



Association
of American
Colleges and
Universities

AAC&U'S NETWORK FOR
ACADEMIC RENEWAL

***Pedagogies of Engagement:
New Designs for Learning In and Across the Disciplines***

**April 15-17, 2004
Inter-Continental Chicago**

PROGRAM

Welcome to *Pedagogies of Engagement: New Designs for Learning In and Across the Disciplines*. The conference will address a wide array of pedagogies that engage students in making meaning and use of information and experiences they encounter in the classroom, on campus, and in community. It is organized around six distinct pathways with sessions representing each one in every time band throughout the conference.

Pathway I: Designs for Learning in the Disciplines and Departments

Path I focuses on the sciences, social sciences, the humanities, the arts, and professional fields. It includes specific designs for engaged learning in majors and departments and the study of socially responsible application of specialized knowledge.

Pathway II: Student Learning in Integrated Studies, Learning Communities, and Campus Life

Path II explores how locations for learning facilitate or complicate the development of more engaged pedagogies. It identifies innovative pedagogies that cross disciplinary boundaries and break down barriers between student and academic affairs.

Pathway III: Pedagogies of Engagement in the First-Year Experience and Beyond

Path III examines strategies that orient first-year students and prepare them for advanced college-level learning. Sessions present practices that help students at different stages of their college careers engage increasingly sophisticated college level work.

Pathway IV: Civic Engagement In and Across the Disciplines

Path IV presents ways in which innovative pedagogies in the disciplines and/or interdisciplinary studies heighten students' understanding of social responsibility and provide forums for ethical reflection.

Pathway V: Engaging Across Difficult Divides

Path V provides opportunities to design pedagogies that respect differences of race, class, and gender in the classroom and offers pedagogies that allow students to navigate the unexpected situations that often result from encounters with difference.

Pathway VI: Supporting Pedagogies of Engagement and Meeting Administrative Challenges

Path VI addresses the institutional strategies, structures, policies, and practices that encourage faculty leadership and the scholarship of engaged teaching and learning.

Pedagogies of Engagement is unique in that it takes place alongside the *Bringing Theory to Practice* action conference, an independent project that seeks to determine the efficacy of engaged forms of learning in preventing or reducing debilitating behaviors such as alcohol abuse and the prevalence of chronic expressions of depression among college students. While each conference has its distinct program for which individuals have separately registered, there are times in both events when participants can choose to attend sessions in either of the programs (see program page 12 for details.) The opening keynote “*Now that You Know: The Obligations and Opportunities of Learning*” presented by Richard Keeling, MD, will be open to participants of both *Pedagogies of Engagement* and *Bringing Theory to Practice* and the reception that follows the keynote is graciously sponsored by the Charles Engelhard Foundation.

All conference activities will take place in the Inter-Continental Chicago. On behalf of AAC&U we thank you for lending your expertise and experience to enrich the conversations and learning that will take place throughout the next three days.

Alma Clayton-Pedersen
Vice President

Karen Ann Kalla
Associate Director

Siah Annand
Program Assistant

Nancy O’Neill
Program Director

Office of Education and Institutional Renewal

SPECIAL THANKS TO CO-SPONSORS

The Charles Engelhard Foundation is a New York-based foundation whose mission focuses on projects in higher and secondary education, cultural, medical, religious, wildlife and conservation organizations

The National Association for Student Personnel Administrators (NASPA) is the leading voice for student affairs administration, policy, and practice. NASPA provides professional development, promotes exemplary practices, and is a leader in policy development. NASPA helps senior student affairs officers and administrators, student affairs professionals, faculty, and other educators enhance student learning and development. NASPA promotes quality and high expectations, advocates for students, encourages diversity, and excels in research and publication. www.naspa.org

The American Conference of Academic Dean’s (ACAD) mission is to provide chief academic officers and other academic administrators with networking and professional development opportunities and to support them in their work as educational leaders. ACAD members are characterized by their shared commitment to student learning and to the ideals of liberal education. www.acad-edu.org

Science Education for New Civic Engagements and Responsibilities (SENCER) is a comprehensive, national dissemination project funded by the National Science Foundation. SENCER aims to improve undergraduate science education and stimulate civic engagement through the design and development of courses that teach “to” basic science “through” complex, capacious, and unsolved public issues. www.aacu.org/sencer

The Center for Liberal Education & Civic Engagement (Center), founded in 2003, is a partnership between the AAC&U and Campus Compact. Designed as a catalyst and incubator of new ideas, research, and collaborations, the Center seeks to deepen understandings of the relation of liberal education to service and civic responsibilities, linking this understanding to actions that address complex, urgent social problems. www.aacu.org/civic_engagement

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FUTURE NETWORK CONFERENCES

October 21-23, 2004

Diversity and Learning

Nashville, Tennessee

November 11-13, 2004

Educating Intentional Learners

Philadelphia, Pennsylvania

February 17-29, 2005

General Education & Assessment

Atlanta, Georgia

April 14-16, 2005

Pedagogies of Engagement

Washington, DC

Please visit the meetings section of our Web site at www.aacu.org/meetings or contact Siah Annand at Annand@aacu.org or 202.387.3760 ext. 802 for more information.

DAILY SCHEDULE AT A GLANCE

THURSDAY, APRIL 15, 2004

11:00 a.m. – 7:00 p.m.	Conference Registration and Publication Sales	Valencia Foyer 1 st Flr
2:00 – 5:00 p.m.	Workshops (Ticket Required)	
	Wk1: Teaching For and About Critical Thinking	Empire 7 th Flr
	Wk2: New Approaches to Undergraduate & CB Rsch	Valencia 1 st Flr
	Wk3: Engaging Diversity Through Democratic Ed	Seville West 1 st Flr
	Wk4: Service-Learning: Pedagogy and Practice	Holabird 8 th Flr
	Wk5: Creating Campus Community	Burnham 8 th Flr
	Wk6: Integrative Learning and Collaborative Teaching	Seville East 1 st Flr
	Wk7: Leadership for Engaged Learning: Strategies	Wright 8 th Flr
7:30 – 8:45 p.m.	Keynote Address: <i>Richard Keeling</i>	Grand Ballroom 7 th Flr
8:45 – 10:00 p.m.	Reception and Posters	Renaissance 5 th Flr

FRIDAY, APRIL 16, 2004

8:00 a.m. – 5:30 p.m.	Conference Registration and Publication Sales	Valencia Foyer 1 st Flr
8:00 – 9:00 a.m.	Continental Breakfast	Grand Ballroom 7 th Flr
	Poster Sessions	Grand Balcony 8 th Flr
9:00 – 10:00 a.m.	Plenary: <i>Lee Knefelkamp</i>	Grand Ballroom 7 th Flr
10:30 a.m. – Noon	Concurrent Sessions	
	CS1: Building Engagement Across the Campus	Camelot 3 rd Flr
	CS2: Lowering the Barriers Separating College, 1 st Job	Holabird 8 th Flr
	CS3: Laboratory at our Doorstep: Place as Catalyst	Wright 8 th Flr
	CS4: DEEPer Look at Student Engagement, Learning	Valencia 1 st Flr
	CS5: Engaging Students in Their Own Learning	Empire 7 th Flr
	CS6: Integrated Approaches to Civic Engagement	Toledo 5 th Flr
	CS7: Strategies for Student Engagement in the Context	Burnham 8 th Flr
	CS8: Challenges and Strategies in Aligning Institution	Sullivan 8 th Flr
2:00 – 3:00 p.m.	Concurrent Sessions	
	CS9: Disciplines as Frameworks for Student Learning	Camelot 3 rd Flr
	CS10: Undergraduate Research: Interdisciplinary	Burnham 8 th Flr
	CS11: Engaging Science Students w/o Sacrificing	Valencia 1 st Flr
	CS12: How the NSSE is Used to Stimulate Effective	Empire 7 th Flr
	CS13: Responsible Engagement in Community	Wright 8 th Flr
	CS14: Research Insights About Engaging Effectively	Holabird 8 th Flr
	CS15: Supporting Faculty Teaching in Learning Cmtes	Toledo 5 th Flr
	BTP: Clarifying and Deepening A Common Language	Seville East 1 st Flr
	BTP: Depression, Health, Development, Cultural	Seville West 1 st Flr
3:15 – 4:15 p.m.	Concurrent Sessions	
	CS16: Bridging Academic Barriers: Shakespeare Onlin	Wright 8 th Flr
	CS17: Internship for Teaching in the 21 st Century	Burnham 8 th Flr
	CS18: Professional Education in Action: Adv Business	Valencia 1 st Flr
	CS19: Revitalizing the 1 st -Year Experience through	Toledo 5 th Flr
	CS20: Advancing Education for Civic Engagement	Empire 7 th Flr
	CS21: The Voice Project: Engaging Diversity	Holabird 8 th Flr
	CS22: Capturing Student Engagement on Campus	Camelot 3 rd Flr

