasoit Community College; KEVIN THOMAS, Director of Retention and Student Success, Southern Illinois University Edwardsville; LEONOR WANGENSTEEN, Academic Advisor, University of Notre Dame; KELLIE WOODLE, Director of First-Year Advising, University of North Florida

10:30 – 11:45 a.m. (continued from previous page)



Civic Learning through the Major: Getting the Departmental Conversation and Blueprints Started

Grand Hall East B

In this turbulent, divisive century, our nation's diverse democracy and interdependent global community are under great duress and require more informed, engaged, and socially responsible citizens to address common public problems across acute differences. Currently, however, such learning is optional for some college students rather than expected of all—and within a student's major the options for civic learning are even more sparse. That is beginning to change as departments assume leadership in holding disciplinary-based conversations about how to infuse civic learning and social responsibility as necessary dimensions of their major, imagine new designs for civic learning across the major's curriculum and tweak current ones, and lay the foundation for such thinking to influence further work. Come learn from three different departmental majors how to jump-start conversations, set up workshops and task forces, and involve students in the process.

CARYN McTIGHE MUSIL, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U; SPOMA JOVANOVIC, Professor, Communication Studies, University of North Carolina at Greensboro; FENG LIU, Associate Professor of Informatics and Program Coordinator, Mercer University; BARRY MUCHNICK, Assistant Professor, Environmental Studies, St. Mary's College of Maryland



"FISHBOWL" DISCUSSION

Building the Community of Change: An Open Call to Envision the Future of Bringing Theory to Practice (and Higher Education)

Inman

Bringing Theory to Practice (BTtoP) has completed 15 years of significant work, supporting innovative practice and institutional change on behalf of the core purposes of higher education. Now it is launching a new chapter of work at a moment of turmoil, challenge, and creativity in higher education. How might the mission and values of BTtoP inform new ways of renewing and reshaping undergraduate education? What should the next chapter look like? Bringing Theory to Practice seeks to bring together a national community of practice to engage these questions and work together on the answers. Join us for a fishbowl conversation about the future of BTtoP—and undergraduate education.

TESSA HICKS-PETERSON, Assistant Vice President of Community Engagement and Associate Professor of Urban Studies, Pitzer College; MICHELLE FINE, Distinguished Professor of Critical Psychology, Women's Studies, American Studies, and Urban Education, The Graduate Center CUNY; JOYCE BYLANDER, former Vice President and Dean of Student Life, Dickinson College; DAVID SCOBEY, Director, Bringing Theory to Practice

This session is presented by Bringing Theory to Practice

Budget-Driven Program Review: Lessons Learned, Outcomes Tested

Grand Hall East D

Spurred by budget challenges, strategic cross-campus program reviews resulting in staff reductions and program elimination are becoming increasingly familiar phenomena across colleges and universities. Despite their increasing incidence, there has to date been no attempt to evaluate the relative success of alternative review processes themselves, nor to evaluate the outcomes of these reviews as they affect campus climate, budget, enrollments, and other key metrics. A panel of program review veterans will begin to address this deficit by sharing their reflections on the process, describing how their institution responded to time constraints and budgetary and programmatic challenges. Panelists will consider stakeholder involvement and will offer their candid opinions of the effects of the review on campus climate, financial health, and enrollments. Finally, panelists and session attendees will collectively contribute to the identification of a set of key variables that could be used to assess program review initiatives.

REBECCA JUDGE, Professor of Economics and Associate Dean, Faculty of Social Science, and JANET HANSON, Vice President and Chief Financial Officer—both of St. Olaf College; BRET DANILOWICZ, Provost and Vice President for Academic Affairs, Florida Atlantic University; SHERRI HUGHES, Assistant Vice President, American Council on Education; LORI SUNDBERG, Vice President for Finance and Planning, Lake Forest College

Using Planning for Learning Spaces as an Institutional Change Lever: Multiple Perspectives

Hanover A/B

There is an emerging body of evidence about how planning learning spaces is influenced by and influences broader initiatives focusing on institutional transformation. This session is structured around four stories from the field about how planning for assessing learning spaces becomes a lever for institutional change. Diverse as these stories are—about libraries, spaces for STEM and the Fine Arts, integrating developing faculty and developing spaces—they will spark table-talk conversations about overarching issues to be addressed in shaping physical environments for learning that reflect the institution's vision of its future. This session models how planners are to become problem solvers, embracing the challenge of ensuring student success, of enhancing learners' creativity and capacity for risk-taking, of making a difference for the entire campus community—in the process of giving attention to spaces and places for learning on their campus.

ANDREA L. BEACH, Professor of Educational Leadership in Higher Education and Codirector, WMU CRICPE, Western Michigan University; STEVEN PETERS, Dean of the College of Fine Arts, University of Montevallo; CATHERINE MURRAY-RUST, Dean of Libraries, Georgia Institute of Technology; C. EDWARD WATSON, Chief Information Officer and Associate Vice President for Quality, Advocacy, and LEAP Initiatives, AAC&U; WILLIAM LACOURSE, Dean, College of Natural and Mathematical Sciences, University of Maryland, Baltimore County

This session is presented by the Learning Spaces Collaboratory

DISCUSSION SESSION

Designing Professional Development to Engage Adjunct Faculty in the Student Success Movement

Baker

This session shares lessons learned at Achieving the Dream colleges participating in an initiative entitled Engaging Adjunct Faculty in the Student Success Movement. This project identified scalable strategies to better integrate and engage adjunct faculty members in the student success agenda and collected institutional-level data that explores the effects that adjunct faculty have on student success. 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. Participants will leave with a list of emerging practices and ideas to begin planning for this work on their campuses.

RUANDA GARTH-McCULLOUGH, Associate Director of Teaching and Learning, Achieving the Dream; SUSAN BICKERSTAFF, Senior Research Associate, Community College Research Center; GREG HODGES, Vice President of Academic & Student Success Services, Patrick Henry Community College

DISCUSSION SESSION

Next-Generation First-Generation Professionals: Eliminating Tokenism in Higher Education

Courtland

Raising Our Voices: Reclaiming the Narrative on the Value of Higher Education occurs when institutions acknowledge and understand that acknowledging intersecting identities of New Majority, next-generation/first-generation professionals/graduate students (NXFG) contributes to student success. NXFG students living/working authentically, free from Internalized intergenerational trauma (IIT) that stifles our creativity and our voices, benefit from experiencing first-hand how professionalism grounded in authenticity generates successful careers. Understanding effects of IIT on NXFG can generate programs, policies, and practices positively impacting organizational effectiveness/ professional development. Invisible, damaging effects of attending/ working at institutions built on plantations, sacred grounds of Indigenous peoples, or land once Mexico must be understood within broad interpretations of inclusive excellence and evolving, dynamic interventions. Equity-based strategies and collectivist principles validate traumas professionals face through IIT, resulting in increasing self-efficacy and work performance. Creating transformational environments relies on bold interventions to dissolve cognitive dissonance when histories are negated, hidden, or eliminated.

GLORIA SOSA, Chief Diversity Officer, Counseling Department Chair, and **TRACY PASCUA DEA**, Assistant Vice Provost for Student Success—both of Saint Mary's College of California

DISCUSSION SESSION

Campus Speech in an Age of Unrest:
Principles for Negotiating Speech, Inclusion, and Diversity on Today's College Campuses

Regency V

How can administrators, faculty, and students uphold the values of free and open expression while furthering respect for difference and identity in today's fractious and polarized landscape? PEN America, a free expression organization deeply engaged on questions of campus free speech, diversity, and inclusion, will lead a conversation sharing major findings and "best practices" from our work with university leaders, educators, and student leaders as they navigate a new era of increased polarization, provocateurs and incendiary speakers, a rise in white supremacist recruitment activity, growing weaponization of free speech, and policies and rhetoric exacerbating feelings of marginalization and vulnerability among minority groups.

ADELINE LEE, Campus Free Speech Initiative Program Coordinator, and JONA-THAN FRIEDMAN, Project Director, Campus Free Speech—both of PEN America

SEMINAR SESSION (Participation limited; please arrive early.)

Reimagining Employer Relations as an Ally of Higher Education

Greenbriar

To avoid perpetuating the employer survey results of dissatisfaction with the knowledge and skills of our graduates and to reimagine a partner-ship between higher education faculty and employers, this session proposes a discussion that moves beyond language games around skills to shared and balanced engagement. To reclaim the narrative on the value of higher education and rebuild trust, sometimes we need to request the assistance of our varied partners. Employers, however, have not been a go-to voice to express our value. The role of employers in higher education, the relationship between preparation for work and life, as well as the narratives around the satisfaction of employers with graduates has limited the ways in which we might partner to shift the narrative as well as define the problem and potential solutions.

NATASHA JANKOWSKI, Director, National Institute of Learning Outcomes Assessment; JASON TYSZKO, Vice President, U.S. Chamber of Commerce Foundation

ACAD SESSION

Keeping the Balance: Supporting the Inner Lives of Academic Leaders

Hanover F/G

It seems that academic leaders are confronted with more pressures than ever before. With enrollment declines, the pressure to constantly adjust to the demands of an ever-evolving society and economy, and many other things, academic leaders are faced with many stressors. Drawing on recent research in positive psychology and cognitive science, this session will provide practical tools and ideas that will help administrators truly thrive and stay calm during tumultuous times.

GREGOR THUSWALDNER, Dean of Arts and Sciences, North Park University; MICHAEL WANOUS, Vice President of Academic Affairs and Dean of the Faculty, Huntington University; PAMELA ARRINGTON, Associate Vice President for Academic Affairs and Undergraduate Studies, Alabama A&M University

11:30 – 12:15 p.m. SESSION FOR PRESIDENTS

Regency VI

Higher Education Predictions for 2019

RICHARD GARRETT, Chief Research Officer, Eduventures

11:45 a.m. – 1:15 p.m.

ACAD KEYNOTE LUNCHEON

Preregistration was required for the ACAD Luncheon.

Thriving in the Dysfunction: Building a Culture of Collaboration



Centennial I

Rick Castallo will share experiences and provide practical advice related to the role of leaders in higher education and the things they can do to improve the performance of effective, as well as less effective, faculty and staff.

RICK CASTALLO, Professor of Educational Administration, California State University, Northridge

1:30 - 2:30 p.m.

CONCURRENT SESSIONS



Have a Teaching Problem? There's a Technique for That!

Hanover A/B

Today's college teachers face similar teaching problems such as getting students to prepare for class, focus their attention during class, engage in group activities, process new material in ways that promote deep learning, and so forth. Teaching techniques are carefully crafted procedures drawn from research, theory, and good practice literature that help college teachers address these problems and improve student learning. The K. Patricia Cross Academy is a nonprofit online platform that offers college teachers free, 24/7 access to short videos that deliver clear, concise instructions on techniques that address a wide range of topics and that busy content-oriented faculty can quickly grasp and implement in their courses. In this session, you will learn about the Academy's video library and how you can use the videos to help yourself or others address common teaching challenges that also result in improved student learning.

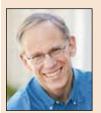
ELIZABETH F. BARKLEY, Executive Director, K. Patricia Cross Academy and Professor of Music History, Foothill College; CLAIRE H. MAJOR, Chief Information Officer, K. Patricia Cross Academy and Professor of Higher Education, University of Alabama, Tuscaloosa

This session is presented by the K. Patricia Cross Academy

12:30 – 2:00 p.m.

LUNCHEON FOR PRESIDENTS

Preregistration was required for the Presidents Luncheon.



Regency VII

Why the Job Market Needs Humanists

GEORGE ANDERS, Editor at Large, LinkedIn, and author of You Can Do Anything: The Surprising Power of a "Useless" Liberal Arts Education

George Anders



AAC&U thanks Lumina for its sponsorship of the Presidents' Luncheon

Developing Effective Anti-bias Workshops for Institutional Change

Grand Hall East C

The University of Illinois at Chicago has recently implemented mandatory anti-bias training for all faculty and staff serving on search committees as a way to counter the negative effects of bias on the hiring process. There are several key questions to consider when implementing anti-bias workshops, such as: What pedagogical techniques are most effective for anti-bias trainings? Which methods of delivery offer the greatest impact for participants? Should such trainings be mandatory or voluntary? Should the focus of such trainings be on compliance or "bias literacy"? In this session, we make the case for designing anti-bias trainings that utilize active and experiential pedagogies that allow for the learning and practice of concrete strategies to decrease biased behaviors. We further contend that such workshops must involve three simultaneous elements of successful behavior change: 1) provide scientific evidence; 2) make an emotional connection; and 3) offer actionable and relatively simple strategies for making change.

MICHELLE MANNO, Director for Diversity Initiatives, CHARU THAKRAL, Associate Vice Provost for Diversity, AMALIA PALLARES, Associate Chancellor and Vice Provost for Diversity, and HILARY SHORT, Graduate Assistant—all of University of Illinois at Chicago

Relationships Matter:

Moving Relationship-Rich Experiences from the Periphery to the Center of Undergraduate Education

Grand Hall East A

Decades of rigorous research documents the transformative power of relationship-rich undergraduate education. Although this experience may seem to be accessible only to traditional students at ivy-covered residential campuses, we have documented exemplary relationshiprich programs at more than a dozen institutions across the country, from community colleges and institutions with heavy online enrollments to research universities. Yet most institutions do not focus on the very centrality of relationship-rich experiences for undergraduates. We contend that the time is right to shift relationships from the periphery to the center of institutional efforts to enhance meaningful and lasting outcomes for all students. In this session, we will discuss a new, research-based framework that conceptualizes the primary factors that enable deep relational learning for all students. Participants will reflect on the implications of recentering relationships for both dayto-day activities and strategic planning at their own campuses, and also the implications of this shift for institutional mission and priorities.

