FINAL PROGRAM

Land of Opportunity—But for Whom?

How Higher Education Can Lead On Equity, Inclusive Excellence, and Democratic Renewal

January 20–23, 2016 | Washington, DC

Pre-Meeting Symposium on January 20
The LEAP Challenge and the Equity Imperative

7th Annual E-Portfolio Forum on January 23
About the Annual Meeting

- How can higher education provide equitable access to quality education to all students?
- How do we as a community advance equity-minded practices that provide a liberating educational experience for New Majority students who have been previously underserved and less engaged with high-impact practices and clear learning pathways?
- How do we ensure all that students are prepared for a turbulent and globally connected environment when they enter the workforce?
- What is higher education’s role in reversing the deepening divides and disparities in our society?

Responding to the changing economic and social landscape in America and the world and to better prepare our increasingly diverse student populations for success locally and globally, the 2016 Annual Meeting will foster discussion and encourage action to address the deepening disparities that endanger America’s economic and democratic future. The gaps are widening despite America’s promise of universal educational opportunity, and the inequities challenge American ideals. America’s future vitality is at stake, and higher education must offer remedies to these imbalances.

The meeting will offer equity frameworks to guide the development of institutional structures that expand access to high-quality, liberal education grounded in high-impact practices and inquiry-based learning. Sessions will focus on evidence-based practices that support broad student success, illustrated by deep, engaged liberal learning. The meeting will highlight innovative ways to provide students with clear pathways and meaningful learning to prepare them to tackle complex global problems in the workplace and society. Our goal is to tap the wisdom of those already working creatively to provide an empowering education—rather than deliberately limited opportunity—to those New Majority students who rightly see higher learning as their best hope for a better future.

The Annual Meeting will share lessons learned from colleges and universities that are:
- Acting with a sense of urgency to provide equitable access to quality education for all students
- Developing guided pathways to support students educationally and socio-culturally from first to final year and across transfers
- Implementing evidence-based educational practices that support student success at all levels
- Preparing students with a sound liberal education to address the workplace and global challenges identified by employers
- Integrating global learning and civic engagement into the general education curriculum in a meaningful way to prepare students to address unscripted questions prior to entering the globalized workforce
- Scaling practices “that work” to increase student persistence and achievement in STEM fields
- Using digital and connected learning in meaningful ways to ensure inclusive excellence and expand student participation in high-impact educational practices
- Creating successful institutional models where students from all backgrounds are finding academic and professional success
- Building educationally generative alliances with employers and policy leaders.

At AAC&U’s 2016 Annual Meeting, participants will focus on higher education’s most pressing educational challenges: those centered on the intersections of equity and quality.

AAC&U thanks Taskstream—our Featured Sponsor for the 2016 Annual Meeting
Mobile App for the Annual Meeting

If you have not done so already, be sure to download AAC&U’s mobile app so you can create a personal schedule for the Annual Meeting. The app includes a listing and descriptions of all sessions; a listing of speakers; restaurant suggestions; information about our Sponsors; floor plans of the Grand Hyatt; and easy access to social media discussions. Stop by the Registration Desk for assistance.

Limited Seating in Some Sessions

Please note that, for certain sessions, seating will be limited. The Final Program will include a reminder for registrants to arrive early for those sessions. Other sessions—particularly on Thursday—may be crowded. We suggest that you go early to the sessions you want to attend and, to be safe, have a second choice. We also ask that everyone please make available every chair in the meeting rooms (rather than placing materials on the chair next to you) and that you please move to the center of the row, rather than sit on the aisle, as you enter sessions. This is particularly important at the Opening Plenary on Thursday morning. For those who cannot find a seat that morning, we will have a live video feed going into Independence BC and Independence DE (to the right of the stage as you enter the ballroom).

Media Coverage of AAC&U’s Annual Meeting

AAC&U’s 2016 Annual Meeting is open to all credentialed members of the media, identified by their name tags. For members of the AAC&U community, this means that comments from the floor, or made in group discussions, may be considered as “on the record” unless requested otherwise. Participants and speakers are welcome to ask if media are present at a particular session or discussion.

Don’t Forget!