	Roundtable Discussions (see page 16 for topics)	Grand Ballroom 7 th Flr
	BTP: The Professoriate and Engaged Learning	Seville West 1 st Flr
	BTP: Overview of Neurobiological and Pharmaceutical	Seville East 1 st Flr
4:30 – 5:30 p.m.	Concurrent Sessions	
	CS23: Collaborative Student/Faculty Research	Empire 7 th Flr
	CS24: Bravo! Can Acting Games Promote Learning	Holabird 8 th Flr
	CS25: Learning Communities as Motivators	Burnham 8 th Flr
	CS26: On Leadership, Gurus, and Virtual Libraries	Valencia 1 st Flr
	CS27: A Comprehensive Center for Engaged Learning	Toledo 5 th Flr
	CS28: Pedagogical Strategies for Teaching That Which	Wright 8 th Flr
	CS29: The Leadership Role of Academic Deans	Camelot 3 rd Flr
	BTP: Strengths and Weaknesses of Current Prevention	Seville West 1 st Flr
	BTP: Privacy, Legal and Social Access to Behaviors	Seville East 1 st Flr
	BTP: Is a National Effort Which Links Support for	Renaissance 5 th Flr
5:30 – 6:30 p.m.	SENCER Reception	Tower Lounge 32 nd Flr
8:00 – 9:00 p.m.	Performance: Chasing the Dream: More Screams from	Empire 7 th Flr
	Roundtable Discussions (see page 20 for topics)	Grand Ballroom 7 th Flr
SATURDAY, APRIL 17, 2004		
8:00 a.m. – 2:00 p.m.	Conference Registration and Publications Sales	Valencia Foyer
8:00 – 9:00 a.m.	Continental Breakfast and Roundtable Discussions	Grand Ballroom 7 th Flr
	Inclusive Excellence Forum	Empire 7 th Flr
9:00 – 10:00 a.m.	Plenary: <i>Sylvia Hurtado</i>	Grand Ballroom 7 th Flr
10:15 – 11:15 a.m.	Concurrent Sessions	
	CS30: Problem-based Learning Helps Students	Seville East 1 st Flr
	CS31: Bridging Classroom and Community	Burnham 8 th Flr
	CS32: 21 st Century Civics: Learning About Diversity	Valencia 1 st Flr
	CS33: Service-Learning, Retention and Self Change	Toledo 5 th Flr
	CS34: The Democratic Academy & Civic Engagement	Empire 7 th Flr
	CS35: Engaging Across Divides of Age, Values, Exper	Holabird 8 th Flr
	CS36: Shifting Paradigms Require Shifting Policies	Seville West 1 st Flr
11:30 a.m.–12:30 p.m.	Concurrent Sessions	
	CS37: Curricular Changes that Transcend Traditional	Seville West 1 st Flr
	CS38: Zero to SENCER in One Year	Burnham 8 th flr
	CS39: A DEEPer Level of Engagement in 1 st Year	Seville East 1 st Flr
	CS40: Teaching Political Engagement	Valencia 1 st Flr
	CS41: Study Abroad: Are We Leaving the Developmt	Empire 7 th Flr
	CS42: Sustaining Campus-wide Engagement	Toledo 5 th Flr
2:00 – 3:00 p.m.	Concurrent Sessions	
	CS43: Using Evaluation to Sustain Innovation	Seville East 1 st Flr
	CS44: Connections & Reflection: A Distinctive New	Seville West 1 st Flr
	CS45: Project-based Learning at 1 st Year and Global	Burnham 8 th Flr
	CS46: National & International Partnerships for Civic	Holabird 8 th Flr
	CS47: Role of Spirituality in Teaching Across Borders	Valencia 1 st Flr
	CS48: SL: Engaging Across Difficult Divides	Toledo 5 th Flr
3:15 – 4:00 p.m.	Plenary: <i>Carol Geary Schneider</i>	Grand Ballroom 7th

**DAILY PROGRAM OF EVENTS
THURSDAY, APRIL 15, 2004**

11:00 a.m.-7:00 p.m. **Conference Registration Open**
Valencia Foyer **Publication Sales**
First Floor

2:00 – 5:00 p.m. **Preconference Workshops (Ticket Required)**

Empire **Workshop 1: Teaching For and About Critical Thinking**
Seventh Floor Participants will analyze videotape, engage real problems, and experience a variety of effective critical-thinking teaching techniques that can be used in a wide variety of disciplines. Emphasis will be on both the skills dimension and the dispositional dimension of critical thinking and research findings based on data gathered from across the nation.
Peter Facione, Provost, Loyola University Chicago

Valencia **Workshop 2: New Approaches to Undergraduate and Community-Based Research**
First Floor Participants will explore the basic tenants and practices of Undergraduate Community-Based Research (UCBR) and how they relate to the National Research Council's guidelines and best practices for achieving connected and engaged student learning. Workshop participants will have time to develop their own UCBR project and should bring their own syllabi-in-progress.
Amy Shachter, Associate Dean of Arts and Sciences, Santa Clara University

Seville West **Workshop 3: Engaging Diversity Through the Pedagogy of Democratic Education and Intergroup Dialogue**
First Floor Participants will discuss models of democratic education such as intergroup dialogue, learning communities, and community-based learning. They will engage in intergroup dialogue exercises and reflect upon the experience, the theories implicated in the process, and the ways in which this and other forms of engaging across difficult divides might be applied in classroom and co-curricular situations
David Schoem, Faculty Director, and *Kelly E. Maxwell*, Associate Director, Program on Intergroup Relations, University of Michigan

Holabird **Workshop 4: Service-Learning: Pedagogy and Practice**
Eighth Floor Participants will discuss the foundational theory of service-learning and models of successful service-learning programs. Techniques for reflection, guidelines for assessment, and samples of essential service-learning paperwork will be shared. Participants will have the opportunity to brainstorm how service-learning can be incorporated into existing or new courses.
Lynn Leavitt, Director, Center for Service and Leadership, George Mason University

Burnham **Workshop 5: Creating Campus Community: Academic and Student Affairs Partnerships that Facilitate Student Learning**
Eighth Floor In a landmark report, *Campus Life: In Search of Community*, Ernest Boyer envisioned a campus community which created a seamless learning environment. Inspired by his vision, several colleges and universities across the nation have developed model programs for promoting integrated learning. Participants in this workshop will discuss Boyer's conceptual principles and identify promising practices for creating effective academic and student affairs partnerships to enhance student learning. They will share ideas on ways in which these principles and practices might be applied to their own campus settings.
William M. McDonald, Vice President for Student Life, Presbyterian College; *Ellen Meents-Decaigny*, Director of Academic Enrichment, DePaul University; *John Kiener*, Associate Professor and Learning Communities Coordinator, and *Sheryl M. Otto*, Assistant Vice President of Student Affairs, William Rainey Harper College; *Cynthia Wells Lilly*, Boyer Fellow, Messiah College; and *Angela Kellogg*, Graduate Student, University of Iowa

Seville East
First Floor

Workshop6: Integrative Learning and Collaborative Teaching: Exploring New Faculty Roles and Partnerships

Workshop participants will explore models and issues in collaborative teaching, including strategies to overcome commonly encountered challenge. They will identify potential teaching partners, such as professional staff, community professionals, and students, and discuss the impact of different campus cultures and missions on integrative learning.

Karen Kashmanian Oates, Vice President for Academic Affairs, Harrisburg University of Science & Technology and Senior Science Scholar, AAC&U; and **John O'Connor**, Associate Professor, George Mason University

Wright
Eighth Floor

Workshop7: Leadership for Engaged Learning: Strategies for Effective Administration

Effective pedagogies of engagement depend on the dean's effective leadership. This workshop will explore different leadership models and strategies for fostering an engaged academic culture of excellence, including working effectively with department chairs; supporting faculty development; communicating with different constituencies; developing efficacious evaluation and reward systems; and negotiating resource allocation.

Susan Gotsch, Vice President for Academic Affairs and Dean of the Faculty, Whittier College; and **Ginny Coombs**, Provost and Vice Chancellor for Academic Affairs, University of Wisconsin - River Falls

Sponsored by the American Conference of Academic Deans

7:30 – 8:45 p.m.

Welcome

Alma Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal, AAC&U; **Don Harward**, President Emeritus, Bates Colleges, Senior Fellow, AAC&U, and Project Director, Bringing Theory to Practice; and **Sally Pingree**, Trustee, Charles Englehard Foundation

Grand Ballroom
Seventh Floor

Keynote: Now That You Know: The Obligations and Opportunities of Learning

Transformative learning has consequences. Calling forth a different understanding of various elements of both the world and the self, it reshapes the relationships through which learners interpret events and color their experiences. The accretion of effects from the activities of engaged learning bends the mind toward freedom, reveals new options, and inspires the flash of thought into action. Join in this keynote to explore these consequences and their manifestations in the lives of learners.

Richard Keeling, Chief Executive Officer for Keeling & Associates, Inc., Vice President of Prevention Programs for Outside The Classroom, and Senior Fellow, AAC&U

Rich Keeling, MD, is Chief Executive Officer for Keeling & Associates, Inc. (K&A), an independent health consulting and design firm in New York City. K&A works with colleges and universities, health care agencies, and professional organizations in higher education to improve the student experience, strengthen student learning, and promote greater health. He also serves as vice president for Prevention Programs for Outside The Classroom, Inc., a producer of Internet-based health-related programs for colleges and universities. Dr. Keeling completed two terms as Editor of the Journal of American College Health and now serves on the editorial boards of three journals. He has been president of the American College Health Association, the Foundation for Health in Higher Education, the Society for the Scientific Study of Sexuality and the International Society for AIDS Education. He has received numerous awards for his leadership, including two honorary doctorates in science. After completing residency training in Internal medicine and fellowship in Hematology at the University of Virginia, he directed the Department of Student Health at that institution for 13 years. He left Virginia to become executive director of University Health Services and Professor of Medicine at the University of Wisconsin-Madison, where he served through 1999. His clinical experience, teaching, and scholarship center on immunodeficiency diseases and their effects on individuals, society, and culture. His many publications include a report on the first study of HIV seroprevalence in college students with Helene Gayle et al., in the New England Journal of Medicine.

8:45 – 10:00 p.m.