PETER FELTEN, Executive Director, Center for Engaged Learning, Assistant Provost for Teaching and Learning, Professor of History, and **LEO LAMBERT**, President Emeritus and Professor of Education—both of Elon University

DISCUSSION SESSION

Leading from the Middle: How to Build Effective Relationships and Create Allies

Dunwoody

While the topic of leadership in higher education is heavily researched and well-documented, most of this work focuses at the top levels of leadership—president, provost or chancellor—and leaves uninvestigated the challenging role of leading from the middle. Those in the middle—deans, department chairs and directors—make up the bulk of the leaders on campus. They are often the ones who possess institutional knowledge, participate in strategic planning, take care of day-to-day operations, navigate thorny issues, engage with students, and build bridges as they carry out their mandates. What are the strategies that position midlevel leaders to leverage the power in their roles? This session features three administrators who are in that middle space. They will share their strategies for building relationships, managing conflict, negotiating change and empowering others as they work to advance student success at their institutions.

LAURA PALUCKI BLAKE, Assistant Vice President for Institutional Research and Effectiveness, Harvey Mudd College; KATHERINE SMITH, Associate Professor of Art and Art History and Faculty Coordinator for Leadership Development, Agnes Scott College; R. TODD BENSON, Associate Director, Collaborative on Academic Careers in Higher Education, Harvard University

DISCUSSION SESSION

"Through Renovated Eyes": Tales from a Three-Year Journey of Interdisciplinary Exploration

Hanover E

This discussion session shows what can happen when institutions champion integrative learning environments by describing lessons learned from a three-year, multi-institutional project investigating interdisciplinary team-teaching between the arts/humanities and the sciences. Sponsored by the Great Lakes Colleges Association consortium, the project fostered the development of collaborative, interdisciplinary, team-taught courses to reengage the spirit of wonder that infused historical revolutions of knowledge. We use these "ethical" interdisciplinary exchanges as a model from which to address the complex, multi-faceted challenges facing the world today. We assessed shortand long-term faculty and student perceptions and coded pre- and post-test interdisciplinary assignments using the AAC&U Creative Thinking and Critical Thinking VALUE rubrics. Because the project involved institutions with different approaches to interdisciplinarity and courses that represented a wide range of combinations (from math and art to education and psychology), participants from any background will find points of connection from which to draw inspiration.

AIMEE KNUPSKY, Associate Professor of Psychology, and M. SOLEDAD CA-BALLERO, Associate Professor of English—both of Allegheny College; SARAH BUNNELL, Associate Director and STEM Specialist, Center for Teaching and Learning, Amherst College

Blazing New HIP Trails in Secondary to Postsecondary Transitions

Hanover D

Focusing on the way forward has a keenly motivating energy. Educating for a democracy requires partnerships that foster secondary to postsecondary policy and practice. Panelists representing Kennesaw State University and local Atlanta metro high school teachers will share ways to build successful secondary to postsecondary on-ramps that encourage students' persistence in applied learning momentum. Connecting expectations for successful high school transition to college compels us to work together to support HIPs and shape transformative models for learning. Participants will learn about exciting innovative high school models that orient students to college HIPs and share ideas that support high school connections to college campuses' LEAP initiatives.

ADRIAN L. EPPS, Associate Dean, College of Science and Mathematics, Kennesaw State University; PAMELA KEROUAC, Senior Director, College Board; EMILY LOTT, English Language Arts Content Specialist, Hall County Schools; DORSEY SAMMATARO, Teacher, Holy Innocents Episcopal School

1:30 – 2:30 p.m. (continued from previous page)





Transforming the Evaluation of Teaching to Improve Student Learning

Courtland

Transforming methods of evaluating teaching—so that faculty efforts at teaching and learning improvement are more systematically documented, recognized, and rewarded—may be a powerful lever for fostering more use of evidence-based educational practices and, therefore, deeper student learning. This discussion session will begin with brief remarks on the importance of transforming teaching evaluation, and a summary of a new framework for scholarly approaches to teaching evaluation that the session facilitators are currently implementing in a multi-institutional project. Participants will then engage in small groups to review the tools and approaches that foster (and identify challenges to) improved evaluation practices at their institutions. The session will conclude with full group discussion of additional strategies for transforming teaching evaluation and how teaching might change if evaluation changes.

GABRIELA WEAVER, Professor of Chemistry and Special Assistant to the Provost for Educational Initiatives, University of Massachusetts Amherst; ANN AUSTIN, Assistant Provost for Faculty Development—Career Paths, Associate Dean for Research, Michigan State University; NOAH FINKELSTEIN, Professor of Physics, and Codirector Center for STEM Learning, University of Colorado Boulder; ANDREA GREENHOOT, Professor of Psychology, Director of the Center for Teaching Excellence and Gautt Teaching Scholar, University of Kansas

RESEARCH SESSION

Understanding the Ecosystem of Institutional Change: How Colleges are Leveraging Technology to Provide Holistic Student Support

The Learning Center

The drive to increase completion rates is nearly universal on college campuses today. Yet often the kinds of improvements necessary to significantly impact completion rates require widespread institutional change. Comprehensive reforms to advising and student support that leverage technologies such as degree planning tools, early alert systems, and case management platforms have the potential to spur this type of change, but a number of factors can hinder their successful adoption. Using ecological systems theory to explore how change occurs from the macro-level shaping the broad political and cultural environment in which colleges operate all the way down to micro-level interactions between professors, advisors, and students, this session will present case studies of two community colleges and two broadaccess universities undertaking technology-mediated advising reforms and provide an opportunity for participants to discuss implications for understanding barriers to and facilitators of change at their own institutions.

SERENA KLEMPIN, Research Associate II, and LAUREN PELLEGRINO, Senior Research Associate—both of the Community College Research Center, Teachers College, Columbia University

DISCUSSION SESSION

Reshaping the Narrative on Faculty Time and Motivations

Regency V

Often lost in discussions about what students are doing and learning while in college are the critical roles that faculty play in students' learning and development. Relying on results from a large-scale, multi-institution study of thousands of faculty members, participants will examine how faculty spend their time on scholarly activities and how this time allocation relates to good teaching practices. Additionally, participants will discuss why faculty might be allocating their time in different ways, focusing particularly on faculty motivations and what institutions could do to support current trends or reshape the narratives about faculty productivity at their institutions. Connecting faculty time allocation to good teaching practices and motivations for teaching and doing research will provide participants with practical solutions and forewarn potential challenges for maintaining or changing current narratives about faculty work and postsecondary educational spaces.

ALLISON BRCKALORENZ, Associate Research Scientist, and THOMAS NELSON LAIRD, Director of the Center for Postsecondary Research, Associate Professor—both of Indiana University Bloomington

Community Engaged Learning and the Future of Higher Education: Rust-Belt Responses

Grand Hall East D

Pennsylvania, Ohio, Indiana, Michigan—rust-belt states where support for public higher education has drained away, along with local industries and federal research dollars. They are also the states in which the 13 liberal arts colleges of the Great Lakes Colleges Association (GLCA) are situated. The GLCA's Consortium on Teaching and Learning (CTL) encourages interaction between member campuses and surrounding communities as part of ongoing curricular design. New approaches to community-based learning and research provide methods for students and community members to develop awareness of their own histories, for students become awake to their civic responsibilities in these communities, and for communities to become guiding partners in jointly designed projects that further community benefits. Faculty from GLCA campuses will discuss their communitybased projects, highlighting ways that liberal arts colleges can impact the national debate on the value of higher education by focusing on the importance of local allies and place-based curriculum.

STEVEN S. VOLK, Codirector, Great Lakes Colleges Association (GLCA) Consortium for Teaching and Learning, Professor of History Emeritus, Oberlin College; BROOKE BRYAN, Instructor of Writing and Digital Literacy, Antioch College and Director of Oral History in the Liberal Arts, GLCA; LAURA REECK, Professor of French and Chair, International Studies Program, Allegheny College; CLARA ROMÁN-ODIO, Professor of Spanish, Kenyon College

DISCUSSION SESSION

How We Can Do a Better Job of Communicating Higher Education's Critical Importance to Students and Society Today

Baker

Higher education must do a better job of communicating our critical contributions to students and society today. Yet it can feel onerous for faculty, students and administrators to explain how each course, class session or each piece of student work serves societal needs, and how the pieces "add up" to something more than the sum of the parts. A new publication offers a framework and tools that faculty, students, faculty developers, state and national leaders are using across the US to communicate how their work in higher education prepares students to function as responsible, global citizens who tackle evolving societal challenges. This interactive session will invite participants to explore those tools, share best practices and reflect on how their own course, program or campus can more effectively—and demonstrably—describe and deliver on higher education's promise.

MARY-ANN WINKELMES, Director, Instructional Development and Research, University of Nevada, Las Vegas; PAT HUTCHINGS, Senior Scholar, National Institute for Learning Outcomes Assessment

Campus Compact's Education for Democracy Initiative

Grand Hall East B

We are all familiar with the challenges facing our democracy. Confidence in institutions is at historic lows. Civility among citizens and public officials has broken down, rendering thoughtful discussion of public-policy issues nearly impossible. Fictional stories masquerading as news trick substantial portions of the citizenry and distort debate. When one thinks about what democracy looks like to a traditional first-year student—born in 2000 and politically aware only recently—it is easy to understand how cynicism could seem sensible. A recent study found that less than one-third of millennials considers living in a democracy essential. That's why Campus Compact has launched Education for Democracy. Come learn about the key components of the initiative and participate in a workshop-style discussion to contribute to the emerging design. Help us identify the most powerful approaches for enabling students to build the knowledge, skills, and motivation for thoughtful and effective participation in public life.

MARISOL MORALES, Vice President for Network Leadership, MAGGIE GROVE, Vice President for Strategy and Operations, and VERDIS ROBINSON, Director of Community College Engagement—all of Campus Compact

DISCUSSION SESSION

Connecting Campus Resources to Help Liberal Arts STEM Majors Articulate Competencies/Skills Valued in the Workplace

Hanover C

The skills acquired from a liberal arts education are key to lifelong learning and career satisfaction and are highly valued by employers and graduate programs. However, there is often a chasm between what is taught in STEM and what students must demonstrate to successfully compete in the global marketplace. Mentoring through high-impact educational practices with a career/professional development orientation provides a vital bridge to this learning gap. Although the STEM disciplines offer ample opportunity for mentors to evaluate academic preparation, few are well equipped to help students effectively articulate core competencies acquired or value-added to post-baccalaureate pursuits. During this interactive session, panelists from three liberal arts institutions located in the southeast will use case studies to lead a discussion. Participants will uncover their own institutional assets to help students effectively synthesize their curricular/cocurricular experiences for postgraduate success.

CHAVONDA J. MILLS, Interim Associate Dean, College of Arts and Sciences, Georgia College; LILIA HARVEY, Associate Dean for STEM Teaching and Learning and Faculty Director, Science Center for Women, and DAWN KILLENBERG, Director, Office of Internship and Career Development—both of Agnes Scott College; ROSALIE RICHARDS, Associate Provost for Faculty Development, Stetson University

SEMINAR SESSION (Participation limited; please arrive early.)

The Case of UMKC:

Using Vision and Values to Move from Crisis Management to Transformation Opportunity

Greenbriar

This presentation provides a case study of transformation at the University of Missouri–Kansas City over three years. From Fall 2015 through Summer 2017, the UM System and UMKC experienced student protests, resignations of UM System leaders, and unprecedented cuts in State appropriations. These events led to a reenvisioning of the university, with a refined sense of purpose and a commitment to transformation. This work was based on theories drawing from the fields of human performance improvement, instructional design and technology, and Michael Fullan's research on change management. As a result of these efforts, the university presented a balanced budget for FY19, is projecting an overall increase in enrollments for Fall 2018, is improving the student experience, and creating a better climate for faculty and staff, which has positioned itself for a more positive future.

BARBARA A. BICHELMEYER, Provost and Executive Vice Chancellor, University of Missouri–Kansas City

1:30 – 2:30 p.m. (continued from previous page)

ACAD SESSION

Examining our Persistently White Institutions: Helping Academic Leaders Create a Path Forward for Diversity and Hospitality

Hanover F/G

This session discusses how members of underrepresented groups continue to experience our institutions as white even as faculty and students diversify across the academy. Placing contemporary diversity and inclusion efforts in the context of earlier moments in American higher education, including its founding, the session draws on higher education diversity research and critical race and feminist studies to identify how institutions, especially academic affairs, may attend to diversity but not necessarily institutional transformation. We advocate renaming the term PWI as "Persistently White Institutions" and this session will feature small group work to identify concrete ways institutions hold onto their whiteness while participant leaders will offer some paths forward and a vision for higher education around the ideal of intellectual hospitality rather than identity.

AMY R. WOLFSON, *Professor of Psychology, Loyola University of Maryland;* **BRIAN NORMAN**, *Dean*, *Gwen Ifill College of Media, Arts, and Humanities, Simmons University*

2:45 - 4:00 p.m.

CONCURRENT SESSIONS

RESEARCH SESSION

Raising Faculty Voices: Best Practices in Cultivating Faculty Leadership for Institutional Quality and Change

Hanover C

This research and discussion session begins with the premise that any meaningful and sustainable institutional change requires deep and ongoing partnership between senior leaders and faculty. This partnership depends on faculty leadership as much as administrative leadership, but what does an effective "growing your own" leadership strategy look like? We will share results from a new Collaborative on Academic Careers in Higher Education (COACHE) project that is identifying best practices in cultivating faculty leadership. Based on our quantitative and qualitative findings, we will engage academic leaders and faculty themselves to consider and critique best practices in faculty leadership development. Participants will learn to spot the key habits and indicators that suggest what is working and what is missing on their campuses.

KIERNAN MATHEWS, Executive Director and Principal Investigator, COACHE Project, Harvard University; BRIAN NORMAN, Inaugural Dean, Gwen Ifill College of Media, Arts, and Humanities, Simmons University

Integrated Approaches to Advising and Mentoring to Prepare Students for Meaningful Lives and Careers

Grand Hall East D

In order to reclaim the narrative on the value of liberal education, institutions need to prepare students for meaningful lives and careers in intentional and innovative ways. They must also give students the tools necessary for them to articulate the breadth of their educational experiences in terms of career preparedness. This panel will illustrate how initiatives at three liberal arts colleges improve the career preparedness of their students through increased access to and the integration of high-impact practices, enhanced advising structures and faculty advisor development, as well as curricular innovations. They will also share examples of how advisors and mentors can help students make sense of and effectively share the significance of their liberal education with potential employers.