- **AAC&U Members’ Meeting:**
  Wednesday, January 20, 5:30-6:45 p.m.
  Independence BCDE

- **Opening Night Forum:**
  Wednesday, January 20, 7:00-8:30 p.m.
  Constitution A/B

- **Opening Night Reception:**
  Wednesday, January 20, 8:30-10:00 p.m.
  Please join us in Independence A.

Your Hosts

**The Association of American Colleges and Universities**
[www.aacu.org](http://www.aacu.org)

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education and inclusive excellence at both the national and local levels, and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

**The American Conference of Academic Deans**
[www.acad.edu.org](http://www.acad.edu.org)

ACAD was established in 1945 as an independent, national, nonprofit organization for academic deans. Over the past few decades, ACAD expanded its membership to include all academic administrators. Today, ACAD members are current and former deans, provosts, academic vice presidents, associate and assistant deans, and other academic leaders committed to the ideals of a liberal education. ACAD has chosen to remain a “conference” of deans reflecting a continuing dedication to its founding purpose: to create both formal and informal opportunities for academic administrators to meet, network, and offer professional support to their colleagues in their work as academic leaders.

In addition to holding an annual meeting, in recent years ACAD members have published The Resource Handbook for Academic Deans and collaborated with other higher education organizations on projects of mutual interest. More information can be found on our website at [www.acad.edu.org](http://www.acad.edu.org).
How Higher Education Can Lead—
On Equity, Inclusive Excellence, and Democratic Renewal

OPENING NIGHT FORUM
Wednesday, January 20, 7:00 – 8:30 p.m.

Educating Higher: Toward an Equitable, Innovative Future for Higher Education
CATHY N. DAVIDSON, Distinguished Professor in the PhD Program in English at the Graduate Center, The City University of New York, and Director of the Futures Initiative, a new program dedicated to envisioning the future of higher education

Cathy N. Davidson

OPENING PLENARY
Thursday, January 21, 8:45 – 10:15 a.m.

Making Excellence Inclusive: What It Means—and How We Can
FREEMAN A. HRABOWSKI, President, University of Maryland Baltimore County

Freeman A. Hrabowski

PRESIDENTIAL PLENARY
Thursday, January 21, 4:30 – 5:45 p.m.

The Equity Imperative in Practice: Presidential Perspectives

RONALD A. CRUTCHER, President, University of Richmond
MILDRED GARCÍA, President, California State University-Fullerton
WILLIAM E. (BRIT) KIRWAN, Chancellor Emeritus, The University System of Maryland
GAIL O. MELLOW, President, LaGuardia Community College–City University of New York

Perspectives from AAC&U’s President-Elect
LYNN PASQUERELLA

Lynn Pasquerella

ACAD KEYNOTE LUNCHEON
Friday, January 22, 11:45 a.m. – 1:15 p.m.

Equity and Quality in College Experiences and Graduate Outcomes
BRANDON BUSTEED, Director, Gallup Education

Brandon Busteed

CLOSING PLENARY
Saturday, January 23, 10:30 – 11:30 a.m.

In a Changing Landscape, What is “College” Anyway?
EDWARD L. AYERS, Tucker-Boatwright Professor of the Humanities and President Emeritus, University of Richmond

Edward L. Ayers
SPECIAL EVENTS

THURSDAY, JANUARY 21, 6:00 – 7:30 p.m.
Reception to Honor and Celebrate Carol Geary Schneider
FROM AAC&U’S BOARD OF DIRECTORS (APRIL 2015)
... Carol Geary Schneider’s decision to step down as AAC&U’s president at the end of June 2016 offers the Board of Directors an occasion to commemorate her remarkable achievements. For the last fifteen years as president of AAC&U, and in the ten years prior to that as a vice president, Carol has compiled a significant record of advancing liberal education, its quality, and its inclusiveness. …

We call upon the membership to pause and reflect upon this historic moment for AAC&U. Carol Geary Schneider’s presidency has been a remarkable one. We have been fortunate—and, more importantly, higher education in this country has been fortunate—to have benefited from her creative and inspired leadership.

We invite the AAC&U community to join AAC&U’s Board and members of the staff in recognizing and celebrating Carol’s achievements and leadership.