Renaissance
Ballroom
Fifth Floor

Reception and Poster Sessions

Research Collaborations with Community Organizations

David Wells, Senior Lecturer, Interdisciplinary Studies Program, Arizona State University

Transformative Learning on the Bus

Lily Fessenden, Director of Academic Affairs, Audubon Expedition Institute at Lesley University

American Government, Education and Civic Engagement: A Practical Guide to Bridging the Gap

Kevan M. Yenerall, Assistant Professor of Political Science, and *Sylvia Stalker*, Professor of Education, Clarion University

Engaging With Chicago

Cynthia Hahn, Associate Dean of Faculty, Lake Forest College

Defining Community: Skateboard Parks As Civic Space

Jason Bodie, Undergraduate Student, and *Ron M. Kagawa*, ASLA Associate Professor, Virginia Polytechnic Institute and State University, College of Architecture & Urban Studies

Experiential and Service-Learning in Local and Global Contexts: Teaching Anthropology and Engagement in Hawaii and Central New York

Brooke Olson, Assistant Professor, Department of Anthropology & Coordinator, Native American Studies, Ithaca College, and *Ernest Olson*, Associate Professor & Chair, Department of Sociology and Anthropology, Wells College

Learning Curves: Fieldwork as Context for Interrogating the Dynamics of Work in American Culture

Judith R. Hiltner, Director, Honors Program, Saint Xavier University

A Communication and Aesthetic Perspective on Crafting a Digital Portfolio

David Lawrence, Associate Professor of Communication, and *Raymond Riley*, Professor of Music, Alma College

A Quiz Becomes a Multidirectional Dialogue with Web-Based Instructional Tools

Amanda J. Fales-Williams, Assistant Professor, College of Veterinary Medicine, Iowa State University

The Difference Deliberative Dialogue Makes

Joni M Doherty, Director, and *Jed Donelan*, Program Coordinator, New England Center for Civic Life, Franklin Pierce College

Using Action Research to Encourage Discussion in Distance Learning

Haiyan Xie, Ph.D. Student, University of Florida

Transitional Bilingual Learning Communities

Carlos Martin-Llamazares, Multicultural ENLACE Fellowship, Transitional Bilingual Learning Community Advisor, Truman College

Non-Major's Biology and Public Policy

Matthew A. Misicka, Course Coordinator, The Ohio State University

- 8:00 a.m.– 5:30 p.m. Conference Registration Open
Valencia Foyer Publication Sales
- 8:00 - 9:00 a.m. Continental Breakfast
Grand Ballroom
- 8:00 – 9:00 a.m. Poster Sessions
- Grand Balcony **Institutional Engagement: Changing Directions**
Eighth Floor *Judy Diane Grace*, Instructional Professional, Arizona State University
- Geographic Information Systems Service Learning**
 Nancy R. Crocker, Assistant Director, Arizona State University
- Service-Learning: A Community Partnership Model**
 Wayne M. Tanna, Professor of Accounting, and *Koreen Nakahodo*, Lecturer in English, Chaminade University
- True Inclusion: An Institutional Approach to First-Year Engagement**
 Jodi E. Koslow Martin, Dean of First-Year Students, *Andrew P. Manion*, Provost, and *Marvey Jackson*, Coordinator of Multicultural Retention & Admission Counselor, Aurora University
- Meeting of the Twain: Using Math to Generate Writing**
 David Cromer, Assistant Professor of English, Humanities, Georgia Perimeter College
- Basic Writers and Learning Communities**
 Jeanette Clausen, Associate Vice Chancellor for Faculty Affairs, Indiana University Purdue University Fort Wayne
- Learning in a Virtual Collaborative Environment-Discovery, Exploration and Engagement between Cultures**
 Rosina Chia and *Elmer Poe*, East Carolina University
- Border Crossings: Preparing Urban Teachers for Diverse Classrooms**
 Terry L. Haywoode, Coordinator of Community Partnerships, and *Jean H. Krasnow*, Visiting Associate Professor, Northeastern University
- Student Philanthropy as a Pedagogy of Engagement: The Maverson Student Philanthropy Project at Northern Kentucky University**
 Laurie N. DiPadova-Stocks, Founding Director, Scripps Howard Foundation Center for Civic Engagement, and *Annie Dollins*, Assistant Dean, College of Professional Studies, Northern Kentucky University
- Creating Engaging Science Courses: Applying the SENCER Model**
 Sharon J. Sherman, Professor of Early Childhood Education, *Bonnie Dixon*, Assistant Professor of Chemistry, and *Danielle Dalafave*, Associate Professor of Physics, The College of New Jersey
- From Masterpiece Theatre to Survivor: Reality TV as a guide to college teaching**
 Maureen O'Sullivan, Professor, University of San Francisco
- Incarceration, Restoration and Performance**
 Roberto Gutierrez Varea, Assistant Professor, University of San Francisco
- The US Solar Decathlon: Crafting a Temporary Landscape in a Permanent Place**
 Ron M. Kagawa, Associate Professor, Virginia Polytechnic Institute and State University
- The Freshman Experience: From Required to Signatory**
 Bonnie Culver Bedford, Associate Professor, Douglas Lynch, Associate Professor of Education, and *John Hepp*, Assistant Professor of History, Wilkes University

<p>9:00 – 10:00 a.m.</p> <p>Grand Ballroom Seventh Floor</p>	<p>Plenary</p> <p>Engaged Learning and Democratic Conversation This presentation will explore notions of reflective thinking, democratic intelligence, and intellectual and social activism. <i>L. Lee Kniefelkamp</i>, Professor of Psychology and Education, Teachers College, Columbia University Introduction: <i>Carol Geary Schneider</i>, President, AAC&U</p> <p><i>Lee Kniefelkamp is widely known as a speaker and scholar of higher education and has been a leader in several of AAC&U's recent national initiatives. She served on the national panel that authored AAC&U's recent monograph, Greater Expectations: A New Vision for Learning as a Nation Goes to College. She also served on the national panel of American Commitments: Diversity, Democracy, and Liberal Learning and contributed to its monographs, The Drama of Diversity and Democracy and American Pluralism and the College Curriculum. She has written widely on the study of college student intellectual and identity development, intercultural issues on the campus, multicultural curricular transformation, and moral and ethical development in the context of race, ethnicity, and sexual orientation. Several of her books, including Applying New Developmental Findings and the Practice-to-Theory-to-Practice Model are standard texts in graduate programs in counseling psychology and higher education. She also co-authored with AAC&U president Carol Schneider the article, "Education for a world lived in common with others" in the College Board anthology, Education and Democracy. Kniefelkamp received her BA from Macalester College and her MA and PhD from the University of Minnesota. She is a former Peace Corps volunteer (Costa Rica) and spends part of every summer teaching in the Intercultural Communications Institute which brings individuals from around the world to study intercultural communications theory and methods from both a domestic and global perspective.</i></p>
<p>10:00 – 10:30 a.m.</p> <p>Grand Ballroom Foyer</p>	<p>Refreshment Break</p>
<p>10:30 a.m. – Noon</p> <p>Camelot Third Floor</p> <p>Pathway I</p>	<p>Concurrent Sessions</p> <p>Concurrent 1: Building Engagement Across the Campus: Creating Engaged Departments Building engagement across the campus requires several strategies, one of which is the focus on department/unit engagement. This session will both introduce the concepts central to an engaged department and provide an overview of a case study of a campus-based program for developing engagement at the unit level at Portland State University. <i>John A. Saltmarsh</i>, Project Director, Brown University; <i>Kevin Kecskes</i>, Director of Community-Based Learning, Portland State University <i>Sponsored by the Center for Liberal Education and Civic Engagement</i></p>
<p>Holabird Eighth Floor</p> <p>Pathway I</p>	<p>Concurrent 2: Lowering the Barriers Separating College, The First Job, and Citizenship Community-based experiential learning programs at Southern Oregon University and Oxford College of Emory University will be discussed. Southern Oregon University (SOU) provides students with practical, experiential learning through classroom activities and through community research projects that have a practical impact on water resources and wildlife habitat. A chemistry course for non-science majors and pre-nursing students at Oxford College of Emory University will be presented. <i>Joseph L. Graf</i>, Dean of Sciences/Professor of Geology, and <i>Eric Dittmer</i>, Faculty, Geology and Environmental Studies, Southern Oregon University; <i>Monica M. Ali</i>, Associate Professor of Chemistry, Oxford College of Emory University; and <i>Heather Patrick</i>, Assistant Professor of Chemistry, and <i>Brenda Harmon</i>, Senior Lecturer of Chemistry, Emory University</p>
<p>Wright Eighth Floor</p> <p>Pathway I</p>	<p>Concurrent 3: Laboratory at Our Doorstep: Place as a Catalyst for Engaged Learning Experiential place-based learning programs at Iowa State University and Franklin Pierce College will be presented and discussed. "Life in Iowa" is a cross-disciplinary academic program providing community-based internships and service-learning opportunities for undergraduate students at Iowa State University. The Monadnock Institute of Nature, Place and Culture at Franklin Pierce College uses the campus and local community as a laboratory for experiential education, community-based research, and civic engagement that integrate environmental science, anthropology, literature and local history around the</p>

theme of place.

Nancy Bevin, Professor of Education and Director, Life Iowa Program, *Shellie Orngard*, Program Coordinator, and *Hina S. Patel*, Graduate Assistant, Iowa State University; *John Roberts Harris*, Executive Director, Monadnock Institute of Nature, Place, and Culture, and *Robert Goodby*, Assistant Professor of Anthropology, Franklin Pierce College; and *Maryann Harper*, Rindge Community Project Coordinator

**Valencia
First Floor
Pathway II**

Concurrent 4: A DEEPer Look at Student Engagement, Learning, and Success

This session will highlight major findings of the Documenting Effective Educational Practice (DEEP) Project as they relate to student affairs' role in promoting student engagement. DEEP studied 20 institutions with higher-than-predicted engagement scores and graduation rates. Join in this session to discuss some of the programs, policies, and practices that successfully engage students in learning activities and lead to strong graduation rates.