GABRIEL IGNACIO BARRENECHE, Associate Dean for Advising, and JENNIFER QUEEN, Associate Professor of Psychology—both of Rollins College; KEN PETERSON, Dean of Faculty, and MICHELLE HORHOTA, Associate Dean for Mentoring and Advising—both of Furman University; BRYAN KARAZSIA, Dean for Curriculum and Academic Engagement, and RYAN OZAR, Director of Experiential Learning—both of The College of Wooster

The Center for the Junior Year: The Nexus Between Academic and Student Affairs

Hanover A/B

As a primarily transfer-receiving institution, which recently transitioned to a four-year comprehensive university, the challenge of immersing two populations of students (native and transfer) led to the concept of a Center for the Junior Year (CJY). This center is viewed as the nexus where Academic and Student Affairs Meet to address barriers to student success. This multi-dimensional entity approaches successful completion of a bachelor degree from three dimensions: transitions, career building, and hidden pathways to career attainment. As a transitional center, a dedicated Academic Advisor, a faculty member in residence, and peer mentors are on hand to address a variety of needs. The efforts of faculty and professional staff merge with the CJY as the focal point. This panel session will provide details on the structure and staffing for this multi-dimensional center and share how Academic and Student Affairs collaborate within the center to lead to successful degree completion.

ELIZABETH CADA, Provost and Vice President for Academic Affairs, **ELAINE MAIMON**, President, **DAVID RHEA**, Professor and Director of the Center for the Junior Year, **COLLEEN SEXTON**, Associate Provost and Associate Vice President for Academic Affairs, and **KERRI MORRIS**, Associate Professor and Faculty in Residence for the Center for the Junior Year—all of Governors State University

DISCUSSION SESSION

Once Upon a Curriculum: Exploring the Role(s) of Storytelling in Liberal Arts Conversations

Dunwoody

Increasingly, storytelling is recognized as a critical communication tool in business to engage, persuade, and inspire. Building on the conference theme of "reclaiming the narrative on the value of higher education," this session draws on the research and practices from the diverse fields of creative writing, marketing, and career education to inform an approach to identify and understand the needs of relevant stakeholders—whether they are students building a professional portfolio or faculty and administrators redesigning their general education program—and move them forward in their understanding of the value of a liberal arts education.

HELEN CHEN, Research Scientist, Designing Education Lab, Department of Mechanical Engineering, and **URMILA VENKATESH**, Assistant Dean of Career Education for PhDs and Postdoctoral Scholars—both of Stanford University; **PAUL HANSTEDT**, Professor of English and Director of Pedagogical Innovation, Roanoke College

Coleadership Models for Advancing Global Learning

Grand Hall East B

While faculty and staff work collaboratively in many areas of higher education, most departments are led by either faculty or staff. This session will present three models for faculty-staff coleadership of a global center. Why is such a model effective and what does it offer in terms of student engagement in global learning? How can such a structure be used to effectively leverage limited resources while still supporting the development of new global initiatives? What are the potential concerns with a coleadership model of this kind and how can they be alleviated to maximize the potential of the model, particularly in terms of bridging the curricular and cocurricular? Ultimately, this session will make a case for this kind of coleadership model, and will explore emerging best practices for such a model as well as ways it might function at varied institutions and in other areas, such as civic engagement.

GISELDA BEAUDIN, Director of Global Initiatives, Rollins College; KATE PATCH, Senior Director of Global Initiatives, Grinnell College; REBECCA HOVEY, Dean for International Study, Smith College

DISCUSSION SESSION

A Student Affairs Perspective on the Civic Learning and Democratic Engagement Theory of Change

Baker

This interactive discussion will explore the ways in which the Civic Learning and Democratic Engagement Theory of Change theoretical framework enhances the civic work of colleges and universities, specifically related to an institution's role in preparing students for civic life locally and globally. The conversation will be guided by campus representatives from the NASPA LEAD Initiative and will provide space for reflection, practice, and discussion related to the application of the four-question framework.

STEPHANIE KING, Director of Civic Engagement and Knowledge Community Initiatives, NASPA; MICHAEL SANSEVIRO, Associate Vice President and Dean of Students, Kennesaw State University

Humanities, STEM, and Management: New Interdisciplinary Pathways for 21st-Century Learning

Grand Hall East C

The recent decline in enrollments and disinvestment in humanities disciplines across the country poses a significant threat to the sustainability of liberal education. This is all the more alarming when the complexity of the challenges we face calls for insight and expertise from a wide range of disciplinary perspectives to be drawn together to produce thoughtful, well-informed, and innovative responses. Several recipients of National Endowment for the Humanities' Humanities Connections Grants will discuss the pedagogical innovations they have brought to their undergraduate education curriculum, bringing diverse disciplines into conversation with each other. These initiatives speak to academic preoccupations while also being designed to have salience beyond academia. Panelists will critically reflect on issues of course conceptualization and implementation, and on assessment methodologies, with a focus on the outcomes achieved to date and the translatability of their pedagogical models to other institutions of higher education.

VALERIE IMBRUCE, Director, Undergraduate Research Center and Office of External Scholarships, Binghamton University; ROBERT EDGELL, Associate Professor of Technology Management, SUNY Polytechnic Institute; REBECCA ROUSE, Assistant Professor of Arts, Rensselaer Polytechnic Institute; RICHARD NEWMAN, Professor of History, Rochester Institute of Technology; MEREDITH GOLDSMITH, Professor of English and Associate Dean, Ursinus College

DISCUSSION SESSION

Millennials of Color and Racial Justice: How Administrators of Color are Working Across Generations

Hanover E

Featuring perspectives from four very different universities, this discussion section will explore how millennials' expectations for an inclusive environment differ from previous generations of students and how administrators have managed that shift. Panelists will discuss key generational differences in how students and administrators of color view racial justice. Administrators are likely to give primacy to access and outcomes as key indicators of racial inclusion. Influenced by a civil rights framework, many administrators of color focus on dismantling structural discrimination as a lever for increased racial equity. In contrast, student leaders today are likely to focus on symbols, speech, and climate. From the names of buildings, to which speakers can give talks on campus, millennials have shifted the racial focus in higher education from structure to culture. Moreover, today's students are less willing to offer their uncompensated labor in service of race-based programming or inclusion initiatives. The panelists will explore how administrators can bridge the racial generational divide on campus.

MARGARET HUNTER, Associate Provost for Recruitment and Student Success, Mills College; HIDEKO SERA, Associate Dean, School of Education, University of Redlands; MARCIA HERNANDEZ, Associate Dean, University of the Pacific; MARY ANN VILLARREAL, Associate Vice President for Strategic Initiatives, California State University, Fullerton

2:45 – 4:00 p.m. (continued from previous page)





Applied Liberal Learning: Gastrodiplomacy and Professional Education

The Learning Center

This panel discussion will be a reflection on an exchange program between the Culinary Institute of America and the United States Military Academy-WestPoint that has produced novel general education learning outcomes for students, faculty and administration alike. The panel will link teamwork and situational awareness in quite distinct professional and experiential education programs that both share commitment to a liberal learning foundation. One presentation will concentrate on the importance of experiential learning through exchange programs to highlight the examination of "self" that occurs. This discussion will concentrate on the development and deepening of teamwork in this context. Another will provide context for how the education of future military officers cultivates situational awareness across a range of experiences in and out of a traditional classroom. A third presentation will explore the positive benefits for faculty and staff participants in an exchange program that deepens awareness of one's own role within one's institution and prompts a renewed understanding of and appreciation for one's own institutional habits and patterns.

MICHAEL SPERLING, Vice President for Academic Affairs, and DENISE BAUER, **DEAN**, School of Liberal Arts and Food Studies —both of the Culinary Institute of America; BRIAN BABCOCK-LUMISH, Assistant Professor of International Affairs, and RUTH BEITLER, Professor of International Relations and Comparative Politics—both of the United States Military Academy at West Point

DISCUSSION SESSION

Democratically Engaged Assessment: A New Framework for Reimagining Assessment

Courtland

The "Assessing the Practices of Public Scholarship" (APPS) Research Group, an initiative of Imagining America, is a collective of practitioner-scholar-artists that strives to change the conversation around assessment and evaluation from one that privileges narrowly conceived technocratic models to one that embraces democratic values, equity, and participatory ways of knowing. We have developed a framework for reimagining assessment, Democratically Engaged Assessment (DEA), that puts the values of democratic engagement 'front and center' by calling for co-inquiry among stakeholders. We desire to create assessment practices and cultures that pose valuable questions and shape powerful deliberation about what matters most in higher education. Participants will learn about the DEA framework; acquire information about relevant tools and instruments; and experiment with DEA through case studies focused on student-, faculty-, and institution-level assessments. As practitioners of DEA, we will structure the session to facilitate full participation, inquiry, and deliberation with our participants.

JULIA METZKER, Executive Director, Brown Center for Faculty Innovation and Excellence, Stetson University; MARY F. PRICE, Director of Faculty Development, Indiana University-Purdue University Indianapolis; GEORGIA NIGRO, Professor of Psychology, Bates College; ERICA KOHL-ARENAS, Faculty Director, Imagining America: Artists and Scholars in Public Life, University of California, Davis; JOE BANDY, Assistant Director, Center for Teaching, Vanderbilt University

Charting a Path for the Future of Work, Together

Hanover D

The shrinking life cycle of skills combined with the abundance of new STEM jobs requiring specialized training are creating a significant skills gap. In this panel, hear institutional leaders from the University Innovation Alliance share how collaborating and sharing best practices has helped fuel new answers to challenging questions about the future of work.

RACHEL FINCH, Director Of External Relations, Oregon State University; JAMIE SEGER, Design Lead, University Innovation Alliance; ANDREW HANSON, Senior Research Fellow, Strada Institute for the Future of Work, Strada Education Network

DISCUSSION SESSION (Participation limited; please arrive early.)

Student Veterans: A Valuable Asset to Higher Education

Fairlie

This session aims to spark a new discourse on how colleges and universities view and empower student veterans, a discourse that pushes higher education past the "veteran-friendly" rhetoric to seize the long-term value of student veterans and veteran alumni. Presented as a Business Case, this session will cover current research on the valuable contributions student veterans provide to academic institutions with a discussion of how schools have applied this research to their campuses. The research presentation will serve as a framework for a dynamic, interactive discussion facilitated by a Vice Chancellor from Syracuse University and the President and CEO of Student Veterans of America (SVA) on how to apply the research to implement changes on college campuses. The discussion will cover topics including the development of new recruitment strategies directed at student veterans and shifting the campus environment to recognize the long-term value of student veterans and veteran alumni.

J. MICHAEL HAYNIE, Vice Chancellor for Strategic Initiatives and Innovation, Syracuse University; JARED LYON, President and CEO, and JAMES **SCHMELING**, Executive Vice President—both of Student Veterans of America

System Approaches to Taking Student Success to Scale: High-Impact Practices and Faculty Development

Grand Hall East A

NASH's "Taking Student Success to Scale: High-Impact Practices" seeks to identify the impact of a coordinated scaled approach to student success—with a particular focus on underrepresented minority and firstgeneration students—by identifying and scaling promising high-impact practices (HIPs) at both the campus and system level. Four states were selected to participate in the grant and are collaborating to bring new perspectives to current HIPS experiences across their institutions. Panelists will share approaches to working within a system framework, with a focus on faculty development created by individual institutions and university systems as well as the intersections among these levels of engagement.

CARLEEN VANDE ZANDE, Associate Vice President, Academic Programs and Educational Innovation, University of Wisconsin System Administration; ROBERT TODD, Office of Educational Access and Success, and JEFFERY GALLE, Associate Vice Chancellor for Academic Affairs—both of the University System of Georgia; ERIK ROSE, Director, Workforce Information Initiatives, Montana University System; **HEIDI LEMING**, Vice Chancellor for Student Success, Tennessee Board of Regents; SUSAN BALTER-REITZ, Interim Vice Provost, Montana State University Billings; CAROLINE BOSWELL, Director, Center for the Advancement of Teaching and Learning, University of Wisconsin-Green Bay; DAVID NEWTON, Associate Vice President for Academic Affairs, University of West Georgia

SEMINAR SESSION (Participation limited; please arrive early.)

Building Programs That Demonstrably Increase Civic Engagement:

Let's Do It Together

Greenbriar

In its 2018 consensus study report, Branches from the Same Tree, the National Academies reiterated a long-held tenet of AAC&U connecting higher education to civic education: "Any new movement in higher education, we believe, must ensure that it prepares all students to prosper economically, contribute civically, and flourish personally." What does it mean to educate students in reasoned and inclusive forms of civic engagement? What are our best means of doing so? And how can we collect evidence about and advocate for the impact of these educational practices on improved civic engagement? In this seminar, participants will share their own initiatives using integrative learning in support of civic participation; consider how to collect strong forms of evidence (qualitative and quantitative) demonstrating how integrative learning serves graduates in their civic lives; and brainstorm possible multi-institutional collaborations for obtaining and documenting evidence that integrative learning increases civic engagement.

KRISTIN WOBBE, Associate Dean, Undergraduate Studies, and KRISTIN BOUDREAU, Paris Fletcher Distinguished Professor of Humanities—both of Worcester Polytechnic Institute; ANASA SCOTT, Program Director, Office of Fellowships, and JOHN KRINSKY, Professor—both of the Colin Powell School for Civic and Global Leadership, The City College of New York

ACAD SESSION

Leading Collaborative Change for the Sustainable Future of Small, Private Colleges and Universities

Hanover F/G

This interactive session provides participants with case studies from two small, private institutions (one urban with undergraduate and graduate programs and the other rural undergraduate) about managing change to strategically optimize enrollment while building new programs and partnerships for a sustainable approach to a declining and more diverse student population, tuition dependency, shared governance, and long-term resiliency.

