



An AAC&U Working Conference

Faculty Roles in High-Impact Practices

– Explore how to support faculty in developing and using high-impact practices—in and beyond the disciplines—that increase student achievement and help students explore the “big questions”



*Association
of American
Colleges and
Universities*

Faculty Roles in High-Impact Practices

ATTEND...

To learn about innovative, robust, and practical designs for advancing high-impact educational practices that deepen student engagement and improve student learning. Sessions will address faculty roles in developing and using high-impact practices, including such issues as faculty support, rewards, promotion, tenure, assessment, and faculty development.

Conference Highlights

THURSDAY, MARCH 25, 2010, 7:00 – 8:30 P.M.

OPENING KEYNOTE:

Academic Excellence and Civic Engagement: Constructing a Third Space for Higher Education



NANCY CANTOR, Chancellor and President, Syracuse University

Although many students and faculty agree that civic and community engagement are important, many also say they “don’t have time” for it in their crowded class schedules, their teaching loads, or their efforts to get tenure. Syracuse University Chancellor Nancy Cantor will argue that civic engagement cannot be an “extra,” but is essential for higher education in a complicated, fast-paced world. She’ll share her experiences with Scholarship in Action as it is evolving at Syracuse, where the university and many partners are making a “third space” for reciprocal learning, discovery, and innovation, addressing critical social issues in imaginative—and sometimes unconventional—ways.

FRIDAY, MARCH 26, 2010, 9:15 – 10:15 A.M.

The Role of Faculty in the Engaged Campus and High-Impact Practices

PHYLLIS WORTHY DAWKINS, Associate Provost and Associate Vice President for Academic Affairs, Dillard University, and President, HBCU Faculty Development Network; ROBERT MATHIEU, Professor of Astronomy and Codirector, Center for the Integration of Research, Teaching, and Learning, University of Wisconsin-Madison; and ALEXANDER C. McCORMICK, Director, National Survey of Student Engagement, Center for Postsecondary Research, Indiana University

How are faculty members effectively incorporating innovative high-impact practices into their teaching, research, scholarship, and service to advance student learning, self-authorship, and personal and social responsibility? What kinds of support do teachers want and need to develop and use engaging high-impact practices? These panel members will share their expertise and experiences and engage the audience in conversations about approaches to high-impact practices they are finding successful.



FRIDAY, MARCH 26, 2010, 12:15 – 2:00 P.M.

LUNCHEON PLENARY

Faculty-Led Innovation for Academic Excellence, Inclusion, and Student Achievement

SYLVIA HURTADO, Professor of Higher Education and Organizational Change, and Director, Higher Education Research Institute, University of California-Los Angeles; and **JEFFREY MILEM**, Associate Dean for Academic Affairs, College of Education, University of Arizona

Hurtado and Milem will share research findings on the learning experiences of students and professional activities of faculty and will discuss the implications of these findings for integrating high-impact learning practices into the undergraduate experience. They will explore how active learning helps students accomplish their educational goals and discuss the kinds of support faculty need to create engaged and inclusive learning environments.

Separate registration and \$50 fee required for Luncheon Panel Discussion

SATURDAY, MARCH 27, 2010, 11:00 A.M. – 12:00 P.M.

How Teachers Need To Deal with the Seen, the Unseen, the Improbable, and the Nearly Imponderable

MARSHALL GREGORY, Harry Ice Professor of English, Liberal Education, and Pedagogy, Butler University



Many teachers walking into classrooms or other teaching venues typically focus on issues of content and authority—Do I know my material well enough? Will I be able to cover all the topics I want to cover in the time available to me? Will

I be able to handle all the questions that might be asked? They often fail to see other important variables that affect the quality of student learning even more than teacherly expertise and authority. Gregory will discuss a more nuanced and comprehensive vision of teaching and learning variables: variables that are seen, unseen, improbable, and nearly imponderable.

FRIDAY, MARCH 26, 2010, 5:30 – 7:15 P.M.