Jillian Kinzie, Assistant Director, NSSE Institute for Effective Educational Practice, Center for Postsecondary Research, Indiana University; and *John Schuh*, Professor, Iowa State University
Sponsored by the National Association of Student Personnel Administrators

**Empire
Seventh Floor
Pathway III**

Concurrent 5: Engaging Students in Their Own Learning: Strategies for First-Year Seminars

This session will present pedagogical strategies for first-year seminars that encourage students to develop self-awareness of their thinking and learning processes. Session attendees will discuss three techniques that invite students to think metacognitively -- idea notebooks, question logs, and self and peer critique. Participants will assess the effectiveness of these techniques and present student responses to each approach, try these learning activities, and analyze sample student work for evidence of deep learning.

Michael S. Marx, Associate Professor of English; Coordinator, Liberal Studies, Skidmore College; *Laura Greene*, Assistant Professor of English, Augustana College; and *Wendy Ostroff*, Assistant Professor of Cognitive Science and Development Psychology, Sonoma State University

**Toledo
Fifth Floor
Pathway III**

Concurrent 6: Integrated Approaches to Civic Engagement and Community-Based Learning

The session will include brief presentations followed by extensive discussion and reflection on an institutional "ladder of social engagement for service-learning" at DePaul University and a residential learning community that integrates service-learning and diversity through the Michigan Community Scholars Program at the University of Michigan. This session will invite participants to think about the replicability of these two innovative approaches as well as other programs represented by the colleges of those in attendance.

David Schoem, Faculty Director, and *Wendy A. Woods*, Associate Director, Michigan Community Scholars Program, University of Michigan; and *Charles Strain*, Associate Vice President for Academic Affairs, DePaul University

**Burnham
Eighth Floor
Pathway V**

Concurrent 7: Strategies for Student Engagement in the Context of Diverse Issues and Perspectives

This session will focus on strategies for student engagement connected to issues of race and diversity. Presenters will address learning-centered initiatives and classroom attention to difference. Learning goals include an increased understanding of: (1) links students make between attention to diversity in and outside of the classroom; (2) ways in which students articulate agency in connection to social justice issues; and (3) pedagogical approaches that support leadership and engagement related to civic responsibility.

Jennifer S. Simpson, Assistant Professor of Communication, *Angelique Causey*, Academic Advisor, and *Levon Williams*, Student, Indiana University-Purdue University Fort Wayne; and *Willie J. Heggins, III*, Assistant Professor, Department of Educational Leadership, Washington State University

<p>Sullivan Eighth Floor</p> <p>Pathway VI</p>	<p>Concurrent 8: Challenges and Strategies in Aligning Institutional Resources with Goals for Student Learning</p> <p>Student engagement can be conceptualized as an intricate set of institutional processes that form feedback loops between students and institutional resources. This presentation will reflect four years of institutional actions and initiatives emerging from coordinated analyses of NSSE data that in aggregate represent feedback loops between students and the university. Two areas of significant institutional change brought about by NSSE-University feedback loops include more effective use of electronic information technology and enhanced delivery of support services. Successful strategies to join students with specific aspects of institutional resources will be presented, along with new challenges discovered in the course of change.</p> <p><i>Christopher I. Chalokwu</i>, Vice President for Academic Affairs, <i>Steven J. Murphy</i>, Vice President for Enrollment and Student Services, <i>Kathleen Carlson</i>, Director of Institutional Research and Assessment, <i>Barbara Costello</i>, Managing Director of Counseling and Career Services, and <i>Linda Burke</i>, Associate Professor of Education, Saint Xavier University</p>
<p>Noon – 2:00 p.m.</p>	<p>Lunch on your own</p>
<p>2:00 – 5:00 p.m.</p>	<p>Sessions from both the Pedagogies of Engagement Conference (POE) and Bringing Theory to Practice Conference (BTtoP) will be open to all participants of both events from 2:00 – 5:00 p.m.</p> <p>We hope this facilitates deeper understanding about issues of engagement for all participants and provides an opportunity to explore with new and familiar colleagues a greater variety of issues important to you. The conference to which each session belongs will be indicated in the same column as the room and floor.</p>
<p>2:00 – 3:00 p.m.</p>	<p>Concurrent Sessions - Pedagogies of Engagement Conference (POE) (Sessions open to all POE and BTtoP participants.)</p>
<p>Camelot Third Floor POE</p> <p>Pathway I</p>	<p>Concurrent 9: Disciplines as Frameworks for Student Learning</p> <p>In this session presenters will explore and give examples of what happens when faculty think carefully about their disciplines as frameworks for student learning. Presenters and participants will address such questions as: What should students be able to do and how should they be able to think as a result of study in a discipline? What does this kind of learning look like at different developmental levels? How do faculty design learning and assessment when informed by a clear sense of the learning outcomes they expect of their students?</p> <p><i>Tim Riordan</i>, Professor of Psychology, and <i>James Roth</i>, Professor of History, Alverno College</p>
<p>Burnham Eighth Floor POE</p> <p>Pathway I</p>	<p>Concurrent 10: Undergraduate Research: Interdisciplinary, Collaborative, and International Approach</p> <p>This session will highlight a variety of approaches to student engagement through disciplinary and interdisciplinary undergraduate research. A dialogue will follow that explores the challenges to and opportunities for enhancing this experiential approach to student engagement.</p> <p><i>Francine G. Navakas</i>, Bramsen Professor in the Humanities, North Central College; <i>Lisa Marie Esposito</i>, Chair, Philosophy and Religion Department, Drury University; <i>Cheryl Jacobsen</i>, Vice President for Academic Affairs, and <i>Todd Swift</i>, Assistant Professor of Physics/Electromechanical Engineering, Loras College</p>
<p>Valencia First Floor POE</p> <p>Pathway I</p>	<p>Concurrent 11: Engaging Science Students without Sacrificing Breadth or Depth: Technology Facilitated Approaches</p> <p>Curricular reform in science education is currently recognized as a national imperative. This is substantiated by the tremendous amount of financial support afforded it from government and private organizations and the initiatives undertaken by educators in various disciplines. The many permutations of educational technology have provided instructors with vast resources for enhancing their curricula. This presentation illustrates how technology can be incorporated into the curriculum in a second year chemistry course (organic chemistry) to expose students to active modes of learning, ethical considerations in science, and exercises that improve metacognition. Through this new approach to using technology, the instructor is able to expand upon the depth of the course without sacrificing breadth. An overview of the approach, assessment data from the class, and instruction on how anyone can create</p>

similar materials will be presented.

Thomas Poon, Visiting Assistant Professor/Associate Professor of Chemistry, Columbia University/Claremont McKenna, Pitzer, and Scripps College

**Empire
Seventh Floor
POE**

Concurrent 12: How the National Survey of Student Engagement is Used to Stimulate Effective Educational Practices

If over 400,000 students and 12,000 faculty provided helpful clues on improving the pedagogy of engagement, would you listen? In this session, presenters will share findings from the National Survey of Student Engagement related to the pedagogy of engagement, discuss lessons learned from working with over 730 colleges and universities, and explore how student and faculty engagement information can be used for collaboration between academic and student affairs, as well as between academic disciplines.

Pathway II

John C. Hayek, Assistant Director and Project Manager, National Survey of Student Engagement; and **Jillian Kinzie**, Assistant Director, The NSSE Institute for Effective Educational Practice, Indiana University

**Wright
Eighth Floor
POE**

Concurrent 13: Responsible Engagement in Community and General Education Renewal

This panel discussion will outline Grand Canyon University's general education renewal that has resulted in an interdisciplinary, experiential, liberal-learning curriculum intended to develop students' understanding of responsible participation in community. Supported by academic and student-life participation, this curriculum involves an interdisciplinary freshman course, a sustained service-learning experience, and a capstone leadership course. The panel members will discuss the development, implementation, and assessment of this initiative, including its philosophical foundations, pedagogical advantages, and logistical challenges.

Pathway III

Leanna R. Hall, Professor of English/Department of Humanities Chair, **Jim Beggs**, Chair, Department of Communications, **Mary J. A. Harris**, Associate Professor of Physics, and **Douglas M. Dye**, Associate Dean, College of Liberal Studies and Professor of History, Grand Canyon University

**Holabird
Eighth Floor
POE**

Concurrent 14: Research Insights About Engaging Effectively Across Differences

For more than a decade AAC&U has worked with researchers, faculty, and student affairs personnel to create comfortable spaces for robust dialogue across differences. Presenters will review the research on various diversity and civic engagement frameworks and together session participants will explore the practical challenges of rethinking learning goals, developing engaged democratic pedagogies, and incorporating effective intergroup dialogue techniques into the classroom.

Paathway V

Caryn McTighe Musil, Senior Vice President, Diversity, Equity, and Global Initiatives, and **Daniel H. Teraguchi**, Program and Research Associate, AAC&U

**Toledo
Fifth Floor
POE**

Concurrent 15: Supporting Faculty Teaching in Learning Communities

When ASU West made learning communities the hallmark of its first year program in the Fall of 2001, it was quickly established that their continued success depended on appropriate development and reward of faculty and staff. This session will describe the process used to gather feedback and assess the learning communities' impact on faculty and staff and the programs that have been developed to support and recognize those who contribute to them.

Pathway VI

Afsaneh Nahavandi, Faculty Director of Collaborative Programs and Professor of Management, Arizona State University West

2:00 – 3:00 p.m.

Concurrent Sessions - Bringing Theory to Practice Conference (BTtoP)

(Sessions open to all BTtoP and POE participants.)

Seville East
First Floor
BTtoP

Session A: Clarifying and Deepening a Common Language of Service-Learning and Civic Engagement

What do we mean by the terms “service-learning” and “civic engagement?” Why are they being discussed in the same breath as positive learning outcomes and antidotes for debilitating student behaviors? This session will attempt to arrive at a common language and set of best practices that can be meaningful to faculty interested in creating strategies for better learning and living on our campuses.