JENNA TEMPLETON, Vice President for Academic Affairs, Chatham University; **RON COLE**, Provost and Dean of the College, Allegheny College



CONCURRENT SESSIONS

SEMINAR SESSION (Participation limited; please arrive early.)

Communicating with Students about the Value of General Education

Greenbriar

This seminar explores both conceptual and practical aspects of communicating with students about the value of general education programs. Participants will explore the direct benefits to students in valuing general education and how such valuation is critical to our efforts to reclaim the narrative on the value of higher education, deriving generalizable insights from data shared by the presenter on student and faculty perceptions on the value of general education. Participants will share the avenues their institutions use to communicate with students about the value of general education and discuss which avenues are likely to be most effective in influencing student perceptions. The seminar will conclude by identifying specific strategies that institutions can employ to help two key groups—instructors of general education courses and academic advisors—influence student perceptions of the value of general education.

CHRISTOPHER MURPHY, Associate Provost for Curriculum and Liberal Learning, The College of New Jersey



DISCUSSION SESSION

Internationalization on Small Innovative Campuses

Baker

This session will explore ways in which several small, innovative schools are internationalizing both in terms of expanding their campuses with global partnerships, but also encouraging students to confront global differences through curricular innovations, expanding international student populations, and generating college-wide internationally oriented learning outcomes. We will look at the way interdisciplinary courses of study are particularly adept at exposing students to global issues—presenting initiatives and programming by Bennington College, The Evergreen State College, Marlboro College, and Prescott College—and explore ways in which these small institutions are pushing students to think more globally, despite the challenges often times associated with such programming, particularly high costs, unequal student access and shifting immigration policies.

NOAH COBURN, Director, Consortium for Innovative Environments in Learning, and ISABEL ROCHE, Provost and Dean of the College—both of Bennington College; PAUL BURKHARDT, Executive Vice President and Provost, Prescott College; RICHARD GLEIZER, Provost and Dean of the Faculty, Marlboro College; DAVID MCAVITY, Vice Provost and Dean for International Programs, The Evergreen State College

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

Friday, January 25

4:15 – 5:30 p.m. (continued from previous page)



DISCUSSION SESSION

Interrupting Our Own Practices: Redesigning Faculty Development for these Chaotic Times

Courtland

Faculty, more than ever, can help students make sense of and navigate the dramatic cultural shifts and the contentions over those changes that dominate college students' experiences today. This session invites participants to explore their own capacities to advance high-impact practices and student success through pedagogical approaches that help students interpret their complex multicultural identities as well as those of their classmates in the midst of a hatedriven chaotic environment in the US and the world. How can HIPs result in the expected outcomes through engaging affective responses to the current environment? How can faculty members' exploration of their identities contribute to the campus' larger mission to close achievement gaps and create thriving learning environments? What strategies can faculty develop to facilitate cognitive empathy and engagement at the intergroup level so students can learn together in newly created democratic classroom space the context of this chaotic and challenging world?

IOHNNELLA E. BUTLER, Professor of Comparative Women's Studies and former Provost and Vice President for Academic Affairs, Spelman College; PATRICIA LOWRIE, Director Emeritus, Michigan State University and Senior Fellow, AAC&U; SHARON WASHINGTON, Consultant, Higher Education Leadership and Organization; KATHLEEN WONG, Chief Diversity Officer, San Jose State University; CARYN McTIGHE MUSIL, Senior Scholar, Director of Civic Learning and Democratic Initiatives, AAC&U

The Power of Six: Increasing Value through Collaboration

Grand Hall East A

In a time when liberal education is under the microscope, collaboration is an important tool for institutions that are seeking to maintain the breadth and depth of programming that is the hallmark of our institutions while also containing costs. Formed in 2010 to help its member institutions weather the aftermath of the 2008 recession, the New York Six Liberal Arts Consortium now offers a robust array of academic and administrative programs and projects. Savings from NY6 cost-saving initiatives alone provide the schools with cumulative savings of more than \$1 million annually. In addition, academic and administrative collaborations give faculty, students, and staff access to research, curricular, cocurricular, and professional development opportunities at reduced cost. This session will highlight the ways six highly regarded institutions in upstate New York have come together to achieve scale, increase opportunities, and save money.

AMY DOONAN CRONIN, Executive Director, New York Six Liberal Arts Consortium, and SUZANNE KEEN, Vice President for Academic Affairs and Dean of Faculty—both of Hamilton College; KARL SCHONBERG, Vice President and Dean of Academic Affairs, St. Lawrence University; STROM THACKER, Dean of the Faculty and Vice President for Academic Affairs, Union College

DISCUSSION SESSION

From "At Least" to "At Last": Strategies for Connecting Athletics and Academics

Dunwoody

Are you frustrated by the tensions between athletics and academics? Are you unconvinced by narratives that "at least" athletics is not more harmful to academics? This interactive session will explore ways in which "at last" athletics can enhance student learning. Drawing on the experiences of a faculty member, a head coach, an assessment professional, and an associate provost, this interactive session will explore (a) active learning strategies drawn from athletics, (b) faculty athletic mentoring as an approach to increase engagement and retention, and (c) venues to connect faculty and coaches as teachers with shared interests.

JAMES M. SLOAT, Associate Provost and Associate Dean of Faculty, and JARED BEERS, Head Coach, Men's and Women's Cross Country—both of Colby College; RACHAEL BARLOW, Associate Director of Assessment, Wesleyan University; BECKY DAWSON, Assistant Professor of Biology and Global Health Studies, Allegheny College; ROB RAMSEYER, Athletic Director, Friends University

Galvanizing Students, Faculty, and Institutions by Making Learning Meaningful: Reacting-to-the-Past at Different Institutions

Grand Hall East C

How can students learn deeply and be truly engaged? How can students take ownership of their knowledge and skills and become life-long learners? How can faculty open their classrooms to new pedagogies, interdisciplinary approaches, and collaboration with colleagues? How can institutions support, assess, and propagate such approaches? A panel of faculty and administrators from different colleges and universities will discuss how their use of the Reacting-tothe-Past (RTTP) pedagogy has achieved these goals. RTTP is based on serious games that are situated at key decision points throughout history. Students assume historical roles and develop carefully argued positions based on original texts and reach decisions on complex and controversial matters. RTTP games are open ended and explore the knowledge and forces that shape society. In an interactive fashion, we will discuss the pedagogy, its successes and challenges at different institutions and disciplinary contexts, and models of implementation and institutional support.

DOROTHEA HERREINER, Associate Professor of Economics, Loyola Marymount University, and Reacting Consortium Board Member; ANDREW GOSS, Professor of History and Chair, Department of History, Anthropology, and Philosophy, Augusta University; VERDIS ROBINSON, Director for Community College Engagement, Campus Compact; DAWN McCORMACK, Associate Dean, Middle Tennessee State University

DISCUSSION SESSION

Evolving through Involving: Admissions Departments, Early Colleges, and Expanding the Narrative of Liberal Education

Grand Hall East B

This session examines the necessity of, and strategies related to, expanding the set of audiences responsible for articulating the narrative of liberal education to include admissions departments at four-year colleges and universities. It examines the successes and struggles of Bard High School Early College students, who leave high school with an associate degree after two years of a full-time college liberal arts curriculum, in articulating their skills and experiences in a manner that resonates with admissions departments. This panel includes administrators, admissions representatives, students, and college transfer officers that will offer strategies for the development of the narrative of liberal arts as more students begin to complete their associate degree during their traditional high school years.

GUY RISKO, Assistant Professor in the Division of Literature, DUMAINE WILLIAMS, Principle and Provost, and STEPHANIE HOGUE, College Transfer Officer—all of Bard High School Early College, Cleveland; CHRISTOPHER WILD, Assistant Director of Admissions, Goucher College; ADRIANA PEREZ, American University

RESEARCH SESSION

Residential Learning Communities as a High-Impact Practice

Grand Hall East D

Twenty researchers from twenty U.S. institutions are exploring residential learning community (RLC) experiences and outcomes for students, staff, and faculty. This research session shares snapshots of emerging multi-institutional, mixed methods research on thriving, integrative learning, and deeper life interactions in RLCs. The panelists will facilitate discussion about how this research informs institutional, programmatic-, and faculty/staff-level efforts to design, implement, and assess residential learning communities that meet the characteristics of high-impact practices.

JESSIE L. MOORE, Director of the Center for Engaged Learning, and CARA McFADDEN, Associate Professor of Sport Management and Faculty Fellow of Leadership Education—both of Elon University; JOHN SOPPER, Program Chair, Grogan Residential College and Adjunct Associate Professor of Religious Studies, University of North Carolina Greensboro; SUSAN WEINTRAUB, Director of Residential Life and Education, Saint Anselm College; JILL STRATTON, Associate Dean of Residential Learning, Washington University in St. Louis; JODY JESSUP-ANGER, Associate Professor of Educational Policy and Leadership, Marquette University

"Are You Crazy?" How to Revise an Entire Curriculum (and more) at Once

The Learning Center

Campus reform efforts rarely come with the luxury to work on one big idea at a time. In the current challenging landscape, small institutions in particular are facing calls to transform simultaneously their business models, educational models, and operations. Managing faculty and staff workload, expectations, and resources across not one, but multiple change initiatives can be overwhelming. Revising the curriculum is itself notoriously hard, but what about when it happens alongside other significant reform initiatives? This session will explore how Dominican University of California managed to align and interweave a general education revision, implementation of a distinctive common learning experience, development of innovative partnerships, and a shift in the entire curriculum from three to four credits—all in the span of two years. Discussion will focus on developing clear and transparent structures for reform efforts, engaging multiple layers of faculty leadership and staff expertise, and leveraging scarce resources.

NICOLA PITCHFORD, Vice President for Academic Affairs and Dean of the Faculty, MOJGAN BEHMAND, Associate Vice President for Academic Affairs and Dean of General Studies, GIGI GOKCEK, Associate Professor of Political Science and Director of Honors Program, and COLETTE GALIANI, Senior Associate Registrar and Director of Academic Operations—all of Dominican University of California

ACAD SESSION

Liberal Education vs. Vocational Education: A False Dichotomy

Hanover F/G

In recent years, many individuals, families, and political entities have seen liberal education as primarily a private good vs. a public good, setting up a false dichotomy. Misunderstanding of the terms vocation and vocational education and their relationship to liberal education contributes to this misunderstanding. We will describe how liberal education and vocational education coexist and mutually reinforce student learning through Albion College Institutes, the Career and Internship Center, and the Philadelphia Center.

MARC ROY, Provost, LAUREL DRAUDT, Director of the Carl Gerstacker Institute for Business and Management, and TROY KASE, Director of the Career and Internship Center—all of Albion College

4:15 - 5:30 p.m.

HEDS UP SESSION (A series of five 10-minute sessions in the spirit of TED Talks)

Regency V

MODERATOR: KATE McCONNELL, Assistant Vice President for Research and Assessment, AAC&U

If I Could Build a University from Scratch: Four Models Worth Copying from Around the World

What are some of the most effective ways to prepare students to be active citizens in a rapidly changing world? Nimesh Ghimire will draw on his experience learning from more than 40 of the most innovative campuses around the world. He will provide attendees with a worldwide tour of innovations on campuses that have had an extraordinary impact on students, on the community, and on the institutions themselves. This presentation will illustrate how social innovation can serve as both a powerful educational framework and a methodology for institutional change, including how campuses have been able to use the language of social innovation and changemaking to reclaim the value of higher education. Nimesh will close by sharing his own personal ambition to eventually set up a liberal arts college in his native Nepal.

NIMESH GHIMIRE, Renewal Manager, Ashoka U

Transformational Faculty Development: #transformation-alstudentlearning #researchskills #globallearning

Student learning is predicated on faculty learning. In this session, Stephanie Doscher will zero in on key aspects of transformational faculty development, methods that unleash faculty members' creativity and empower them to create new teaching and learning strategies. Case-in-point: #hashtagpedagogies, Oelze's use of freely accessible metadata, available via apps such as Twitter and Instagram, to teach foundational research skills and help students develop global awareness and a global perspective.

STEPHANIE DOSCHER, Director of Global Learning Initiatives and MICAH OELZE, Visiting Assistant Professor—both of Florida International University

Credential Engine: Transparency via an Open Lingua Franca Registry

Higher education leaders need to work together to modernize their practices. An important first step is to publish the credentials their institution offers and the learning those credentials represent to the Internet using open linked-data specifications. Recent cooperative technical developments have helped administrators connect their teaching and learning functions with their operational systems supporting credentialing practices. This session overviews recent advances via multiple case studies and provides supportive resources for you to get started.

JEFF D. GRANN, Credential Solutions Lead, Credential Engine; MYK GARN, Assistant Vice Chancellor for New Learning Models, University System of Georgia

A Tale of Two Interim Deans: The Challenges, the Opportunities, and the Lessons Learned

Two interim deans on the same campus share a living case study of their 18 months of service and tenacity in very different interim dean roles, which prompted positive career-changing decisions for both presenters. Overall, their respective experiences resulted in a daily series of robust, 'in-the-line-offire' leadership training. This presentation will share insights and lessons learned from what the presenters thought they signed up for, and participants will recognize the critical need to formally onboard when promoting from within for smooth and effective leadership succession.

COLLEEN MULHOL-

LAND, Associate Dean of Undergraduate Studies and Student Success Services, College of Education, University of Northern Iowa; TRAVIS MILLER, Senior Associate Dean, Shaheen College of Arts and Sciences, University of Indianapolis

Reclaiming Liberal Arts Education at Community Colleges

Education is a cornerstone of modern society. Strong educational institutions foster the development of skills citizens need to innovate and produce tangible results, bolstering economies and sustaining progress. Physical innovation and economic progress are a fortunate byproduct of a system that has long been more concerned with students as holistic individuals and engaged citizens. In the era of productive workforce culture, where the pressure of competitiveness is ever increasing, one salient question remains unresolved regarding the changing landscape of higher education: Have educational institutions shifted from an idyllic sanctuary where students went to explore and learn about themselves and the world, to factory-like institutions exclusively concerned with job placements? Do students care about self-transformation and acquiring contemplative skills or is their primary focus to become workforce competitive? We will examine the value of liberal arts education at community colleges and its beneficial impact on students.