THURSDAY, JANUARY 21, 1:00 – 5:45 p.m.
FRIDAY, JANUARY 22, 7:00 A.M. – 2:00 p.m.
FORUM FOR PRESIDENTS AND FOUNDATION LEADERS
Making the LEAP to Digital: What It Can Mean for Quality AND Equity
FORUM CHAIR: EDWARD RAY, PRESIDENT, Oregon State University, and Chair, AAC&U Board of Directors

Sessions in the Presidents’ Forum will focus on how liberal education, across all fields of study, can—and will—flourish in the new digital age. Presidents and foundation leaders will have the opportunity to engage in discussion about how digital learning can shape high-impact curricular pathways to deeper—and more hands-on—learning. Presidents also will explore ways, in the new digital ecosystem, to move from pilot efforts and course redesign to powerful change agendas.

SATURDAY, JANUARY 23, 8:00 A.M. – 5:00 p.m.
Achieving Equity through Student Success and E-Portfolios
The E-Portfolio Forum will focus on both the research on engaging students through digital learning and e-portfolios, as well as lessons learned regarding the implementation, development, and flourishing of digital learning and e-portfolios. The program for the E-Portfolio Forum begins on Page 53. Sessions on Saturday morning are open to all Annual Meeting registrants. Registration for the Forum Luncheon and afternoon sessions carries a separate fee.

Thursday, January 21, 7:00 – 8:30 a.m.
NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS
LYNN M. GANGONE, Vice President for Leadership Programs, American Council on Education (ACE)

Thursday, January 21, 11:45 a.m. – 1:15 p.m.
NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR
GWENDOLYN JORDAN DUNGY, Executive Director Emerita, NASPA: Student Affairs Professionals in Higher Education

Friday, January 22, 7:00 – 8:30 a.m.
NETWORKING BREAKFAST ON GUIDED LEARNING PATHWAYS
Open Dialogues on Transfer, Transition, and Transformation

Saturday, January 23, 7:45 – 9:00 a.m.
LEAP BREAKFAST ROUNDTABLE DISCUSSIONS

We invite participants to join us for a series of informal discussions led by member campuses of the LEAP Campus Action Network. The LEAP Campus Action Network is comprised of institutions that are engaged in educational reform efforts grounded in the LEAP principles of Essential Learning Outcomes, high-impact practices, inclusive excellence, and authentic assessment of student learning.
Conference Sponsors

The Association of American Colleges and Universities thanks the following sponsors for their generous support of AAC&U’s 2016 Annual Meeting.

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Taskstream advances effective assessment to improve student learning and institutional quality with proven, reliable, and user-friendly technology and supporting services. Since 2000, we have been promoting outcomes-based teaching and assessment to help institutions ensure their students have the knowledge and skills they need to thrive in a global society. We are proud to partner with AAC&U, SHEEO, and the Multi-State Collaborative in the effort to create a scalable alternative for outcomes assessment based on faculty scoring of authentic student work using the VALUE rubrics.

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Pre-Meeting Symposium

The Leap Challenge and the Equity Imperative

As we conclude our Centennial Year at the 2016 Annual Meeting, AAC&U continues to foreground the urgency of meeting both quality learning and equity goals in mutually reinforcing ways. We have engaged AAC&U members in this work with our eyes wide open to the genuine threats to higher education’s capacity to meet these ambitious goals so essential to the future of our democracy and economy. AAC&U member institutions have been examining practices and policies that advance quality educational experiences for all students—including practices that are particularly effective for underrepresented minority students and low-income students—and the Symposium draws directly from our members’ best work to connect quality and equity.

The symposium focuses in particular on the value of “guided learning pathways” to support higher levels of student persistence and demonstrated achievement. AAC&U believes that guided learning pathways should prepare students to integrate and apply their learning to significant problems and questions—questions that matter to the student and matter to society. The LEAP Challenge—AAC&U’s Centennial effort to make liberal education more purposeful, more inclusive, and more digitally adept—builds from campus work on high-impact practices, and invites higher education to map guided learning pathways that prepare students to complete significant projects—termed Signature Work*—that show what students can do with their learning.