Richard Battistoni, Professor of Political Science and Director of the Feinstein Center, Providence College

Seville West
First Floor
BTtoP

Session B: Depression, Health, Development, and Cultural Constructs. What are the Relevant Factors in “Deconstructing” these Issues?

How do popular culture, media, and advertising shape understandings of depressive illness? This talk will explore the impact of cultural gender stereotypes through an in-depth analysis of popular representations of depressive illness. Dr. Metzler will discuss the results of a systematic analysis of popular articles about depression from a mix of American magazines and newspapers spanning the years 1985 to 2000. Through this approach, he uncovers a widening set of gender-specific criteria outside of the Diagnostic and Statistical Manual criteria for dysthymic or depressive disorders that have, over time, been conceived as indicative of treatment with anti-depressants. Dr. Metzler is the author of "Prozac on the Couch: Prescribing Gender in the Era of Wonder Drugs" published by Duke University Press (2003).

Jonathan Metzler, Department of Psychiatry and Women’s Studies, University of Michigan

3:00 p.m.
Seville Foyer
First Floor

Refreshment Break

3:15 – 4:15 p.m.

Concurrent Sessions – Pedagogies of Engagement Conference (POE)

(Sessions open to all POE and BTtoP participants.)

Wright
Eighth Floor
POE

Concurrent 16: Bridging Academic Barriers: Shakespeare On-Line

This session will focus on a revolutionary, on-line investigation of Shakespeare’s Julius Caesar between tenth-graders at an alternative school for at-risk students and junior English majors at a state university. To examine this exchange, the panel will address the explosive pedagogical possibilities of creating an interactive learning community across the barriers of geography, age, and educational institutes. The panel and audience will also discuss the practical issues of creating and sustaining on-line dialogues for the exploration of literary and cultural texts.

Terri C. Washer, Student, Bread Loaf Teacher Network at Middlebury College and Instructor of English, Crossroads Academy; and *Emily Bartels*, Associate Professor of English and Associate Director of the Bread Loaf School of English, Rutgers University

Burnham
Eighth Floor
POE

Concurrent 17: Internship for Teaching in the 21st Century

The classrooms today's teachers face are not the classrooms of their pasts. Ursuline College's Teacher Apprentice Program prepares teachers through a one-year, community-based learning experience that emphasizes critical pedagogy and social justice in curriculum, instruction, and school governance. We cultivate not just teachers, but leaders for local and global educational transformation. Explore the program design, engaged pedagogies, academic challenges, impact of a cohort, and success with the Director, professors, lead mentor, and students.

Susan R. Rakow, Assistant Professor, *Dianne Runnestrand*, Assistant Professor, Teacher Apprenticeship Program, and *Janet Hill*, Instructor, Teacher Apprenticeship Program, Ursuline College

Pathway I

<p>Valencia First Floor POE</p> <p>Pathway I</p>	<p>Concurrent 18: Professional Education in Action: Advanced Business Students as Microenterprise Consultants to Inner-City Entrepreneurs in Chicago</p> <p>"Microenterprise Consulting," a service-learning course at Loyola University Chicago, invites business students to work with inner-city entrepreneurs seeking to establish or salvage locally owned microenterprises. In the Jesuit tradition of knowledge in the service of others, the experience hones students' business skills for the important real-world purpose of contributing to inner-city economic development. This session will describe the design of the course, its outcomes, and its special challenges from two perspectives: academic instructor and community activist. <i>Jill W. Graham</i>, Associate Professor of Management, School of Business Administration, Loyola University Chicago; and <i>Monroe K. Saybay, III</i>, President and CEO, Bentol Business Group, Inc.</p>
<p>Toledo Fifth Floor POE</p> <p>Pathway III</p>	<p>Concurrent 19: Revitalizing the First-Year Experience through the Use of Colloquia and Tutorials</p> <p>This session will focus on recent initiatives to revitalize first-year learning experiences at Alma College from 2001-2003: a summer preschool colloquium and an independent learning tutorial. The session presents faculty and student perspectives on the purposes of these initiatives, describes the colloquium and tutorial frameworks, and report on the successes, challenges, and assessment results. Audience discussion will focus on challenges and opportunities for revitalizing the first-year experience using interdisciplinary colloquia and individual tutorials. <i>John E. Davis</i>, Professor of Exercise and Health Science, <i>Michael Vickery</i>, Professor of Communication, and <i>Sandy Hulme</i>, Associate Professor of Political Science, Alma College</p>
<p>Empire Seventh Floor POE</p> <p>Pathway IV</p>	<p>Concurrent 20: Advancing Education for Civic Engagement and Leadership</p> <p>This program offers lessons learned at the University of Maryland, College Park from our campus-wide, boundary-crossing process to integrate and develop curricular and cocurricular experiences that enable students to become civically engaged scholars, citizens, and leaders in communities on campus, in the nation, and the world. The participants will have the opportunity to apply the lessons learned to advance civic engagement and leadership in the unique cultures of their institutions. <i>Barbara Jacoby</i>, Director of Commuter Affairs and Community Service, University of Maryland</p>
<p>Holabird Eighth Floor POE</p> <p>Pathway V</p>	<p>Concurrent 21: The Voice Project: Engaging Diversity in the Classroom</p> <p>This presentation will focus on the procedures, dynamics, and outcomes of the "Voice Project," a transformative teaching technique designed to challenge students to actively seek out alternative meanings, perspectives, experiences, and values. Discussion will address differences of gender, race, ethnicity, sexual orientation, religion, age, disability, and socioeconomic status. The Voice Project seeks to assure that differences are heard and understood as part of ongoing discussions of course content and interactions with class colleagues. <i>C. Carney Strange</i>, Professor, Bowling Green State University</p>
<p>Camelot Third Floor POE</p> <p>Pathway VI</p>	<p>Concurrent 22: Capturing Student Engagement on Campus: A Curricular Inventory of Experiential Learning Activities</p> <p>This presentation will focus on a case study of Indiana State University's development of a distinctive niche in the state of Indiana and Midwest through institutionalization of a comprehensive program of student engagement. These efforts have focused on three strategic areas: experiential learning, eminent programs, and community engagement. Panelists will discuss the perspectives of faculty and the offices of the President and Provost on the enabling and restrictive variables impacting implementation of the initiative. <i>Nancy Brattain Rogers</i>, Administrative Fellow, <i>Kevin Snider</i>, Executive Assistant to the President for Strategic Planning, Institutional Research, and Effectiveness, <i>Karen Schmid</i>, Associate Vice President for Academic Affairs, and <i>David J. Langley</i>, Director, Center for Teaching and Learning, Indiana State University</p>

- 3:15 – 4:15 p.m. Roundtable Discussions – Pedagogies of Engagement Conference**
(Open to all participants of both POE and BTtoP)
- Grand Ballroom
Seventh Floor
POE**
- Teaching Cultural Competence**
Janice M. Kelly, Arizona State University and *Rick Sperling*, University of Texas at Austin
- Engaging Student Diversity in the Classroom, Campus, and Community**
Tom Whalley and *Lin Langley*, Communications Department, Douglas College
- Engaging Students with Academic Integrity**
Matt Willen, Assistant Professor and Director of Freshman Writing, Elizabethtown College
- Partnering Academic and Student Affairs for Holistic Learning**
Alan R. Gitelson, Director, and *Kimberly E. Fox*, Assistant Director, Magis Initiative, Loyola University Chicago
- Implications of Engaged Learning for the 21st Century Professoriate**
Elizabeth R. Shobe and *Sonia Gonsalves*, Richard Stockton College of New Jersey
- Research in the Undergraduate Classroom**
Vivian J. Carlson, Assistant Professor, Saint Joseph College
- Peer Mentoring**
Michael O'Keefe, *Maureen Wogan*, and *John Pelrine*, Saint Xavier University
- Ethical Issues for Pedagogies of Engagement**
Barbara L. Rich, Associate Professor, School of Social Work, University of Southern Maine
- 3:15 – 4:15 p.m. Concurrent Sessions – Bringing Theory to Practice Conference (BTtoP)**
(Sessions open to all BTtoP and POE participants.)
- Seville West
First Floor
BTtoP**
- Session C: The Professoriate and Engaged Learning: The Barriers and the Conditions of Support**
Although faculty are instrumental to engaged learning in higher education, there are serious obstacles to their involvement, some of which relate to their preparation for the professoriate and the professional roles they construct for themselves, others of which result from the institutions in which they work and their place in the larger society of which they are part. This presentation will identify the obstacles to involving the faculty in engaged learning, and some of the ways of overcoming them. It draws upon empirical research and secondary literature, examines general propositions and unanswered questions, and discusses directions for future research and practice.
Barry Checkoway, Professor, School of Social Work and Urban Planning and Founding Director, The Ginsburg Center, University of Michigan
- Seville East
First Floor
BTtoP**
- Session D: Overview of Neurobiological and Pharmaceutical Dimensions of Alcohol Abuse and Behavior**
Neurobiological factors are integral to the predisposition to initiate and sustain habitual alcohol consumption; they also are among the most salient features of the adverse effects associated with persistent consumption. The presentation will begin with a discussion of the normal changes in the human brain between adolescence and young adulthood. Next, the emerging scientific literature will be reviewed pertaining to the neurological factors in childhood and early to mid adolescence that affect the risk for alcohol abuse. The last segment of the presentation will overview the pathways to alcohol-related neurological injury and its cognitive, behavioral and emotional manifestations.
Dr. Ralph E. Tarter, Professor of Pharmaceutical Science, Psychiatry, and Psychology and Director of the Center for Education and Drug Abuse Research, University of Pittsburgh
- 4:30 – 5:30 p.m. Concurrent Sessions – Pedagogies of Engagement Conference (POE)**
(Sessions open to all POE and BTtoP participants.)