MAYS IMAD, Professor of Biology, Pima Community College



HOSTED RECEPTIONS





ACAD and **CCAS** Joint Reception

Hanover A/B

ACAD and CCAS (Council of Colleges of Arts and Sciences) are cohosting a reception Friday evening. All are welcome to join us as we celebrate our growing partnership.



HERS (Higher Education Resource Services)

Hanover C

Diverse

Diverse: Issues in Higher Education

Hanover D

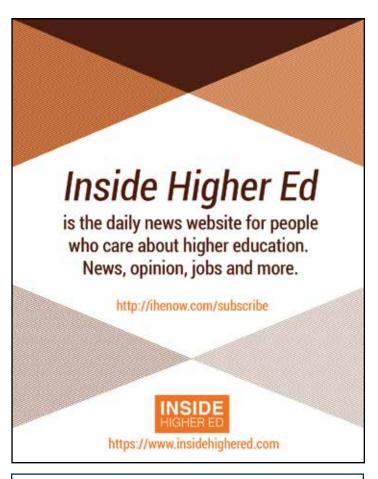
Diverse: Issues In Higher Education welcomes all friends, colleagues, and those interested in creating more diverse campuses.

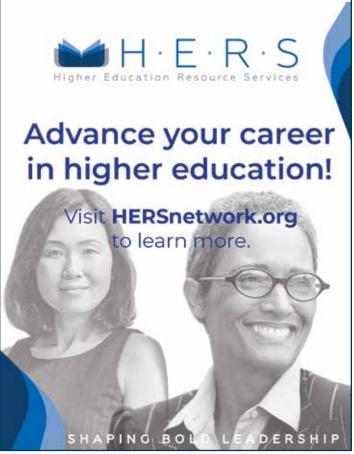


Council on Undergraduate Research

Hanover E

The Council on Undergraduate Research (CUR) is hosting a reception for its members and friends. CUR will recognize Union College and University of Wisconsin–Milwaukee as the recipients of the 2018 Campus-Wide Award for Undergraduate Research Accomplishments. All are welcome to attend.





Saturday, January 26

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 60.) Registration for the ePortfolio Forum luncheon and afternoon sessions is available via an additional fee.



BREAKFAST ROUNDTABLE DISCUSSIONS

Centennial IV

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

Designing Innovation Programs to Build Professional and Civic Skills

This session focuses on Innovation Programs as vehicles for integrating civic, professional, and experiential learning. Innovation programs can develop 21st-century civic and professional competencies in a liberal arts setting by teaching interdisciplinary skills often not found together outside of business programs and applying them for social benefit. Drew University's two-course innovation program is led by a collaborative, multidisciplinary team of faculty from computer science, theater arts, business, and physics and housed in the Center for Civic Engagement. Rooted in a core civic commitment, Drew's innovation program fosters cross-disciplinary skill development that takes advantage of collaborative work flows across interdisciplinary teams of majors and minors. We will discuss how to design innovation programs to create cross-silo synergies that increase the power of a liberal arts education to prepare students for life beyond college.

AMY KORITZ, Director, Center for Civic Engagement, **EMILY HILL**, Associate Professor and Program Director, Computer Science, and **RYAN HINRICHS**, Associate Dean for Curriculum—all of Drew University

TABLE 2

Revising General Education While Reclaiming Its Civic Purpose

Our charge is to "reclaim the narrative on the value of higher education." If we are to succeed, it is vital for us to understand the roots of the public's skepticism of our work, and to model our institutional reforms accordingly. This discussion will focus on general education reform on the five regional campuses of Indiana University, and how an emphasis on civic and democratic engagement—particularly regarding the civic purpose of liberal education—can serve as a unifying factor in that revision.

WILLIAM McKINNEY, Senior Advisor for Regional Campus Affairs, Indiana University

TABLE 3

Beyond Remediation:

Promoting Student Success in GE-Level Mathematics with Course Redesign

Remedial courses in mathematics and English will no longer exist in the California State University beginning fall 2018. All freshmen students will take credit-bearing courses, with different types of support structures in place to help promote student success. Last year the Department of Mathematics at Cal State Fullerton piloted several approaches in college algebra, precalculus, and liberal arts math, including the use of supplemental instruction, "flipped" classes, and active learning. In fall 2016, the average D/F/W rate decreased from 30% to 20%, and the average course GPA increased from 2.1 to 2.5. This presentation will give a brief overview of the Course Redesign effort at CSUF, identifying specific challenges, both anticipated and unanticipated. We welcome multiple perspectives for a robust discussion about how postsecondary institutions can effectively move beyond remediation.

MARTIN V. BONSANGUE, Professor and Chair, Department of Mathematics, CHERIE ICHINOSE, Associate Professor of Mathematics, MARIE JOHNSON, Dean, College of Natural Sciences and Mathematics, and ADAM GLESSER, Associate Professor of Mathematics—all of California State University, Fullerton

TABLE 4

The A+cademy:

An Innovative Program for Promoting and Implementing Student Services among Community College Students

The focus of this roundtable is an innovative program that both promotes and implements student services for community college students. This program has proven results and is offered at multiple site locations by a team of faculty members and administrators. The rationale behind the program was to increase students' use of various support services, such as tutoring, by bringing the services to the students where they naturally congregate. The discussion of this program will encourage participants to ponder how they could develop their own version of the A+cademy at their home campuses. The positive outcomes and the challenges will be described. This roundtable session will add to the conversation about how to create a campus climate that prepares all students for success and will promote ideas about ways to bring the value of higher education to first-generation college students.

ANDRA BASU, Dean of Humanities and Social Sciences, and LARISSA VERTA, Dean of Science, Engineering, and Mathematics—both of Lehigh Carbon Community College

TABLE 5

Authentic Assessment of Faculty Development for High-Impact Practices

How does your institution assess its faculty development effort to support the design and delivery of HIPs? Facilitators from Queensborough Community College (CUNY) will share the key findings and lessons learned from their implementation of a new protocol for assessing its HIPs faculty development program. Participants may expect to explore practical insights into conducting the authentic assessment of a faculty development program. Additionally, participnts will have the opportunity to discuss the possible application of QCC's protocol at their own institutions and to identify key collaborators and stakeholders at their local campuses.

KATHLEEN LANDY, Assistant Dean for Teaching and Learning, IAN BECK-FORD, Academic Affairs Director of Policy Analysis for General Education and Student Learning Outcomes—both of Queensborough Community College (CUNY)

TABLE 6

Making LEAP a Reality at a Multi-Campus Institution

To advance the LEAP Initiative on multiple campuses, we developed a plan with an emphasis on three specific measures: Increase Campus Awareness, Signature Work Pilots/Other LEAP Activities, and Professional Development Opportunities. Our presentation will include sharing actions that have been taken in support of each of the three measures with an emphasis on Signature Work Pilots and Other LEAP Activities. Participants will leave with an understanding of our plan and materials that may be modified for use on their campuses. The intended audience for this session includes LEAP institutions, as well as those thinking about becoming a LEAP institution.

DEBRA HOLMES MATTHEWS, Associate Dean for Undergraduate Studies and Professor of English, DON BROWN, Assistant Department Chair and Associate Professor of Mathematics, DERRILYN MORRISON, Professor of English, and KIMBERLY PICKENS, Professor of Biology—all of Middle Georgia State University

TABLE 7

Scaling Up High-Impact Practices through Systematic Faculty Support on a Large Campus

The implementation fidelity of high-impact practices (HIPs) is critical to the success of HIPs. Often times, when HIPs are scaled up, the original design is not executed as intended for the students, which leads to "watered down" impact. Committed to scale up HIPs to support over 40,000 students, California State University, Fullerton (CSUF) successfully adopted a systematic faculty support approach that helped ensure the fidelity of HIPs. By providing faculty with a series of professional development programs that are designed to be HIPs themselves, we have consistently observed faithful implementation and positive student impact of many HIPs courses on campus. Details of our effort and lessons learned will be discussed.

SU SWARAT, Assistant Vice President for Institutional Effectiveness, AMIR DABIRIAN, Vice President, Information Technology, and KRISTIN STANG, Assistant Vice President for Faculty Support Services—all of California State University, Fullerton

TABLE 8

Inter-LEAP State Mentoring

In this discussion, you will hear how two provosts from two different LEAP States institutions—University of Wisconsin—Whitewater and University of West Georgia—are developing a mentoring relationship between the first LEAP state and the newest LEAP state, providing practical ideas of development and inspirational ideas of motivation. The most concrete point of comparison is the workshop model of Whitewater to the symposium model of West Georgia, both used for developing small groups of faculty and staff to further the cause of LEAP.

MICHEAL CRAFTON, Provost, University of West Georgia; GREG COOK, Vice Provost, University of Wisconsin–Whitewater

TABLE 9

Virtual Faculty Mentoring: Can it be Accomplished through Embodied Conversational Agents?

This study explores the potentiality of implementing virtual faculty mentoring opportunities through embodied conversational agents (ECAs). In this case, a mentee would ask career advice questions of an ECA, who would draw responses from a preprogrammed database populated by renowned emeriti engineering faculty. ECAs for virtual faculty mentoring are being developed under the National Science Foundation INCLUDES (Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science) Design and Developments Launch Pilot award (17-4458) for the Increasing Minority Presence within Academia through Continuous Training (IMPACT) mentoring program. Initial research on ECAs suggests higher ratings on operational functions are a result of user satisfaction and perceived utility, as well as the production of feelings of emotional-relational bonding and trust. Such research is important as colleges and universities continue to develop and refine faculty mentoring programs to support the career success of faculty across the professoriate.

SYLVIA L. MENDEZ, Associate Professor, VALERIE MARTIN COLNEY, Dean of the College of Education, and KATIE JOHANSON, Graduate Assistant—all of University of Colorado Colorado Springs; KINNIS GOSHA, Assistant Professor, Morehouse College; COMAS HAYNES, Principal Research Engineer, and ROSARIO GERHARDT, Goizueta Foundation Faculty Chair and Professor—both of Georgia Tech

TABLE 10

Raising Voices and Preparing Students for What Is Ahead through Social Media

Students raise their voices each day through social media, which provides a common platform for students and others to collaborate and share. It is estimated that 83% of men and women ages 18-29 use social media (Duggan & Brenner, 2013). Social media and mobile technology can be used to prepare students to enter the ever converging, technology-dependent world. The facilitator will share how social media and mobile technology can be utilized in meaningful ways to prepare students and provide a forum for students, faculty, and administrators to raise their voices. A variety of activities will engage participants to identify and achieve learning goals that utilize social media and mobile technology that focus on preparing students to enter the technology convergent world. Participants will also have an opportunity to reflect upon how students utilize social media as a tool.

SCOTT WEILAND, Chair, Department of Mass Communications, King's College

Saturday, January 26

7:45 – 9:00 a.m. (continued from previous page)



TABLE 11

Leading and Launching an Academic Innovation Initiative

The call for academic innovation in today's institutions of higher education requires us to be nimble, creative, and especially attentive to the educational outcomes and needs of our students. To that end, leaders in colleges and universities need to be adept at guiding campus cultural change. How does significant change happen in a way that is not too expensive, not too time consuming, or not too out of reach? This past year, Bridgewater State University launched an academic innovation initiative with a modest investment of time and funding and got a quick lesson in leading change initiatives in a compressed time frame. Participants will learn about the change leadership process using the BSU case study and consider a model for leading change to inspire innovation on their own campuses.

CINDY KANE, Special Assistant to the Provost for Strategic Initiatives, KARIM ISMAILI, Provost and Vice President for Academic Affairs, and PAM RUSSELL, Associate Provost for Academic and Faculty Affairs—all of Bridgewater State University

TABLE 12

Using the Excellence in Assessment Designation to Communicate the Value of Higher Education Reflecting on Good Assessment Practice

This discussion will reflect on the Excellence in Assessment (EIA) designation—cosponsored by AAC&U, Association of Public and Land-grant Universities (APLU), and the National Institute for Learning Outcomes Assessment (NILOA)—examining both the process and institutional narratives. The discussion will explore themes found as a result of analyzing 60+ narratives of institutions working toward good assessment practice campus-wide. Participants will be invited to provide responses to reflective questions posed by the presenters, including dialogue on how the EIA designation can not only provide evidence of effective assessment practices but also assist in communicating stories of value of higher education to broader audiences.

GIANINA BAKER, Assistant Director, National Institute for Learning Outcomes Assessment; **DENISE NADASEN**, Director of Research and Data Policy, Association of Public and Land-grant Universities; **ASHLEY FINLEY**, Senior Advisor to the President, AAC&U

TABLE 13

Academic Coaching: Empowering Students To Succeed through Strategic Learning Plans

The Division of Academic Enhancement at the University of Georgia has recently developed a four-session academic coaching program to comprehensively equip and support students who were serious about changing behavior, trying new learning strategies, and improving their overall performance and self-regulation to see greater academic success. We invite participants to this roundtable to consider how institutions should be deploying research on metacognition, self-regulation, growth mindset, and more to enhance and innovate their student success agendas.

THOMAS CHASE HAGOOD, Director of the Division of Academic Enhancement, KEITH ALLEN, Coordinator for Academic Coaching and Retention, and MAGGIE BLANTON, Assistant Director for Services—all of University of Georgia

TABLE 14

Strengthening Diversity and Inclusion on Campus: High-Impact Student Employment with Community-Based Organizations

Many institutions are seeing the value of strengthening experiential learning (EL) opportunities in preparing students to engage in civic life both locally and globally. A hallmark of Nazareth College is a commitment to EL, supporting such programs as LifePrep@Naz. Established through a partnership with two community agencies, LifePrep provides Nazareth students with authentic opportunities to learn, engage, and lead while working and learning alongside individuals with intellectual and developmental disabilities on campus. This presentation will describe the role of LifePrep in challenging the traditional notions of diversity and inclusion on a college campus. We also will examine the partnership's ten-year history, the role of the community partners in coeducating all students on campus, and the impact of the LifePrep program on Nazareth student outcomes, including increased campus access and retention rates. Participants can explore how to foster similar partnerships on their own campuses.