Plenary and concurrent sessions will explore the LEAP Challenge from multiple perspectives, with a primary focus on creating equitable levels of participation in the most empowering forms of learning. Through presentations on educational innovations, relevant research, and roundtable discussions, the Symposium will provide a rich exploration of these ideas and opportunities for discussion about practical strategies to prepare all students to tackle unscripted problems of tomorrow.

8:30 – 9:30 a.m.

OPENING PLENARY

The LEAP Challenge: Moving Equity and Accomplishment to the Center of the Curriculum

Independence A

This session will engage participants with “The LEAP Challenge,” AAC&U’s call to higher education to map guided learning pathways that prepare all students—especially first generation and underserved students—to complete and succeed in applying their learning to complex questions through research, collaborative projects, supervised internships, e-portfolios, or other forms of integrative and hands-on learning. The presenters will show where higher education is now on this goal, why employers strongly support it, and how to make it work institutionally in the context of equity-minded institutional reforms.

CAROL GEARY SCHNEIDER, President, and TIA BROWN MCNAIR, Associate Vice President, Office of Diversity, Equity, and Student Success—both of AAC&U

9:45 – 11:00 a.m.

Concurrent Sessions

Bringing Signature Work to Scale

In Signature Work, a student uses his or her cumulative learning to pursue a significant project—capstone, research, field-based activity, internship, community service, experiential learning, international experience, etc.—that addresses one or more problems that matter to the student and to society. The student selects the questions to study; takes the lead producing the work, expressing insights and learning gained from the inquiry; and demonstrates skills and knowledge acquired across his or her college education with support and guidance from faculty and mentors. The process also involves substantial writing, multiple kinds of reflection on learning, and visible results. Furthermore, Signature Work is a required, integrated, and applied learning experience where high-impact practices have been taken to scale from the first year through the final year for all students to prepare them to complete this type of work.

These sessions will explore what a synthesis of liberal education and connected learning can look like through the lens of Signature Work at institutions of all types. Each session features institutions in which all or most students already are doing a local version of culminating “Signature Work.” Leaders from these institutions will share their models and discuss what they have learned about helping faculty create, implement, and sustain curricular pathways that prepare students to succeed with significant applied learning projects, even in resource-strained environments. Please join the session that represents your institutional type.

Liberal Arts Colleges

Independence DE

Bates College

JILL REICH, Professor of Psychology

Elizabethtown College

SUSAN TRAVERSO, Provost and Senior Vice President
9:45 – 11:00 a.m. (continued)

Santa Clara University
ERIN KIMURA-WALSH, Associate Director of the Lead Scholars Program

The College of Wooster
HENRY KREUZMAN, Dean for Curriculum and Academic Engagement

Community Colleges

Lafayette Park
LaGuardia Community College–City University of New York
J. ELIZABETH CLARK, Professor of English

Middlesex Community College
CATHERINE PRIDE, Associate Professor of Psychology

Salt Lake Community College
DAVID HUBERT, Interim Assistant Provost for Learning Advancement

Comprehensive Institutions

Independence BC
California State University–Monterey Bay
DANIEL SHAPIRO, Interim Director, Center for Teaching and Learning, and PAT TINSLEY, Professor of Business

University Of Wisconsin–Oshkosh
TRACY SLAGTER, Director, University Studies Program and Associate Professor of Political Science

Wagner College
LILY MCNAIR, Provost and Senior Vice President

Worcester Polytechnic Institute
RICHARD VAZ, Dean, Interdisciplinary and Global Studies Division

Research Universities

Independence HI
Case Western Reserve University
PETER WHITING, Associate Dean, College of Arts and Sciences, and Director, Seminar Approach to General Education and Scholarship (SAGES)

Portland State University
YVES LABISSIÈRE, Associate Professor of Psychology and Former Director, University Studies Program

Princeton University
PASCALE MALOOF POUSSART, Director of Undergraduate Research

University Of Nebraska
NANCY MITCHELL, Director of Undergraduate Education

11:15 a.m. – 12:15 p.m.

Self-Study Questions / Discussions in Roundtables (by sector)

Participants will work in facilitated groups to identify where their programs and institutions are now in relation to quality and equity, and where institutions are headed for strategic next-level planning and action.

12:30 – 2:00 p.m.