FORUM

Creating Partnerships to Address Urgent Social Issues

Convened by AAC&U's Educated Citizen and Public Health initiative and Community-Campus Partnerships for Health

Public health is a matter of urgency to us all, regardless of community, discipline, or profession. But what role and responsibility should academic institutions take in the face of such challenges as pandemic flu or health care reform? This forum will bring campus and community leaders together to discuss new ways to engage undergraduate students and faculty across the disciplines to learn about these “big questions” and build and sustain partnerships for healthy communities.

Faculty Roles in High-Impact Practices

Pre-Conference Workshops

(Separate registration and fee required: \$100 members, \$125 non-members)

THURSDAY, MARCH 25, 2010, 2:00 – 5:00 P.M.

WORKSHOP 1

Structures that Advance High-Impact Learning Practices

High-Impact Practices (HIPs) such as first-year seminars, collaborative assignments, and community-based learning can demonstrably enhance student engagement, knowledge, and retention. Participants will explore how academic affairs and student affairs educators can work together to develop a coherent and developmental approach to HIPs. Participants will examine current research about HIPs and explore means of choosing practices compatible with their specific campus type, mission, and student population.

ANDE DIAZ, Associate Dean of Students and Director, Intercultural Center, Roger Williams University, and **WILLIAM KEITH**, Professor of Communication, University of Wisconsin-Milwaukee

WORKSHOP 2

Multimedia Assisted Learning

Computer- and multimedia-assisted learning expands our understanding and construction of knowledge, allows the sharing of information worldwide and helps students advance in ways they could not otherwise experience. Multimedia technologies can also provide access to higher education to those for whom distance learning is the only option. Participants will discuss a variety of ways for incorporating multimedia into the learning experience and address the challenges of time and resources to effectively incorporate multimedia approaches in their courses and professional development.

KEN GRAETZ, Director of Teaching, Learning, and Technology Services, Winona State University

WORKSHOP 3

Connecting Faculty Learning, Commitment, and Agency to High-Impact Practices

This workshop, intended for faculty and academic administrators, examines the roles of learning, agency, professional relationships, and commitments in advancing faculty careers. Participants will gain awareness of a new framework for faculty development, concrete strategies for supporting professional growth in high-impact activities, and plan for their professional growth needs.

KERRYANN O'MEARA, Associate Professor of Higher Education, University of Maryland-College Park, and **AIMEE LAPOINTE TEROSKY**, Affiliate Faculty, Higher Education Program, Teachers College, Columbia University

WORKSHOP 4

Enhancing the Professional Experiences of Faculty

The roles of faculty and staff educators are becoming more demanding, as expectations for a college education are increasing to meet the rigors of a turbulent world. High-impact educational practices are essential in preparing students for twenty-first-century life, but how can we help educators promote this form of learning on our campuses? Faculty and staff learning communities are one among many ways to enhance professional experiences, improve teaching and learning, and advance student success. Participants will explore definitions of high-impact practice, the roles faculty and staff may play to advance these practices, and multiple campus practices that help faculty evolve and lead in these changes.

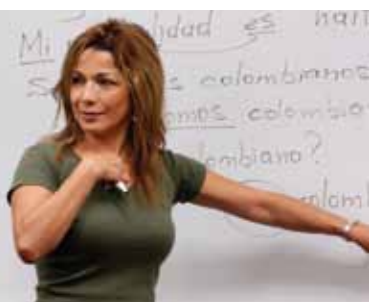
CAROLYN HAYNES, Director, Honors and Scholars Program, and Professor of English, Miami University, and **MICHAEL THEALL**, President, Professional and Organizational Development Network in Higher Education, and Associate Professor of Teacher Education, Youngstown State University

WORKSHOP 5

Supporting Deep Engagement of Faculty in New Approaches to Student Learning

As faculty members continue to learn more each day about new approaches to teaching and learning and advances in their own fields, how can they evolve their practices to reflect these new understandings? How can faculty help students deepen their understanding of specific areas of knowledge and integrate and apply that learning to the unscripted challenges of the day? Participants will examine model programs and strategies that encourage and advance faculty innovation in, leadership for, and engagement with active learning and new student-faculty collaborations.