CYNTHIA KERBER GOWAN, Faculty Liaison, LifePrep@Naz, and **NUALA BOYLE**, Director of Civic Engagement and Experiential Learning Opportunities—both of Nazareth College

TABLE 15

Transforming Power in the Classroom: A Freirean Model of Student Leadership

In this roundtable, we will initiate conversation around democratic models of education in the classroom and in departmental structure, sharing our vision, successes, and challenges. We will demonstrate and dialogue with participants on how SASS (Safe Agnes Scott Students) operates in the classroom to negotiate power and help the class create "safe/brave-enough spaces." We will focus on two concrete examples of this leadership work: SASS representatives assist on midterm evaluations but also on a syllabus review at the beginning of the semester. We will show how we use popular education techniques, intersectional pedagogies, liberatory and democratic classroom theories and practices, and theatre of the oppressed in the training of SASS representatives. We will also work with participants to delineate power models in class, department, and institution, and imagine options for liberatory change. It takes a particular kind of "sassiness" to reinvent the traditional educational structures. Thus we ask, "What would we be doing if we weren't doing this?"

TINA PIPPIN, Professor and Chair of Religious Studies and Director, Human Rights Program, and LAUREN BODENLOS, Leadership Fellow in Religion and Social Justice—both of Agnes Scott College; LUCIA HULSETHER, Prize Teaching Fellow 2018-2019, Yale University

TABLE 16

Teaching for Global Readiness in Indiana: A Case Study of State Initiatives and Teacher Practices

In line with other contexts, research in Indiana has shown that teachers who believe global education is important may not be teaching global readiness (Rapoport, 2010). The purpose of this discussion is twofold: 1) to describe a quantitative study on current K-12 Indiana teachers' practices that promote students' global readiness; and 2) to introduce the Teaching for Global Readiness Scale to the participants. The study utilized a random cluster sample with 136 respondents taking the Teaching for Global Readiness scale. Teachers scored highest on the subscale of situated practice (i.e., giving students a voice, risk-taking, and reducing stereotypes), and lowest on transactional experiences that involved technology for cross-cultural collaboration. This session will describe collaborative initiatives between Indiana University and Indiana DOE as well as introduce the Teaching for Global Readiness scale with research potential for use in higher education and end with a discussion of experiences that promote global education.

SHEA KERKHOFF, Assistant Professor, University of Missouri–St. Louis; **VESNA DIMITRIESKA**, Director of Global Education Initiatives, Center for P-16 Research and Collaboration, Indiana University

TABLE 17

In Their Own Voice: Undergraduates Make the Case for Accessing a Career Pipeline in K-16 Education Settings

Participate in the exploration and analysis of a case study in which the high-impact practice of Service Learning has been used to create an undergraduate-driven grass-roots mentorship model. This program was designed for the purpose of developing key career skills for undergraduates while advancing the goals of the institution in retaining students in the community at a key point in the STEM pipeline. The successes, challenges, and impact of the program, now in its seventh year, will be presented. Participants will work to identify elements of a Service Learning experience for their own institutions which could:

1) develop target career skills for undergraduates entering the workforce; 2) enhance the visibility and value of the higher education institution to the community using the voices and service of its undergraduates; and 3) align with the mission and vision of their institution as well as recruitment goals for a diverse student population.

ALLISON R. D'COSTA, Associate Professor of Biology, CLAY RUNCK, Assistant Professor of Biology, BERNADETTE PEIFFER, Assistant Professor of Science Education, and JUDY AWONG-TAYLOR, Professor of Biology—all of Georgia Gwinnett College

TABLE 18

Reclaiming Our Purpose through Civic Learning with Rural Partners

In a national climate in which large numbers of rural Americans hold negative views of higher education and rural communities have significantly lower college-going rates, innovative partnerships between campuses and rural stakeholders are critical initiatives. This session reports on a pilot program at California State University, Chico in which a successful first-year civic engagement program, the Town Hall Meeting, was extended to a regional rural high school. By connecting rural high school students with college student mentors, and connecting academic learning with local social issues, the program makes college a visible option that can benefit both the student and her home community. The lead faculty and graduate student will report on this pilot program, its potential as a model for campus-community partnerships, and lessons learned. Participants will reflect on potential rural partners in their own settings and explore models for connecting campuses with rural communities for mutual benefit.

ANN SCHULTE, Professor of Education, ELLIE ERTLE, Director, First-Year Experience Program, and KARYN CORNELL, Graduate Student—all of California State University, Chico

.



CONCURRENT SESSIONS

What Do CAOs Think? A Dialogue About *Inside Higher Ed* Survey Findings

Regency V

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 2019.

SCOTT JASCHIK, Editor, Inside Higher Ed

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

Constructing a Narrative of Change Implementation in Academic Affairs

Grand Hall East A

When discussing change in a college or university, the focus is very often on the vision, what the new initiative will include, and how it is expected to improve the ability of the institution to meet its objectives. The bulk of the planning is poured into the visioning process. As crucial as the vision, however, is implementation, as it can mean the difference between success and failure. The purpose of this session is to explore the challenges involved in implementing a change vision in academic affairs as they appear in a variety of institutional types and from a variety of administrative and faculty positions in the hierarchy.

LAURIE B. CUBBISON, Professor of English, Radford University; ELIZABETH THROOP, Provost and Vice President for Academic Affairs, and MICHAEL MATHIAS, Chair, Philosophy Department—both of Frostburg State University; CANDICE BENJES-SMALL, Head of Research Services, College of William & Mary

High-Impact Signature Work: Case Studies in Community-Engaged Capstones

Grand Hall East B

How can institutions create scaffolded pathways that culminate in the opportunities for students to integrate and apply their learning through Signature Work, especially projects that also leave a legacy by contributing to positive community impacts? This session will explore how both student leadership and faculty innovation can help to drive change to culture, curriculum, and cocurriculum. It will showcase examples from the Bonner Foundation and its network of institutions that are strategically working to embed community-engaged capstones. Through both individual and team-based projects, students are working to build the capacity of schools, nonprofits, and government agencies. They are working on social action initiatives. Come learn and take away inspiring approaches and examples.

ARIANE HOY, Vice President, Bonner Foundation; DAVID RONCOLATO, Professor and Director of Civic Engagement, Allegheny College; ALEXANDER NICHOLS, Bonner Scholar, Davidson College

Articulating the Value of Global Learning for Workforce Employability

Grand Hall East C

We have considerable practice at translating disciplinary knowledge into the vocabulary of professional qualifications, but what do we do with the more amorphous proficiencies associated with global learning? How do we help students recognize and highlight the professional qualities that come from that mix of cultural understanding, interdisciplinary study, and personal growth that we associate with forms of global experience? This interactive session will share three brief case studies of explicitly articulating the role of global learning in preparing our students for a diverse workplace, one aspect of reclaiming the narrative on the value of higher education. After hearing strategies including international interships, articulation via digital portfolio and resume coaching, and a pilot study of study abroad outcomes using Q-methodology, there will be a broader facilitated discussion of the topic.

ELAINE MEYER-LEE, Associate Vice President for Global Learning and Leadership Development, Agnes Scott College; **SCOTT CARPENTER,** Marjorie Crabb Garbisch Professor of French and the Liberal Arts and Director, Center for Global and Regional Studies, Carleton College; **PETER GESS,** Associate Provost for Engaged Learning, Hendrix College

ACAD SESSION

STEMming the Tide of Enrollment Shifts from Humanities to STEM

Grand Hall East D

Student demand continues to shift towards fields deemed to be more practical and away from the humanities. Academic deans are faced with reallocating resources towards more high-demand areas, while continuing to provide a broad and rich liberal education. In this session, three academic deans describe how they have worked with their faculty to develop strategic responses.

KIM COPLIN, Provost, Denison University; ALISA GAUNDER, Dean of the Faculty, Southwestern University; KARINE MOE, Provost and Dean of Faculty, Macalester College

10:30 – 11:30 a.m.

CLOSING PLENARY

The Role of Journalism in Preserving, Undermining, and Reclaiming the Narrative of American Society

Centennial L

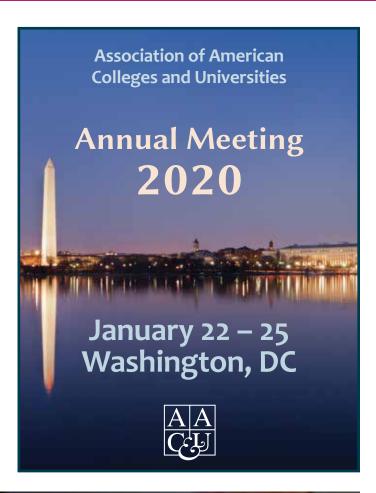


Linda Greenhouse is the Joseph Goldstein Lecturer in Law and Knight Distinguished Journalist in Residence at Yale Law School. She covered the Supreme Court for The New York Times between 1978 and 2008 and writes a biweekly op-ed column on law as a contributing columnist. Her most recent book is Just a Journalist: Reflections on the Press, Life, and the Spaces Between (2017). Linda Greenhouse has received several major journalism awards during her 40-year career at the Times,

including the Pulitzer Prize (1998) and the Goldsmith Career Award for Excellence in Journalism from Harvard University's Kennedy School (2004). In 2002, the American Political Science Association gave her its Carey McWilliams Award for "a major journalistic contribution to our understanding of politics." She also serves as president of the American Philosophical Society.

CHAIR: CAROL A. LEARY, President, Bay Path University

AAC&U thanks 2U for its sponsorship of the Closing Plenary.





Harvard Institutes for Higher Education

UPCOMING PROGRAMS

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Seminar on Leadership of the Faculty: A COACHE Program at the Harvard **Institutes for Higher Education**

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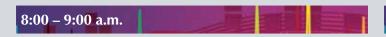
FORUM ON DIGITAL LEARNING AND EPORTFOLIOS

ePortfolios and the Value of Higher Education: Celebrating 10 Years of AAC&U's ePortfolio Forum

SATURDAY, JANUARY 26, 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.



WELCOME

Independence A

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

OPENING PLENARY

Beyond Technologies & Outcomes: Building Ethics and Compliance into Teaching, Learning, and Assessment

Regency VII Ballroom

In a world of pervasive data collection, generation of almost innumerable teaching and learning artifacts, and an ever-increasing ecosystem of potentially interconnected tools, the ePortfolio of today (let alone tomorrow) seems almost limitless. But this overabundance of data and technologies can also create ethical and compliance challenges. How do you know whether the technology or vendor will keep student data confidential? Will they remarket or sell it? Will it be used for unintended purposes? This session will look beyond tools, technologies, and outcomes, and put a spotlight on building ethics and compliance into the fabric and framework of ePortfolio development and usage.

SOL BERMANN, Chief Privacy Officer and Interim Chief Information Security Officer, University of Michigan



AAC&U thanks Watermark for their generous support of the ePortfolio Forum.

9:15 – 10:15 a.m.

CONCURRENT SESSIONS

10 Years In: ePortfolios and Student Evolution

Hanover A/B

This panel features a discussion about ePortfolios throughout education—in the first year, in graduate-level education, and in professional settings. How does the ePortfolio experience change throughout the undergraduate experience into graduate school and beyond? What about the ePortfolio experience is consistent, despite varying levels of educational training? What do we know about ePortfolios as a pedagogy and practice for all levels of education? What do we know about ePortfolios as a pedagogy and practice for specific levels of education? Panelists will consider how ePortfolios are uniquely suited for students at the beginning of their educational journeys, focusing on ePortfolios in the first year; examine the use of ePortfolios in graduate-level education, including how ePortfolios help students to shape and refine their professional goals and digital identities; and consider how the use of ePortfolios through undergraduate education can help shape professional academic identity through graduate school and beyond.

I. ELIZABETH CLARK, Professor of English, and PABLO AVILA, Interim ePortfolio Director—both of LaGuardia Community College (CUNY); HELEN CHEN, Social Science Research Associate, Stanford University



Using ePortfolios to Demonstrate Contextual Learning and Success in Leadership

Hanover F

Join Aurora University to learn how they use Via by Watermark to identify connections between individual experiences as a reflective practice and to demonstrate student learning. This session will concentrate on the planning and development of an ePortfolio program focused on the Superintendent Internship program within the College of Education where field experiences drive contextual learning. We will discuss the process of assessing student growth in leadership competencies and their use of assignments to develop their Student Showcase—demonstrating their learning as reflective practice and representation of career expertise. Our conversation will culminate with your questions and ideas around ePortfolio use for strategically meeting goals and planning for continuous programmatic improvement.

CARRIE BLIXT-DIAZ, Director of Assessment and Accreditation, Aurora University

This session is presented by Watermark

Using ePortfolios to Assess College Students' Integrative Learning Experiences within a Psychology Learning Community

Hanover C

An online learning community in psychology participated in a semester-long integrative learning experience. Intentional activities were constructed to help students draw connections between content from four courses comprising the learning community using ePortfolios as a portal. These ePortfolios included pages housing learning artifacts, with accompanying visual images and reflections, from each course. Students received scoring rubrics for each graded component of the ePortfolio as well as an overall ePortfolio rubric. The ePortfolios were digitally showcased during an end of the semester departmental presentation. Students were provided with individual and group feedback regarding how to improve and build upon their ePortfolios for continued professional use. Audience members will gain a better appreciation of how to implement integrative learning practices as illustrated through student examples of ePortfolios and will receive information about the lessons learned from this project so as to build upon the positives and fine-tune the challenges upon future replication.