LUNCHEON PLENARY

On the Frontiers of Innovation: How Arizona State University is Striving to Scale Elements of the LEAP Challenge

Independence A

Arizona State University (ASU) and other large research universities are using innovative changes to provide students with opportunities to engage in real world problem solving with their peers and community partners. This collaborative interdisciplinary learning is being offered to a wide-range of students across majors to advance student learning. The challenge, which ASU is striving to master, is bringing these opportunities to scale for a large number of students.

James P.Collins

JAMES P. COLLINS, Virginia M. Ullman Professor of Natural History and Environment, Arizona State University

2:15 – 3:30 p.m.

Concurrent Sessions

Documenting Well-Being as a Core Outcome of Students’ Engaged Learning and Inquiry-Centered Work

Independence FG

This session highlights national and campus-based research aimed at connecting student well-being, particularly flourishing, as an essential outcome of students’ engaged learning and inquiry. A multi-campus research study will draw connections between students’ experiences, campus climates that support personal and social responsibility, and effects on student flourishing.

ROBERT REASON, Professor and Associate Director of Research and Administration, Iowa State University; CONNIE FLANAGAN, Vaughan Bascom Professor of Women, Family, and Community and Associate Dean, University of Wisconsin-Madison; ALISA STANTON, Health Promotion Specialist, Simon Fraser University; LEE KNEFELKAMP, Professor Ementa of Psychology and Education, Teachers College, Columbia University, and Senior Scholar, AAC&U

MODERATOR: ASHLEY FINLEY, National Evaluator, Bringing Theory to Practice, and Associate Vice President of Academic Affairs and Dean of the Dominican Experience, Dominican University of California
2015 NSSE Annual Report: Key Finding Related to Engaged Student Learning

Independence HI
The National Survey of Student Engagement (NSSE) collects information at hundreds of colleges and universities about student participation in programs and activities for students’ learning and personal development and shares these findings in a variety of reports. The results of the 2015 National Survey of Student Engagement Annual Report will be shared during this session—highlighting the most recent topical research and trends in student engagement found by NSSE.

JILLIAN KINZIE, Associate Director, Center for Postsecondary Research and NSSE Institute

Faculty Leadership for Integrative Liberal Learning

Independence DE
Select participants from the Faculty Leadership for Integrative Liberal Learning Project will share information about their institutional participation in the project and the impact of the project on their campuses.

NANCY BUDWIG, Associate Provost and Dean of Research, Clark University; BECKY WAI-LING PACKARD, Director, Weissman Center for Leadership and Professor of Psychology and Education, Mount Holyoke College; SUSAN MERRIAM, Associate Dean of Academic Affairs, Bard College

MODERATOR: ANN FERREN, Senior Scholar, AAC&U

Getting Students Ready for Integrative and Applied Learning

Independence BC
Faculty from St. Edward’s University and Queensborough Community College participated in a problem-based learning and transparency focused curricular reform project to engage students in integrative and applied learning. Faculty from this project will share their stories of curricular change.

MICHAEL SACLOLO, Associate Professor of Mathematics, St. Edward’s University; and ANDREA S. SALIS, Faculty Fellow and Assistant Professor of Health and Physical Education, City University of New York—Queensborough Community College

MODERATOR: TIA BROWN MCNAIR, Associate Vice President, Office of Diversity, Equity, and Student Success, AAC&U

Divided Baltimore

Lafayette Park
Divided Baltimore is an interdisciplinary, team-taught, community-based forum taught for credit from multiple departments at the University of Baltimore. The courses examine Baltimore from historical, geographical, and personal contexts and then focus on understanding the forces that are at work in the present condition in Baltimore with a goal of understanding the current circumstance, making meaning of it, and imagining a different future—from the perspectives of community members, students, faculty, and staff.

JOSEPH WOOD, Provost and Senior Vice President for Academic Affairs, DARIEN RIPPLE, Experiential Learning Program Manager, and SONCE REESE, Graduate Student Assistant—all of the University of Baltimore

CLOSING PLENARY

The LEAP Challenge in the Changing Digital Context

Independence A
Recent digital innovations have great potential to transform learning for all students. These powerful integrative liberal learning practices put student learning at the center with new visions of educational design guided by student agency and inclusive excellence. In this closing plenary, two leaders in digital learning innovation will present AAC&U’s vision for liberal education, inclusive excellence and transformative potential of higher education’s digital opportunity. This new approach to liberal education is equity-minded, outcomes-based, and connected to digital learning environments.