<p>Empire Seventh Floor POE</p> <p>Pathway I</p>	<p>Concurrent 23: Collaborative Student/Faculty Research: Engaging Students as Professionals This session will present a case study describing an advanced research course that engages students in collaborative research with faculty. Presenters will describe how to engage students in the process of research and will facilitate a discussion of how to integrate research and teaching in undergraduate curricula. Participants will consider the advantages and challenges of integrating pre-professional activities into undergraduate major programs in a variety of disciplines and into the general education curriculum. <i>Lorna Hernandez Jarvis</i>, Associate Professor, and <i>Patricia V. Roehling</i>, Chair, Psychology Department, Hope College</p>
<p>Holabird Eighth Floor POE</p> <p>Pathway I</p>	<p>Concurrent 24: Bravo! Can Acting Games Promote Learning in the Classroom? Through drama games and exercises, instructors can motivate students of various learning styles to interact with course material in new ways, thereby furthering understanding and expanding perspectives on the material. In this session, participants will sample exercises and address means of assessing learning outcomes. They will hear how these lessons were applied and evaluated in undergraduate courses. Participants will brainstorm ways to implement this approach in a variety of disciplines. <i>Miriam Rosalyn Diamond</i>, Associate Director, Center for Effective University Teaching, Northeastern University</p>
<p>Burnham Eighth Floor POE</p> <p>Pathway II</p>	<p>Concurrent 25: Learning Communities as Motivators: Teaching Gender Through Film The presentation will introduce a learning community made up of the students and faculty from two linked courses. These courses, one from sociology and one from film studies, explore concepts of gender. Film is used to exemplify and expand the meaning of the concepts. In the presentation, the film clips and gender concepts are used to show the structure of the course, especially its emphasis on immersion in the material. The motivating effect of this double membership, time, and topic is our focus. <i>Phyllis Kitzerow</i>, Professor of Sociology, and <i>Deborah Mitchell</i>, Assistant Professor of English and Public Relations, Westminster College</p>
<p>Valencia First Floor POE</p> <p>Pathway III</p>	<p>Concurrent 26: On Leadership, Gurus, and Virtual Libraries This seminar will walk attendees through an engaging way of teaching students how to conduct research using electronic libraries. This method introduces students to the concepts of leadership and fosters creativity and critical thinking, while it enables them to learn more about a topic of their choosing. The content will provide a road map for implementation, including sample projects. Attendees will experience first hand the process that students follow, and learn about success stories. <i>Maria R. Garcia</i>, Assistant Professor, Graduate Studies, and <i>Mary Ledoux</i>, Director of Library Services, Franklin Pierce College</p>
<p>Toledo Fifth Floor POE</p> <p>Pathway IV</p>	<p>Concurrent 27: A Comprehensive Center for Engaged Learning: An Undergraduate Initiative at UCLA For the past several years, research institutions have been crafting an identity around civic engagement, relying on the best practices of service learning. This presentation will show how a new definition for engaged learning has been created, building on the research literature and connecting with the culture of a research institution. Presenters will describe a broad array of academic programs that connect faculty, students and community partners. They will also describe the leadership role taken to promote engaged learning throughout the greater metropolitan area, with other higher education institutions. <i>Kathy R. O'Byrne</i>, Director, Center for Experiential Education and Service Learning, University of California Los Angeles</p>

Wright
Eighth Floor
POE

Pathway V

Concurrent 28: Pedagogical Strategies for Teaching That Which Makes Us Uncomfortable: Race, Class, and Gender in the Classroom.

To deal with campus diversity, a number of initiatives were undertaken by St. Cloud State University. The initiatives ranged from mandatory racial issues courses to respect and responsibility workshops that deal with orientating first year students to understanding and appreciating diversity. This panel will discuss pedagogies of engagement that four faculty members from various departments at St. Cloud State University use to address issues of diversity in a predominantly white middle-class campus context. Panelists will demonstrate how individual strategies assist students with their learning goals.

Margaret A. Villanueva, Associate Professor of Community Studies, *Karen Flynn*, Assistant Professor of Women's Studies, *Flora V. Calderón-Steck*, Instructor of Ethnic Studies/Latin American Studies, and *Jeanne Lacourt*, Assistant Professor of Ethnic Studies, St. Cloud State University

Camelot
Third Floor
POE

Pathway VI

Concurrent 29: The Leadership Role of Academic Deans to Promote Engaged Learning

Through an interactive panel discussion, deans of Central Connecticut State University's schools of Arts and Sciences, Business, Technology, and Education and Professional Studies will emphasize the importance of collaboration, strategic planning, and academic leadership as essential elements of creating an engaged learning community. They will describe organizational structures, practices related to selection and promotion of faculty, interdisciplinary program development, and their own leadership roles in promoting engaged teaching and learning.

Ellen V. Whitford, Dean, College of Education and Professional Studies, *Susan E. Pease*, Interim Dean, College of Arts and Sciences, *Zdzislaw B. Kremens*, Dean, School of Technology, and *Patricia Root*, Dean, School of Business, Central Connecticut State University

Sponsored by the American Conference for Academic Deans

4:30 – 5:30 p.m.

Seville West
First Floor
BTP

Concurrent Sessions – Bringing Theory to Practice Conference (BTtoP)

Session E: Strengths and Weaknesses of Current Prevention Approaches in Peer Intensive College Environments

Substance abuse prevention efforts in higher education currently choose from or attempt to integrate strategies based on diverse models including health education, risk aversion, social control, and social norms approaches. This presentation will first critically examine the theoretical rationales and empirical support (or lack thereof) for promoting these various substance abuse prevention strategies. It will focus here on the strengths and weaknesses of each prevention model for adolescents and young adults. Then in light of this assessment and the importance of peer norms, the presentation will consider how efforts to promote college student engagement can be enhanced to prevent substance abuse. Likewise, the presentation will describe why, among current prevention initiatives, those integrating a peer norm framework are best suited to help address stress and depression related substance abuse as well as to address the more common casual abuse that occurs on campuses.

H. Wesley Perkins, Professor of Sociology, Hobart and William Smith Colleges, New York

Seville East
First Floor
BTP

Session F: Privacy; Legal and Social Access to Behaviors; The Identification of Conditions for Intervention and Prevention

Engaged learning in public service may play a role in preventing or reducing alcohol abuse and depression among college students. College staff and faculty can use screening and early case finding methods to identify students who may benefit from various forms of service learning and divert them from alcohol abuse and depression. This presentation describes and explains several types of screening and case finding methods used in institutions of higher education. Related issues of confidentiality and student rights are explored.

John L. Ford, Senior Vice President, Dean of Campus Life, and Professor of Public Health, and *Martin T. Howell*, Assistant to the Senior Vice President, Dean of Campus Life, Emory University

Renaissance Fifth Floor BTtoP	Session G: Panel and Discussion. Is a National Effort Which Links Support for Mental Health Services for Students, and the Current Higher Education Agenda Viable? <i>Bernard S. Arons</i> , Senior Science Advisor to the Director, NIMH; <i>Thomas Bornemann</i> , Director, Mental Health Programs, The Carter Center; and <i>Mary Jane England</i> , President, Regis College
5:30 – 6:30 p.m. Tower Lounge Thirty-Second Floor South	Science Education for New Civic Engagements and Responsibilities (SENCER) Reception Open to all conference participants interested in learning more about SENCER projects
5:30 – 8:00 p.m.	Dinner on your own
8:00 – 9:00 p.m.	Theater Based Learning, Roundtable Discussions, and Dessert (Open to participants of both POE and BTtoP.)
Empire Seventh Floor	Performance: Chasing the Dream: More Screams from an Urban University Chasing the Dream returns to AAC&U with more stories of urban students who face a unique series of barriers as they seek to earn their first degree. Conflicts with parents, spouses, lovers, employers, faculty, and financial aid offices make for exciting theatre and reveal important insights into lower than desired retention rates. Through a series of vignettes, songs, and movement drawn from the experiences of the students onstage, this production not only inspires students to understand that they are not alone in what seems like a lonely road to their degrees, but it also tells and shows administrators, faculty, and policy makers a perspective that may often be missed when we look through traditional lenses. <i>Regina Turner</i> , Associate Professor of Communication Studies, Indiana University-Purdue University Indianapolis
8:00 – 9:00 p.m.	Roundtable Discussions
Grand Ballroom Seventh Floor	<u>Academic Freedom and the First Year Experience</u> <i>Daniel E. Lee</i> , Professor of Ethics, Augustana College
	<u>Service-Learning in Technical and Professional Writing Courses</u> <i>Sandra B. Hill</i> , Visiting Assistant Professor, Eastern Kentucky University
	<u>The Use of Technology to Extend the Classroom</u> <i>Christine L. Drewel</i> , Affiliate Faculty, Grand Valley State University
	<u>Examining Pedagogies for Civic Engagement</u> <i>Joseph G. Rish</i> , Assistant Professor, King's College
	<u>Using Academic Service-Learning to Foster Emotional Intelligence</u> <i>Susan L. Manring</i> , Assistant Professor, Martha and Spencer Love School of Business, Elon University
	<u>Examining the Influence of Culture on Teaching and Learning</u> <i>Judith A. Vogel</i> , Assistant Professor of Mathematics, Richard Stockton College of New Jersey
	<u>The Challenges of Civic Engagement</u> <i>Abe F. Marrero</i> , Department Head and Associate Professor of Psychology, Rogers State University
	<u>Linking Service Learning with Critical Thinking</u> <i>Constance Hudspeth</i> , Visiting Assistant Professor of Communications, Rollins College
	<u>The Role of Ethical Reasoning in the Curriculum</u> <i>Priscilla Hartwig</i> , <i>E. Suzanne Lee</i> , and <i>MaryKay Sansone</i> , Saint Xavier University

Teaching Political Engagement

Dick Simpson, Professor of Political Science, University of Illinois

Engaging Students in Controversial Issues

Janet R. Grochowski and *Meg Wilkes Karraker*, University of St. Thomas

SATURDAY, APRIL 17, 2004

8:00 am – 2:00 pm
Valencia Foyer

Conference Registration Open
Publication Sales

8:00 – 9:00 a.m.