JENNIFER MUTH, Psychology Undergraduate Program Director and Psychology Senior Lecturer, and SUZANNE MORROW, Psychology Senior Lecturer—both of Old Dominion University

What Students Tell and Show Us about ePortfolio Literacy

Hanover D

We address how an ePortfolio curriculum prompts new ways of thinking about education. Hampshire College's transformation from a print-based portfolio to an electronic portfolio included a review of ePortfolios demonstrating differences in ePortfolio structures between more and less impressive ePortfolios. What Hampshire found is that while chronology may provide a convenient ePortfolio structure, an ePortfolio design oriented to "pivotal learning moments" provides a more compelling, authentic account of learning. In Northeastern University's online master's education program, students draw from and transform their earlier "learning ePortfolios" into professional ePortfolios showing accomplishment and career readiness. Key to this transition are four critical moves: remembering, analyzing, envisioning, and synthesizing. In Florida State University's Rhetoric and Composition ePortfolio, a signature practice is selection, supported by an ePortfolio curatorial process helping students make decisions about what's to select for the ePortfolio and what to leave behind. Across all three programs, students report that these supportive practices are fundamental.

KATHLEEN B YANCEY, Kellogg Hunt Professor, Florida State University; LAURA WENK, Dean of Curriculum and Assessment, Associate Professor of Cognition and Education, Hampshire College; GAIL MATTHEWS-DENATALE, Associate Director, Center for Advancing Teaching and Learning Thr4ough Research, Northeastern University

Portfolios and the Public Narrative: Structuring Assessment Practice to Guide Effective Communication

Hanover E

Responding to the Annual Meeting, "Raising Our Voices: Reclaiming the Narrative on the Value of Higher Education," this session offers an institutional example of creating new opportunities to reinvent spaces for discourse about student learning. Trinity College of Arts and Sciences at Duke University is in Year Three of an assessment initiative in which our portfolio platform was enlarged to house an assessment management tool. The central objective of the initiative is to provide faculty structured opportunities for the representation of assessment findings as well as collaborative and reflective discussions of meaning and impact within the program and in the larger community. Following a brief outline of the Department Assessment Portfolio (including the process of implementation), we offer evidence of success from years one and two. We also invite participants to examine with us the intersections between "folio thinking," faculty development, learning outcomes assessment, and public communication.

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

Preparing Students for 21st-Century Employment: Developing Essential Skills and Competencies

Hanover G

There is a growing call for developing students' employability skills—the competencies and dispositions needed to be successful in today's and tomorrow's workforce. ePortfolio practice, when done well, can be a powerful force in this regard. At the University of Waterloo, the Waterloo Curriculum Vitae (WatCV) initiative is a carefully crafted teaching and learning intervention that builds students' career readiness. At the University of South Carolina, a unique "outside the classroom" ePortfolio-based Graduation with Leadership Distinction deepened an institutional focus on leadership and integrative learning. And, at LaGuardia Community College, students in the Deaf Studies program use ePortfolio practice to recursively engage in an intentional career discernment process over four semesters. In this panel session, participants will have the chance to learn from and interact with ePortfolio leaders from each of these institutions and identify practices that can be put in place at their own institution. This session includes content featured in Catalyst in Action (Stylus, 2018).

KATHERINE LITHGOW, Senior Instructional Developer, Integrative Learning, Centre for Teaching Excellence, University of Waterloo; IRMA VANSCOY, Executive Director, USC Connect, University of South Carolina-Columbia; JOHN COLLINS, Lecturer and Program Director, Deaf Studies, LaGuardia Community College

CONCURRENT SESSIONS

ePortfolios for Academic Identity and Civic Engagement in Diverse Student Populations

Hanover A/B

Using examples from ePortfolios created in our environmental science, microbiology, technical writing and composition courses, we show how our students use their reflections to engage more deeply with the class content, connect to their communities, and learn how to communicate effectively in a digital format both with each other and the general public. We offer assignments and activities from our classes that participants in this session might bring to their own institutions to encourage persistence, develop higher-order thinking, and create more engaged and intentional students who can integrate their learning within a course and across their academic careers to become civic-minded graduates.

THERESA CONEFREY, Lecturer in English and Adjunct Professor in Engineering Management, and DAVIDA SMYTH, Associate Professor of Biology, Eugene Lang College of Liberal Arts of the New School—both of Santa Clara University

Levels of Design for a Campus-Wide ePortfolio Initiative

Hanover C

The presenters will share the strategies, successes, and challenges experienced by a portfolio application developer, faculty members incorporating reflective ePortfolios in required First-Year Seminar courses, and an instructional designer at the user level helping to bridge the needs of faculty, staff, and students with the platform development process. We will also explore the various ways that ePortfolios have been piloted and implemented at the University of Denver so far, highlighting the common challenges evident across contexts and introducing our emerging framework for supporting strong design practices when creating ePortfolios (i.e., strategies for addressing common questions, struggles, and challenges that students face when attempting to display their narrative experiences in an online format).

HEATHER TOBIN, Instructional Designer, Office of Teaching and Learning, CARRIE LORENZ, Senior Education Java Developer with Academic Technologies Consulting, AUBREY SCHIAVONE, Teaching Assistant Professor for the University Writing Program, and KARA TACZAK, Teaching Associate Professor for the University Writing—all of the University of Denver

From Subjugation to Self-Authorship: A Critical Discussion of Performativity, Subjectivity, and ePortfolios

Hanover D

This session invites participants to critically examine issues of student agency, identity construction, and privacy. In the face of pressure for students to "declare," "choose a path," and "fit into the workforce," how might we reclaim the narrative about the value of ePortfolios to include spaciousness, vulnerability, and not knowing? How might we develop an ePortfolio pedagogy that values presence and ambiguity over productivity and documentation? Join us in contemplating ways that ePortfolios might allow for non-binary and fluid processes of becoming, opening up new possibilities for alternative subjectivities in our students that resist the narrowing of life's purpose to a major and a career.

ELAINE GRAY, ePortfolio Director, Appalachian State University; BEVERLEY McGUIRE, Director, University Studies, University of North Carolina Wilmington

Strategic Development in ePortfolio Practice

Hanover E

The Associate Dean, Associate Director of Assessment, and Associate Director of Field Placement in the Tift College of Education will share hands-on, practical applications of systematic data use in a new ePortfolio system. These will be presented in three layers. First, examples of how students are able to see and reflect upon their own learning through self-monitoring within courses and across programs, and to prepare for external professional assessments, such as the edTPA, will be showcased. Second, we will share exhibits of instructor use of ePortfolio platform data from both methods and field experience courses. Finally, we will provide a brief overview of how the ePortfolio is used to address the accreditation needs of the Tift College of Education system at the program and unit levels.

CAROLINE YOUNG, Associate Director of Assessment, **KELLY REFFITT**, Associate Dean, and **KRISTIN DOSS**, Associate Director of Field Placement—all of Mercer University

DIGI[cation]

Exploring ePortfolio Pedagogy to Build a Culture of Reflection

Hanover F

Puget Sound's desire to embed reflective learning in courses or programs was driven by starting with why. From small pilots to first-year orientation, Puget Sound leverages ePortfolio pedagogy to stimulate students' reflection on the significant value of their experiences and comprehensive liberal arts education. Join us for an interactive session to reflect on finding your why by exploring how to: (a) leverage campus partnerships and collective expertise to embed ePortfolio pedagogy in courses or programs, (b) refine strategic processes that promote collaboration and innovation, (c) deepen learning that also promotes student agency, and (d) build upon lessons learned during the journey to implement folio thinking (Chen, 2010) across campus.

RENEE HOUSTON, Associate Dean of Experiential Learning, and ELIZE HELLAM, ePortfolio Program Manager—both of University of Puget Sound

This session is presented by Digication

ePortfolio and High-Impact Advisement

Hanover G

Integrating ePortfolio practice into advisement practices and structures creates a mutually beneficial relationship for both students and advisors. For students, advising-related ePortfolio practice can support them in setting their academic and career goals and charting a path to achieve them. For advisors, ePortfolio practice can deepen the often-limited face-to-face interactions they have with students, as they are able to gain a better understanding of their students' goals. In this session, LaGuardia and Guttman Community Colleges will share their ePortfolio-based advisement practices that take place inside and outside the classroom by both faculty and professional advisors. Through an interactive discussion, participants will identify strategies and practices that they can adapt for use at their own institution. This session includes content featured in Catalyst in Action (Stylus, 2018).

DANIELLE INSALACO-EGAN, Assistant Dean of Student Support, Guttman Community College (CUNY); JESSIE MOORE, Director of the Center for Engaged Learning and Professor of English, Elon University; JOHN COLLINS, Lecturer and Program Director, Deaf Studies, LaGuardia Community College (CUNY)

11:45 a.m. – 1:00 p.m.



Students' Perspectives on ePortfolios and Learning: A Student Panel Discussion

Regency VII Ballroom

We know that ePortfolios have the potential to help students synthesize their learning, but we don't hear often enough from students themselves about important questions that would help institutions better structure ePortfolio projects or faculty to better utilize ePortfolios as a catalyst for student learning. This session features students answering questions such as:

- What motivates students to undertake the work of creating an ePortfolio and stick with it long enough to make it truly an effective representation of their skills and experiences?
- What challenges do students encounter in the process, how do they work through those challenges and what kinds of support along the way enables their success?
- How do students make complex choices about the artifacts to include, the amount of reflective contextualization audiences will require, or how best to balance the personal with the professional?
- What do students learn from ePortfolios or the process of assembling them and how do they imagine using their ePortfolios now or in the future?

MODERATOR: MARGARET J. MARSHALL, Director of University Writing and Professor of English, Auburn University

GENESIS BARCO-MEDINA, Graduate student in English, ELIZABETH A. DEVORE, Graduate student in Electrical Engineering, BRI THOMAS, Senior in Political Science, and BRENT WARR, Senior in Environmental Design—all of Auburn University



CONCURRENT SESSIONS

ePortfolio Use after College:
A Pilot Study of Student Perceptions and Experiences

Hanover A/B

Multiple studies have documented how students believe ePortfolios can provide an opportunity to integrate their learning and share their skills or work products with others. However, less is known about how students use ePortfolios after college. This session will share the results of a pilot study about how undergraduate and graduate students describe the value of an ePortfolio and how they used an ePortfolio after college. Students were asked to indicate if they believed an ePortfolio helped them (1) think about what they wanted to do after graduation, (2) see connections among their experiences, and (3) explain their interests and skills. Students were also asked to describe how they knew their ePortfolio was used during the job or graduate school application process. Researchers will discuss quantitative and qualitative student data, provide examples of student ePortfolios when appropriate, and describe possible next steps for a larger research project.

HEATHER STUART, Senior Program Administrator, **MEGAN HASKINS**, Program Administrator, and **LUCAS ADELINO**, Program Assistant—all of Auburn University

Merging HIPs and ePortfolios: One University's Journey

Hanover C.

This presentation will discuss the steps one university took to support its students and faculty in a multifaceted approach to ePortfolio implementation. This approach, which included best practices from ePortfolio, instructional design, and diffusion of innovation theory (Ely, 1990; Rogers, 2003), facilitated both the utilization of ePortfolios as a highimpact practice (HIP) as well as the institutionalization of the initiative. We will also discuss the alignment of our initiative with key facets of the Catalyst Framework (Enyon & Gambino, 2017), including integrative social pedagogy, professional development, and technology.

SAMANTHA BLEVINS, Instructional Designer and Learning Architect, and IEANNE MEKOLICHICK, Assistant Provost for Academic Programs—both of Radford University

What Students Tell and Show Us about ePortfolio Literacy

Hanover D

Three programs—University of Virginia's language programs (Spanish, French, Chinese); Macaulay's Honors College; and Florida State University's Rhetoric and Composition program—demonstrate how the "e" in ePortfolio fosters students' ePortfolio literacy. For language learning, multimodality is critical; UVA's language program designed an ePortfolio as the centerpiece hosting a trifecta of learning—students' language development, development of their global literacy, and language-informed interdisciplinary learning across both space and time. Macaulay's Springboard capstone ePortfolio focuses on open learning, beginning with students' prior knowledge as they create retrospective digital timelines representing their learning. Using digital tools as an integral part of the ePortfolio curriculum, students invite ePortfolio readers to participate in their ePortfolios. Florida State University's students bring together multiple electronic documents—including videos, webpages, and slides—to demonstrate their teaching and research abilities. Showing what these artifacts collectively contribute to students' learning is another dimension of ePortfolio literacy.

KATHLEEN B YANCEY, Kellogg Hunt Professor, Florida State University; JOSEPH UGORETZ, Senior Associate Dean and Chief Academic Officer, Macaulay Honors College, CUNY; EMILY SCIDA, Professor of Spanish and Spanish Language Program Director, and KAREN JAMES, Associate Professor, General Faculty and Director of the Language Program—both of University of Virginia

Scaling Stories: Implementing and Re-Implementing ePortfolio Practice

Hanover G

Resilience, persistence, and grit—the qualities we seek to cultivate in students—are the same qualities that ePortfolio leaders must possess when scaling an ePortfolio initiative. In this interactive panel discussion, ePortfolio leaders from three institutions will share their scaling stories and strategies for persisting, adapting, and ultimately thriving in the face of institutional challenges. Lessons learned, strategies, and ways to avoid potential pitfalls will help participants support scaling ePortfolio practice at their own institution. This session includes content featured in Catalyst in Action (Stylus, 2018).

ALEKSEY TIKHOMIROV, Visiting Assistant Professor of Public Administration, Binghamton University (SUNY); DAVID HUBERT, Associate Provost for Learning Advancement, and EMILY DIBBLE, ePortfolio Coordinator—both of Salt Lake Community College; ALISON CARSON, Professor, Psychology, Manhattanville College

From Vision to Value: Lessons and Reflections on ePortfolio Implementation

Hanover F

This session offers multiple perspectives on ePortfolio practice as part of an integrative learning initiative at Middle Tennessee State University. You will hear from the planner who guided the program's creation, the staff who worked with faculty and students to put the plan into action, and the outside reviewer of the initial plan who returned to see it in operation two years later. Speakers will discuss strategies for recruiting faculty and students, for overcoming obstacles, and for leveraging successes. Presenters and the audience will engage in a discussion of successful practices for establishing ePortfolio's tangible and intangible value among key constituencies on their own campuses.