RANDALL BASS, Vice Provost for Education, George-town University; and BRET EYNON, Associate Dean for Academic Affairs, LaGuardia Community College–City University of New York

MODERATOR: CAROL GEARY SCHNEIDER, President, AAC&U

AAC&U is pleased to acknowledge that Endeavor Foundation (known in 2005 as the Christian Johnson Endeavor Foundation) provided the initial 2005 grant for what became AAC&U’s long-term LEAP initiative. We are grateful to Endeavor and to other foundations that are supporting both AAC&U’s Centennial Year and the LEAP Challenge initiative.

As part of AAC&U’s ongoing Liberal Education and America’s Promise (LEAP) initiative, AAC&U released The LEAP Challenge in 2015—calling on colleges and universities to engage students in Signature Work that will prepare them to integrate and apply their learning to a significant project with meaning to the student and to society.

Copies of The LEAP Challenge are available to download at www.aacu.org
Pre-Meeting Workshops

Supporting Student Learning through the Holistic Department

Tiber Creek B—Level 1B

STEPHEN WILHITE, President, Widener University; RICHARD ALAN GILLMAN, Associate Provost for Faculty Affairs and Professor of Mathematics, Valparaiso University; ANN AUMAN, Professor of Biology, Pacific Lutheran University

This workshop is presented by the New American Colleges & Universities

Integrating Global Learning for All:
Using Essential Global Learning Outcomes

Wilson/Roosevelt

STEPHANIE DOSCHER, Associate Director of the Office of Global Learning Initiatives, and HILARY LANDORF, Director of the Office of Global Learning Initiatives and Associate Professor in the College of Education—both of Florida International University; DAWN MICHELE WHITEHEAD, Senior Director for Global Learning, AAC&U

Creating Inclusive Courses:
Practical Approaches to Engage STEM ( & Other) Faculty

Declaration A—Level 1B

ANGELA LINSE, Executive Director and Associate Dean for Teaching, and SUZANNE WEINSTEIN, Director of Instructional Consulting, Assessment, and Research—both of the Schreyer Institute for Teaching Excellence, Pennsylvania State University

Cultivating a Culture of Evidence-Informed Decision Making:
Foundational Principles for Higher Education Leaders

Penn Quarter B—Level 1B

MICHAEL REDER, Director, Joy Shechtmam Mankoff Faculty Center for Teaching & Learning, Connecticut College, and Senior Teagle Assessment Scholar, Wabash National Study of Liberal Arts Education

How Technology Can Enhance Liberal Education:
The State of the Art In 2016

Declaration B—Level 1B

BRYAN ALEXANDER, President, Bryan Alexander Consulting, and former Senior Fellow, National Institute for Technology in Liberal Education

ACAD WORKSHOP

Converting Constraints to Capital:
Recruiting and Retaining a Diverse Faculty

Penn Quarter A—Level 1B

PAULA O’LOUGHLIN, Associate Provost and Dean of Arts and Humanities, Gustavus Adolphus College; PAREENA LAWRENCE, Provost, Augustana College; BRUCE KING, Special Assistant to the President for Institutional Diversity, Saint Olaf College; RICKEY HALL, Vice Chancellor for Diversity and Inclusion, University of Tennessee; CHRISTOPHER LEE, Associate Vice Chancellor for Human Resource Services, Virginia Community College System

ACAD WORKSHOP

Q.E.D.:
Incorporating Quality, Equity, and Diversity in Student Success Initiatives

Cabin John/Arlington

BONNIE D. IRWIN, Provost and Vice President for Academic Affairs, and KRIS RONEY, Assistant Vice President for Academic Programs and Dean of Graduate and Undergraduate Studies—both of California State University–Monterey Bay; ROBERT “BUD” FISCHER, Dean, College of Basic and Applied Sciences, Middle Tennessee State University; PATRICIA POULTER, Dean, College of the Arts, Kennesaw State University

Wednesday, January 20, 8:45 a.m. – 4:30 p.m.