Continental Breakfast and Roundtable Discussions

Grand Ballroom
Seventh Floor

Combining Real Research with Innovative Teaching and Community Service

W. Robert Midden, Associate Professor, Bowling Green State University

Lessons from the Voice of Engaged Students

Sally R. Beisser, Associate Professor of Education, Drake University

Improving Student Support

Anne M. Breznau, Assistant Vice President for Academic Affairs, *Mary Edinburgh*, Registrar, and *Jennifer Riley*, Assistant Director of Admissions, Empire State College

Engaging Cultural Issues and Knowledge through Online Learning

Jason Scorza, Assistant Professor, and *Catherine L. Kelley*, Assistant Provost for Educational Technology, Fairleigh Dickinson University

Living-Learning Communities

William Frawley, Dean, Arts and Sciences and Professor of Anthropology and Psychology, and *Mary Anne Saunders*, Associate Dean for Special and International Programs, George Washington University

Travel-based Learning Communities

Drew Ferrier, Associate Professor of Biology and *Carol Kolmerten*, Professor of English, Hood College

Putting Knowledge Into Practice

Dorothy Carole Yaw, Assistant Professor, Human Resource Development, and *Cindy Crowder*, Instructor, Industrial Technology Education, Indiana State University

Teaching in the Multicultural Setting

Mary Khakoni Walingo, Director & Lecturer, School of Family, Consumer Sciences and Technology, Maseno University

Examining the Role of Service-Learning and Who is Served

Tracy E. Ore, Assistant Professor and Director, Applied Sociology Program, Saint Cloud State University

Women in Science and Engineering

Shobha K. Bhatia, Civil and Environmental Engineering, and *Corri Zoli*, Cultural and Textual Studies, Syracuse University

Transitional Bilingual Learning Communities

Carlos Martin-Llamazares, Multicultural ENLACE Fellowship, Transitional Bilingual Learning Community Advisor, Truman College

Conceptualizing and Engaging Social Justice Pedagogy

Kelly E. Maxwell, Associate Director & Lecturer, *David L. Schoem*, Faculty Director, and *Joseph Galura*, Co-Director, Ginsberg Center for Community Service, University of Michigan

Sharing Institutional Resources to Advance Student Engagement

Ron M. Kagawa, Associate Professor, Virginia Polytechnic Institute and State University, and **Adele N. Ashkar**, Director, Landscape Design Program, George Washington University

8:00 – 9:00 a.m.
Empire
Seventh Floor

Inclusive Excellence Forum

Inclusive Excellence is a Ford Foundation funded AAC&U project to explore how colleges and universities can embed campus diversity in campus cultures and institutional structures so that it becomes a resource to achieve academic excellence for all students. The project aims to develop resources to help campuses move from commitment and progress in the area of access to more integrated and pervasive action that links campus diversity and academic excellence. Join in this open discussion to talk about efforts on your campus that link diversity, inclusion, and high achievement to help students accomplish their educational goals and improve the quality of learning on campus.

Alma Clayton-Pedersen, Vice President for Education and Institutional Renewal and Director, Inclusive Excellence, **Nancy O’Neill**, Program Director, and **Karen Kalla**, Associate Director, Network for Academic Renewal, AAC&U

9:00 – 10:00 a.m.

Plenary

Grand Ballroom
Seventh Floor

Learning Outcomes and Engaging Students with Difference

Intentional educators do not leave learning or encounters with diversity to chance. Professor Hurtado will share recent findings on campus practices that engage students with diversity and result in student cognitive, social and democratic skill development during the first two years of college. The impact of co-curricular programming, diversity coursework, service learning, and informal interactions among students will be discussed.

Sylvia Hurtado, Professor of Higher Education, University of California Los Angeles
Introduction: **Caryn McTighe Musil**, Senior Vice President, Office of Diversity, Equity, and Global Initiatives, AAC&U

*Sylvia Hurtado is Professor and Director of the Higher Education Research Institute at the University of California - Los Angeles. Her previous role was Director of the Center for the Study of Postsecondary Education at the University of Michigan. Her recent research focuses on how colleges are preparing students to participate in a diverse democracy. She has published articles and research reports related to her primary interest in student educational outcomes, campus climates, and diverse students in higher education. She is the author of numerous publications including recent books with co-authors, *Intergroup Dialogue: Deliberative Democracy in Schools, Colleges, Workplaces and Communities* (University of Michigan Press) and *Enacting Diverse Learning Environments* (Jossey-Bass.) Dr. Hurtado has served on the Board for the Midwest Consortium for Latino Research, the Association for the Study of Higher Education, the American Association for Higher Education, and the Council of Division J. (Postsecondary Education) of the American Educational Research Association.*

10:00 – 10:15 a.m.
Grand Ballroom
Foyer

Beverage Break

10:15 – 11:15 a.m.

Concurrent Sessions

Seville East
First Floor

Concurrent 30: Problem-based Learning Helps Students Address Real-World Situations

Research shows that problem-based learning (PBL) develops deep and purposeful learning. Following the presentation of the key aspects of and research on PBL, participants will briefly experience PBL through a case that emphasizes social responsibility. They will then generalize beyond this specific design to show how these characteristics can be built into other types of curricula to effectively engage students.

Pathway I

Phyllis Blumberg, Director of the Teaching and Learning Center, University of the Sciences in Philadelphia

<p>Burnham Eighth Floor</p> <p>Pathway I</p>	<p>Concurrent 31: Bridging Classroom and Community in Language Learning</p> <p>This presentation will focus on engaging students more deeply with the subject of their coursework and making them aware of the importance of community service, through a service learning project that sends them out into their community during a whole semester. In addition, students explore one course-related topic in depth by researching it in groups, and then performing skits for the class highlighting their research. Participants will learn how to implement such projects in their own classrooms.</p> <p><i>Linda L. Grabner-Coronel</i>, Assistant Professor of Spanish, and <i>Patricia Brady</i>, Coordinator of Volunteer Services for Campus Ministry, Canisius College</p>
<p>Valencia First Floor</p> <p>Pathway II</p>	<p>Concurrent 32: 21st Century Civics: Learning About Diversity and Democracy Where We Live</p> <p>The Community Service-Learning, Living Learning Center is a unique interdisciplinary academic minor program housed in a residence hall offering students a well-equipped toolkit for diversity, democracy and civic engagement. The students and faculty offer the entire university series of dialogues designed to spark conversation and challenge apathy. This session will explore how we engage undergraduates students by teaching them where they live and taking what they have learned out into the world.</p> <p><i>Mary Melissa Kenny</i>, Program Advisor, AAEED Specialist, <i>Carrie-Ann Miller</i>, Faculty Director, <i>Danielle Cavaliere</i>, Student, <i>Tiffany Williams</i>, Student, <i>Levy Solomon</i>, Student, and <i>Kristen Anisis</i>, Student, State University of New York at Stony Brook</p>
<p>Toledo Fifth Floor</p> <p>Pathway III</p>	<p>Concurrent 33: Service-Learning, Retention & Self Change in First-Year Students</p> <p>All students are required to take a university seminar course. Some faculty provide students with service-learning options. This study tested the hypothesis that service-learning experiences connect students more to campus and community. Self-definitions, civic attitudes, locus of control, retention and GPA for students who engaged in service-learning projects were compared to those who did not. Service-learning students showed more self-change, improved civic attitudes, and higher retention rates. Full analyses of pre-post data will be discussed.</p> <p><i>Oren Renick</i>, Professor of Health Administration, Texas State University, San Marcos</p>
<p>Empire Seventh Floor</p> <p>Pathway IV</p>	<p>Concurrent 34: The Democratic Academy & Civic Engagement: An Assessment of Student Learning Outcomes</p> <p>This session will present the results of an evaluation study that assessed the impact that pedagogies of engagement have on the civic attitudes and skills of students. The research involved eight colleges, more than two dozen disciplines, and nearly 2,000 undergraduates enrolled in more than eighty courses. The results indicate that pedagogical strategies expressly dedicated to the promotion of civic engagement can have a significant effect on the value students attach to engaged citizenship.</p> <p><i>Kim Edward Spiezio</i>, Associate Professor, Cedar Crest College</p>
<p>Holabird Eighth Floor</p> <p>Pathway V</p>	<p>Concurrent 35: Engaging Across Divides of Age, Values and Experience</p> <p>USF's Freshman Seminar program attempts to ease the difficult divide between high school and college. The other end of the transition continuum, leaving college for the world of work-for-good, is served by several internships in the politics department. A different divide is addressed in a psychology fieldwork course in which students experience extreme examples of racial, economic and sexual injustice. Techniques for dealing with these many kinds of divides will be illustrated.</p> <p><i>Maureen O'Sullivan</i>, Professor, <i>Lisa Wagner</i>, Assistant Professor of Psychology, <i>Patrick Murphy</i>, Assistant Professor of English, and <i>Roberto Gutierrez Varea</i>, Assistant Professor, University of San Francisco</p>