MARY S. HOFFSCHWELLE, Director, MT Engage, DIANNA RUST, Associate Professor, University Studies, and ALEXIS DENTON, Assistant Director, MT Engage—all of Middle Tennessee State University; CANDYCE REYNOLDS, Professor of Educational Leadership and Policy, Graduate School of Education, Portland State University



PebblePad: Personal Learning Experience and Portfolio Platform

Hanover F

Learning from experience is an essential component of any contemporary curriculum. In fact, AAC&U's inclusion of ePortfolios as a high-impact practice reinforces the value of collecting, curating, sharing, and showcasing evidence of a student's rich learning experiences. But, Portfolios as high-impact practice also includes the stipulation "when done well" and includes two essential stages of planning and preparing for experience and reflecting on and reviewing that experience, building into the portfolio process the opportunity to learn from experience. In this presentation, we will show examples of portfolio projects done well drawn from across the student journey encompassing everything from preparation for university to preparation for work, from first-year projects to doctoral development, from flipped classrooms to work-based group. We will spotlight Emory & Henry College, an innovative liberal arts institution and their implementation of ePortfolios across the curriculum.

IOSEPH VESS, Director of Integrative Learning, and **BRADLEY HARTSELL**, Integrative Learning Technology Coordinator—both of Emory & Henry College; **GAIL RING**, Director of Learning Partnerships, and **SHANE SUTHERLAND**, Founder and CEO—both of PebblePad

This session is presented by PebblePad

2:15 - 3:00 p.m.

CONCURRENT SESSIONS

Only Connect:

A Collaborative Model for ePortfolio Initiatives

Hanover A/B

This session will discuss a collaborative model for ePortfolio initiatives that resonates with William Cronon's article about the goals of a liberal education. Oftentimes ePortfolio initiatives become isolated in silos of Academic Affairs and Student Affairs, when they could be collaborative and transformative by bringing together faculty, staff, and students in a shared culture of integrative learning and reflection. We will share our experiences engaging in an ePortfolio initiative that began and continues as a collaborative endeavor among faculty, staff, and administrators. Speaking from these diverse perspectives, we will address some of the challenges and obstacles that we have encountered over the past few years implementing ePortfolios across academic and cocurricular units.

BEVERLEY McGUIRE, Director of University Studies, DIANA ASHE, Director of the Center for Teaching Excellence, LEA BULLARD, Coordinator of General Education Assessment, and COLLEEN REILLY, Professor of English—all of the University of North Carolina Wilmington

Attaching at the HIP: Strengthening Reflective Practices for Integrative ePortfolios

Hanover D

The powerful pedagogies and transformative learning of our highimpact practices (HIPs) exist intertwined in the lives of the students, yet often remained disconnected in our campus activities and curriculum. Well-constructed opportunities for deeper reflection result in students who can better integrate their high-impact experiences through an ePortfolio. We will share the ePortfolio model developed in our liberal arts setting, highlighting its successes and shortfalls, and exploring possible paths for reflective HIP integration for participants' contexts. Our project scaffolds the connections among the high-impact learning settings within the liberal arts context at our institution. Students constructed ePortfolios that integrate internships, communitybased learning, first-year experiences, and diversity/global learning. Strong reflective practices served as the connective tissue among the HIPs. Using presentation, simulation, and discussion, this session will guide participants in sample reflective practices to create integrative approaches to the HIPs on their campuses.

TINA KRUSE, Assistant Professor (NTT), Educational Studies, and KARIN TRAIL-JOHNSON, Director, Civic Engagement Center—both of Macalester College

Utilizing a Research-Based Implementation Framework to Promote ePortfolios as a Valuable High-Impact Practice

Hanover E

Higher education faculty and administrators appreciate the value of the ePortfolio as a high-impact tool to support learning, assessment, and the professional growth and success of students and recent graduates. Despite this recognized value of the ePortfolio on college campuses, ePortfolio implementation initiatives, while met with initial enthusiasm, often stall out over time. In this session, participants will learn about and utilize a research-based ePortfolio Implementation Framework that accounts for empirical knowledge of how to introduce and sustain a teaching and learning innovation such as ePortfolio for the long-term. Using the framework, participants will leave with an action plan for how to advance the success of ePortfolio use on their respective campuses regardless of where they are in the implementation process at the present time.

JENNIFER M BRILL, Director of the Center for Excellence in Teaching and Learning, Monmouth University; SAMANTHA BLEVINS, Instructional Designer and Learning Architect, Radford University

Empathy and Compassion Made Visible: ePortfolio Neophytes Utilizing Signature Work to Articulate Their Best Possible Selves

Hanover F

This session describes a semester-long course where students' grades were 100% dependent on the quality of the ePortfolio they created. The course content focused on recent research regarding empathy and compassion. Not one of the eighteen students taking the course had ever constructed an ePortfolio and the course instructor was, forebodingly, an abject ePortfolio neophyte. The key aspects of the course which created the causes and conditions for a transformative student and professor learning experience, included: 1) allowing students carte blanche in determining the focus of their signature work; 2) a decidedly detailed checklist describing the scores of required ePortfolio content areas/artifacts; 3) the indispensable contribution of an ePortfolio Peer Catalyst; 4) the expert guidance of a senior Compassion Peer Catalyst with deep knowledge of the course content; 5) the social pedagogical and highly interactive nature of the course; and 6) multiple student-professor individual meetings throughout the semester.

THOMAS PRUZINSKY, Professor of Psychology, Quinnipiac University

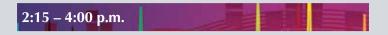
Supporting Student, Faculty, and Institutional Learning:

Connecting ePortfolio-Based Assessment and Professional Development

Hanover G

Done well, ePortfolio-based outcomes assessment engages faculty, staff, and students in an inquiry-reflection-integration process. And, when connected to professional development, it connects institutional learning outcomes with faculty and staff as they shape assignments and activities, promoting a learning culture and supporting "closing the loop." Join ePortfolio colleagues to discover the ways they connect assessment and professional development practices to support student, faculty, and institutional learning. Through small and large-group discussion, participants will consider ways ePortfolio-based professional development and assessment can support learning on their own campus. This session includes content featured in Catalyst in Action (Stylus, 2018).

ERIC HOFMANN, Assistant Dean of Academic Affairs, LaGuardia Community College; DAVID HUBERT, Associate Provost for Learning Advancement, Salt Lake Community College; IRMA VANSCOY, Executive Director, USC Connect, University of South Carolina—Columbia



DOUBLE SESSION

Developing and Implementing an ePortfolio Scholarly Research Agenda: An ePortfolio Forum Workshop

Hanover C

This workshop is designed to assist those who desire to begin or broaden an ePortfolio research agenda. We will begin with a discussion of the breadth of relevant research practices available to ePortfolio researchers and activities designed to help participants arrive at appropriate, measurable, and achievable research questions. All stages of the research process will be discussed with particular emphasis on study design and methodology. Presentation will be coupled with worksheet and interactive activities to ensure that participants leave this session with an action plan and direction regarding how to move forward with an ePortfolio scholarly research agenda.

C. EDWARD WATSON, CIO and Associate Vice President for Quality, Advocacy and LEAP Initiatives, AAC&U, and Executive Editor, International Journal of ePortfolio

CONCURRENT SESSIONS

Leading through ePortfolio Design: High-Impact Practices Program Building and Alignment

Hanover A/B

Tia Brown McNair asked, "What are promising strategies for intentionally designing high-impact practices that clearly articulate expectations for student learning and lifelong success?" Practically facilitating the "articulat[ion of] expectations" for a multi-part collaborative program design can be difficult. However, during the formation of a new program centered on HIPs across the curriculum, the collaborative design process for a programmatic ePortfolio template demonstrated the ways in which collaborative efforts with HIP partners on campus can lead to the articulation of outcomes and initiate collaboration between campus HIP partners, pragmatically facilitating intentional design. Through this ePortfolio initiative, HIP partners are able to clearly articulate to students, faculty, and administration the value of the experiences they facilitate, while students are able to showcase their learning and professional skill sets as a result of their HIP experiences for audiences outside of the university.

MEGAN MIZE, Associate Director of ePortfolios and Digital Initiatives, Old Dominion University

How ePortfolios Foster Identities

Hanover D

Although the body of scholarship on ePortfolios is robust, one area that has only recently drawn attention is something we might call an ePortfolio curriculum. As Gail Matthews-DeNatale explains, a curriculum includes two components: it "refers to the combined impact of the ... process of learning and the ... substance of content." Woven throughout another course or offered as a stand-alone course, an ePortfolio curriculum helps students develop the ePortfolio practices and knowledge of a successful ePortfolio-maker. In this session, three ePortfolio leaders explore one aspect of an ePortfolio curriculum—its fostering of student identity. Presenters share three distinct models of ePortfolio curriculum, one explicitly designed to use reflection across artifacts and experiences to promote a holistic identity; a second using ePortfolio creation strategies to support the development of a professional scientific communication identity; and a third focusing on ways ePortfolio artifact arrangement and visual design foster a developing student identity.

KATHLEEN B YANCEY, Kellogg Hunt Professor, Florida State University; HELEN CHEN, Social Science Research Associate, Stanford University; SUSAN KAHN, Director, Office of Institutional Effectiveness and Director, IUPUI ePortfolio Initiative, Indiana University–Purdue University Indianapolis

Innovating a Medical School's Professional Identity Formation Curriculum through the Implementation of an ePortfolio

Hanover E

Although portfolios have been highly utilized in the field of education for some time, the use of portfolios continues to garner attention in the medical school arena particularly to assess students' competencies as required by external accrediting bodies. To assist future physicians in their professional identity formation (PIF), Geisinger Commonwealth School of Medicine established a four-year PIF curriculum and is deploying an ePortfolio to promote and assess a medical student's developing professionalism. During the session, we will discuss 1) the process utilized to identify PIF activities across a medical school curriculum; 2) the convening of a group to review, assess, and suggest where in the medical school curriculum the ePortfolio can be used to assess a student's PIF; 3) the development of an advisor training program grounded in a coaching model; and 4) the selection of a technology platform appropriate for the deployment of an ePortfolio.

MICHELLE SCHMUDE, Associate Dean of Admissions, Enrollment Management and Financial Aid and Assistant Professor of Clinical Sciences, and TANIA ADONIZIO, Associate Dean of Student Affairs and Assistant Professor of Clinical Sciences—both of Geisinger Commonwealth School of Medicine

Implementation of an ePortfolio as a Final Evaluation of a Capstone Course in Civil Construction at Pontifical Catholic University

Hanover F

This session will describe the implementation process of ePortfolios in a course setting, the observed effects, the learning process, the evaluation of students, and the elements reflected in the teaching team. Data was collected from students via survey, and they reveal that there was an ease of adaptation of the use of the ePortfolio. It was valued in positive ways in respect to traditional methods of evaluation. It was also found that ePortfolios promote the development of communication and synthesis skills. The students value the fact that they were asked to show what they had learned, and they were aware that the objectives of the course were achieved through the ePortfolio work done during the semester. Finally, reflections will be presented by the teachers who participated in lessons in which students shared their ePortfolios to show their knowledge and achievement of the objectives of the course.

MARÍA ASUNCIÓN PÉREZ-COTAPOS, Educational Psychology, de Pontificia Universidad Católica de Chile; ELENA MAGIONE-LORA, University of Notre

Who Am I and Who Do I Want to Be? Developing Academic and Professional Identity from First Year to Graduate School

Hanover G

Effective ePortfolio practice can help students discover and articulate who they are and who they want to be whether they are just entering college or preparing to become working professionals, but that can only happen with careful attention to pedagogy and practice. This interactive panel session will highlight the work of three Catalyst in Action institutions: LaGuardia Community College, where ePortfolio practice helps students curate their academic identity as well as their STEM identity; Elon University, where Writing and Rhetoric faculty help undergraduates, through their ePortfolio, develop a sense of who they are as emerging writers; and Northeastern University, where a graduate capstone experience helps students articulate and share their professional identity. Participants will be introduced to a range of pedagogical strategies to adapt and implement with their programs and students.

ALLIE BRASHEARS, Assistant Professor of Biology, LaGuardia Community College (CUNY); **IESSIE MOORE**, Director of the Center for Engaged Learning and Professor of English, Elon University; **GAIL MATTHEWS-DENATALE**, Associate Director, Center for Advancing Teaching and Learning through Research, Northeastern University

4:15 – 5:00 p.m.

CLOSING PLENARY

Documenting Learning: A Perspective ...

Regency VII Ballroom

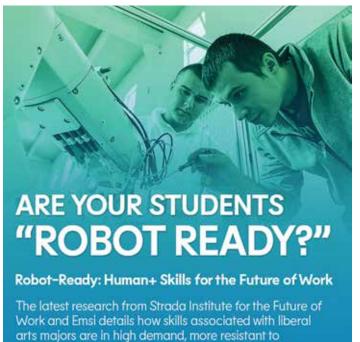
The Academy has always been interested in documenting learning. The dawn of the information age has provided challenges for educators and students alike. This session will take a quick look at where we have been, what we are doing now, and what the challenges might be in the future.

IOHN ITTELSON, Professor Emeritus, School of Computing and Design, California State University, Monterey Bay









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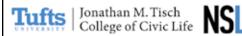
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WHO ARE WE?

OneClass is a higher education platform crowdsourcing academic content from top students and subject experts at the course-specific level, including class notes, study guides, videos, practice questions and more.

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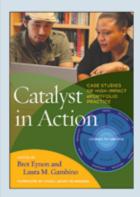
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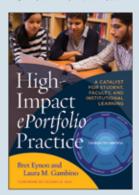
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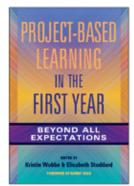
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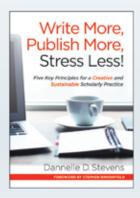
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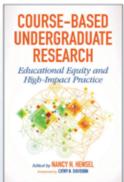
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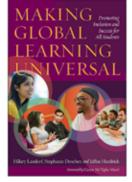
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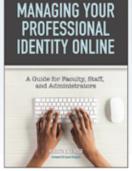
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