MARIA MAISTO, Associate Lecturer, Composition, Part-time Faculty Senator, University of Akron, and **KAREN E. SANTOS**, Executive Director, Center for Faculty Innovation, and Professor of Exceptional Education, College of Education, James Madison University



Faculty Roles in High-Impact Practices

Selected Conference Sessions

Faculty for the Engaged Campus: High-Impact Practices in Faculty Development
University of North Carolina at Chapel Hill, University of Michigan, Portland State University

Cultivating Cognitive Complexity through E-Portfolios and Assessment
Rider University

Learning Communities: Serving a Diverse Student Body
City University of New York Queensborough Community College

Crossing Borders: Engaging Faculty in Interdisciplinary Experiential Learning
Worcester Polytechnic Institute

Innovative Approaches for Mentoring Faculty for High-Impact Practices
Michigan State University, University of Massachusetts-Amherst

A New Millennium, A New Generation of Students and a New Era of Engagement in Active Learning
Drexel University

For a full schedule, visit www.aacu.org/meetings/faculty/2010.

Conference Information



All conference activities will take place at the Hyatt Regency Philadelphia at Penn's Landing. **Reduced conference rates are available through March 1, 2010**, as space allows. \$185 single/double. For reservations call 215.928.1234 or 800.233.1234.

Visit www.aacu.org/meetings/faculty/2010 to register online or download a registration form. For more information, call **202.387.3760**

CONFERENCE REGISTRATION RATES	Early Registration Deadline: March 1, 2010		Regular Registration Begins: March 2, 2010	
	MEMBER	NON-MEMBER	MEMBER	NON-MEMBER
Registration Fee	\$400	\$515	\$450	\$565
Campus Team Fee* (<i>per person</i>)	\$350	\$465	\$400	\$515
Student Fee	\$75	\$75	\$75	\$75
Workshop Fee	\$100	\$125	\$100	\$125

*The Campus Team Registration Fee is the cost per person available when three or more register from the same institution.

Schedule at a Glance

THURSDAY, MARCH 25, 2010

2:00 – 5:00 p.m.	Pre-conference workshops (<i>Separate registration and fee required.</i>)
7:00 – 8:30 p.m.	OPENING KEYNOTE: Academic Excellence and Civic Engagement: Constructing a Third Space for Higher Education Nancy Cantor
8:30 – 9:30 p.m.	Posters and Reception

FRIDAY, MARCH 26, 2010

8:00 – 9:00 a.m.	Concurrent Sessions and Continental Breakfast
9:15 – 10:15 a.m.	PLENARY: The Role of Faculty in the Engaged Campus and High-Impact Practices Phyllis Worthy Dawkins, Robert Mathieu, and Alexander McCormick
10:45 a.m. – Noon.	Concurrent Sessions
12:15 – 2:00 p.m.	LUNCHEON PLENARY (<i>Separate fee and registration required.</i>) Faculty-Led Innovation for Academic Excellence, Inclusion, and Student Achievement Sylvia Hurtado and Jeffrey Milem
2:15 – 5:15 p.m.	Concurrent Sessions
5:30 – 7:15 p.m.	FORUM: Creating Partnerships to Address Urgent Social Issues* <i>*This forum is open to the public. Convened by AAC&U's Educated Citizen and Public Health initiative and Community-Campus Partnerships for Health</i>

SATURDAY, MARCH 27, 2010

8:00 – 9:00 a.m.	Concurrent Sessions and Continental Breakfast
9:15 – 10:45 a.m.	Concurrent Sessions
11:00 a.m. – Noon.	PLENARY: How Teachers Need To Deal with the Seen, the Unseen, the Improbable, and the Nearly Imponderable Marshall Gregory

Photo credits: University of Wisconsin–Madison, photographer Bryce Richter; Clark Univeristy; Sacred Heart University, and Philadelphia Convention & Visitors Bureau, photo by Anthony Sinagoga

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NETWORK FOR ACADEMIC RENEWAL

Exploring together the latest advances in teaching and learning, faculty work and leadership, diversity and inclusive excellence, general education redesign, curricular and cocurricular connections, and assessment of learning in undergraduate education.



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2010–2011

Network for Academic Renewal Conferences

October 21–23, 2010 | Houston, Texas

Diversity, Learning, and Inclusive Excellence

November 11–13, 2010 | Durham, North Carolina

Undergraduate Research and Creative Practice

March 3–5, 2011 | Chicago, Illinois

General Education and Assessment