<p>Seville West First Floor</p> <p>Pathway VI</p>	<p>Concurrent 36: Shifting Paradigms Require Shifting Policies: Creating a Campus Climate for Engagement</p> <p>This session will explore the institutional strategies, structures, policies, and practices (including promotion and tenure reviews) that can encourage faculty to pursue engaged teaching and learning. Discussion will focus on issues of faculty teaching load; the need to coordinate research and teaching so that the two are complementary; institutional culture that supports engaged teaching and learning; issues raised by teaching and research evaluations in promotion and tenure; and exemplary uses of technology to support engaged teaching and learning. <i>Tori Haring-Smith</i>, Vice President for Educational Affairs, Willamette University</p>
<p>11:30a.m.–12:30 p.m.</p> <p>Seville West First Floor</p> <p>Pathway I</p>	<p>Concurrent Sessions</p> <p>Concurrent 37: Curricular Changes That Transcend the Traditional: The Case of Engineering and Business</p> <p>Curriculum innovators need ideas that allow them to overcome the lack of coherence in a series of independent courses (here labeled traditional curricula) without requiring a level of faculty time and effort that, in more radical curricular structures, is frequently unsustainable over time. This session will describe two curricular innovations that succeed on both counts. An analysis of some common features will equip session attendees with the conceptual tools to create more powerful and sustainable curricula on their own campuses. <i>L. Dee Fink</i>, Director, and <i>Randy Kolar</i>, Professor, School of Civil and Environmental Studies, University of Oklahoma; and <i>Larry K. Michaelsen</i>, Professor of Management, Central Missouri State University</p>
<p>Burnham Eighth Floor</p> <p>Pathway I</p>	<p>Concurrent 38: Zero to SENCER in One Year: Development of an Applied Interdisciplinary Science Course</p> <p>This session will involve participants in a discussion of our Longwood University case study for development and implementation of a SENCER-type course. This interdisciplinary science course supports the campus General Education Program and engages faculty and students in a collaborative teaching and learning community. Participants will discuss challenges related to implementation of new approaches as well as outcomes from the first semester of the course. <i>Alix D. Fink</i>, Assistant Professor of Biology and <i>Michelle Parry</i>, Assistant Professor of Physics, Longwood University</p>
<p>Seville East First Floor</p> <p>Pathway III</p>	<p>Concurrent 39: A DEEPer Level of Engagement in the First Year of College</p> <p>This session will highlight key findings from the Documenting Effective Educational Practice (DEEP) project, an in-depth study of 20 institutions that engage students in effective educational practices and have better-than-predicted graduation rates. A feature that cuts across many of these schools is the intentional structuring of programs, policies, and pedagogies designed to engage students in their first year. The program will highlight the innovative pedagogies being used at these diverse institutions. <i>Jillian Kinzie</i>, Assistant Director, NSSE Institute for Effective Educational Practice, Center for Postsecondary Research, and <i>Sara Hinkle</i>, Project Associate, Center for Postsecondary Research, Indiana University</p>
<p>Valencia First Floor</p> <p>Pathway IV</p>	<p>Concurrent 40: Teaching Political Engagement</p> <p>Participants in this session will learn about a variety of approaches to political engagement from those leading efforts in different types of institutions. Participants will then break out into groups to explore a particular approach in greater detail with the facilitator of their choice. <i>Dick Simpson</i>, Professor, Department of Political Science, University of Illinois at Chicago; <i>Constance A. Mixon</i>, Professor of Political Science, Richard J. Daley College; <i>Anthony Perry</i>, Political Science Instructor, Henry Ford Community College; and <i>Elizabeth Beaumont</i>, Research Scholar & Director, Political Engagement Project, Carnegie Foundation for the Advancement of Teaching and Learning</p>

Empire Seventh Floor	Concurrent 41: Study Abroad: Are We Leaving the Development of Intercultural Sensitivity up to Chance?
Pathway V	Following an initial presentation of theories and measures of intercultural sensitivity, the audience will be invited to discuss the relevance of differing theories and assessments of intercultural sensitivity development as it relates to discipline specific study abroad. <i>Deborah A. Dougherty</i> , Associate Professor of Modern Language, Alma College
Toledo Fifth Floor	Concurrent 42: Sustaining Campus-wide Engagement: Challenges and Strategies for Administrators
Pathway VI	Administrators are invited to join in this discussion to rethink strategies for sustaining campus-wide engagement based on new information and ideas generated throughout the conference. Discussion will provide an opportunity to process and reflect new insights in the context of individual campus cultures, goals, and missions. <i>Susan Gotsch</i> , Vice President for Academic Affairs and Dean of the Faculty, Whittier College <i>Sponsored by the American Conference of Academic Deans</i>
12:30 – 2:00 p.m.	Lunch on Your Own
2:00 – 3:00 p.m.	Concurrent Sessions
Seville East First Floor	Concurrent 43: Using Evaluation to Sustain Innovation and Engagement of Students in Socially Responsible Application of Specialized Knowledge
Pathway I	Innovative health profession educational programs must be dynamic and anticipate future trends. Innovation must be sustained to prepare health professionals to lead those trends in a positive direction. This session will examine the results of student engagement in community-based applications of their specialized knowledge and the ways in which these results can be used to sustain innovation. Presenters will lead the participants through a feedback loop for developing sustainability using the QI process. <i>Georgia L. Narsavage</i> , Associate Professor, Associate Dean Academics, Case Western Reserve University
Seville West First Floor	Concurrent 44: Connections and Reflections: A Distinctive New Integrating Experience
Pathway II	How can we help students make connections between their in-class and out-of-class experiences? How can we encourage students to be more intentional in their own education - including their selection and integration of intercultural experiences, leadership, service, coursework, and research and creative works opportunities? Southwestern University's inaugural Paideia Program involves a three-year sequence that encourages and supports a holistic educational experience. This presentation will include details of the program and initial outcomes from student participants. <i>Stephanie L. Fabritius</i> , Associate Provost and Director of Paideia Program, <i>James W. Hunt</i> , Provost and Dean of the Faculty, and <i>Suzanne Fox Buchele</i> , Assistant Professor of Mathematics and Computer Science, Southwestern University
Burnham Eighth Floor	Concurrent 45: Project-based Learning at First Year and Global Centers
Pathway III	The presentation will describe two experimental first-year learning communities that finish six to seven projects linking Physics, Calculus, and the Humanities & Arts in a first semester. This learning community experience prepares students for the degree-required cross disciplinary projects at WPI's Global Centers in the upper class years. <i>John F. Zeugner</i> , Professor of History, and <i>Richard F. Vaz</i> , Associate Dean, Interdisciplinary and Global Studies, Worcester Polytechnic Institute

<p>Holabird Eighth Floor</p> <p>Pathway IV</p>	<p>Concurrent 46: National and International Partnerships for Civic Engagement Higher education institutions in the U.S. are challenged to tackle complex societal problems through partnerships with stakeholders who can complement skills and resources available on campus to meet strategic goals of their organizations. This presentation will discuss a partnership for science education from the perspectives of the participants. Then we will use an interactive workshop format to assist participants to: 1) assess together the goals, working relationships, and results of existing partnerships on their campuses and 2) identify strategies and resources their institutions can use to forge productive local and global partnerships. <i>Ardith Maney</i>, Professor of Public Administration & Women's Studies and IWISE Director, Iowa State University; and <i>Karen Kashmanian Oates</i>, Vice President for Academic Affairs, Harrisburg University of Science & Technology and Senior Science Scholar, AAC&U</p>
<p>Valencia First Floor</p> <p>Pathway V</p>	<p>Concurrent 47: The Role of Spirituality in Teaching Across Borders of Race, Culture, and Gender This session will present the results of a study that examined how 32 adult and higher educators draw on spirituality in teaching classes that deal directly with issues of race, class, culture, gender, and sexual orientation. Examples, implications for practice, and experiential activities will be discussed that foreground how to potentially draw on participants' spirituality in crossing borders of difference without imposing a spiritual or religious agenda. <i>Elizabeth J. Tisdell</i>, Associate Professor of Education, Penn State—Harrisburg; and <i>Derise E. Tolliver</i>, Associate Professor, School for New Learning, DePaul University</p>
<p>Toledo Fifth Floor</p> <p>Pathway V</p>	<p>Concurrent 48: Service Learning: Engaging Across Difficult Divides Service learning at Marquette is an academic program in which students' learning is enhanced and assisted through significant contact with a community outside the university. These experiences help students gain the knowledge, skills, and values and dispositions necessary to respect and value social and cultural differences. This presentation will explore several models of domestic and short- and long-term service learning at Marquette through panel presentations and discussions involving student participants and audience members. <i>Daniel H. Zitomer</i>, Associate Professor, Civil and Environmental Engineering, <i>Judith A. Mayotte</i>, Director of International Service Learning, and <i>Barbara Timberlake</i>, Program Administrator, Marquette University</p>
<p>3:15 – 4:00 p.m.</p> <p>Grand Ballroom Seventh Floor</p>	<p>Closing Plenary and Refreshments</p> <p>Pedagogies of Engagement: The Challenge of Connecting Learning When more than twenty scholars and campus leaders gathered a year ago to conceptualize this conference, they conceived of an event that would present, model, and critique a wide range of pedagogies, from all sectors of higher education, that are actively engaging students for intentional learning and achievement of diverse educational goals. They also wanted the conference to address the reliability and veracity of claims of achievement so often accredited to engaged forms of pedagogy. Dr. Schneider will discuss the relationships between the multiple forms of engaged learning presented throughout the conference and how they contribute to the ways of knowing and skills for life-long learning outlined in the AAC&U Greater Expectations Report. <i>Carol Geary Schneider</i>, President, AAC&U, Introduction: <i>Donald W. Harward</i>, President Emeritus, Bates Colleges, Senior Fellow, Association of American Colleges and Universities, and Project Director, Bringing Theory to Practice</p> <p><i>Carol Geary Schneider has been president since 1998 of the Association of American Colleges and Universities (AAC&U). As president, Dr. Schneider launched Greater Expectations: The Commitment to Quality as a Nation Goes to College, a multi-year initiative designed to articulate the aims of a twenty-first century liberal education and identify comprehensive, innovative models that improve learning for all undergraduate students. As vice president of AAC&U from 1993 to 1997, Dr. Schneider headed a major initiative on higher education and U.S. pluralism, American Commitments: Diversity, Democracy and Liberal Learning. Through American Commitments,</i></p>