ACAD Fifth Annual Deans’ Institute

Constitution B

Sponsored by PEARSON

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

The goals of the day-long institute are:

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

Our opening plenary speaker is MARIJORIE HASS, President of Austin College; and the day will close with a plenary session led by EMILY CHAMLEE-WRIGHT, Provost and Dean of the College of Washington College. The Institute will also include a series of small roundtable discussions on more than sixteen topics/themes from current issues in higher education.
**AAC&U Members Meeting**

*Independence BCDE*

All participants from AAC&U member institutions are warmly invited to the annual Members’ Meeting. The primary focus of the meeting, following completion of a brief business agenda, will be roundtable discussions with senior AAC&U leaders and board members in which we will address the following questions: How are colleges, universities and community colleges fostering a shift from teaching as “my work,” to student learning as “our shared work?” What practices are working and what practices should be strengthened? How are contingent faculty included in creating a culture of shared responsibility? We invite member input on your priorities for systemic campus-based educational change.

*Light refreshments will be available.*

**7:00 – 8:30 p.m.**

**Opening Night Forum**

**Educating Higher:**

*Toward an Equitable, Innovative Future for Higher Education*

*Constitution A/B*

In conjunction with AAC&U’s Annual Meeting, the New American Colleges and Universities (NAC&U) will present its 6th Annual Ernest L. Boyer Award to CATHY N. DAVIDSON. The Boyer Award pays tribute to Boyer’s legacy by honoring others who are making significant contributions to American higher education. AAC&U congratulates Professor Davidson and extends its appreciation to NAC&U for this presentation.

In this pragmatic and visionary address, Cathy N. Davidson shows why there can be no true innovation in higher education without addressing the full range of issues around equity. In the late 19th century, in a time of tremendous opportunity and crisis, educators transformed Puritan higher education into the modern college and university. Now, in another time of opportunity and crisis, we need to think strategically about the best ways to restructure higher education for the conditions of the world we live in now. Too many of the ad hoc solutions being proposed by pundits, politicians, and technology gurus make the crisis worse, not better.

Professor Davidson demonstrates how we can take immediate action to transform classrooms into egalitarian spaces designed to support student success. She encourages policymakers and educators to re-evaluate inherited Taylorist assumptions about the purpose of higher education in order to change institutional structures and public policies for a new model of higher education, transforming credentialing, labor practices, rankings, assessment, costs, accreditation, technology, graduate training, social justice, public support, and much more.

CATHY N. DAVIDSON, a distinguished scholar of the history of technology, is Distinguished Professor in the PhD Program in English at the Graduate Center, The City University of New York, and Director of the Futures Initiative, a new program dedicated to envisioning the future of higher education. Prior to CUNY, Davidson was Ruth F. DeVarney Professor of English and the John Hope Franklin Humanities Institute Professor of Interdisciplinary Studies at Duke University. She served as Duke University’s (and the nation’s) first Vice Provost of Interdisciplinary Studies, and is cofounder of HASTAC—the Humanities, Arts, Science, and Technology Alliance and Collaboratory.

**8:30 – 10:00 p.m.**

**AAC&U Social Hour**

*Independence A*

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

**LIVETEXT** We thank LiveText for the generous support of the Social Hour.
How Higher Education Can Lead
On Equity, Inclusive Excellence, and Democratic Renewal

Thursday, January 21

7:00 – 8:30 a.m.

NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS

Is it Really My Fault? Confronting the Myths Surrounding Women’s Advancement
Constitution A/B

LYNN M. GANGONE is Vice President for Leadership Programs at the American Council on Education (ACE), guiding ACE’s suite of programming for current and future higher education leaders, including women’s leadership and advancement.

8:45 – 10:15 a.m.

Opening Plenary

Independence A

Welcoming Remarks
EDWARD J. RAY, President, Oregon State University, and Chair, AAC&U Board of Directors
MARC ROY, Provost, Albion College, and Chair, ACAD Board of Directors

Presentation of the Frederic W. Ness Book Award

For the book that has contributed most this year to our understanding of liberal learning—to Michael S. Roth, President, Wesleyan University, for Beyond the University: Why Liberal Education Matters (Yale University Press, 2014)

Introduction of Recipients of the 2016 K. Patricia Cross Future Leaders Award

CLAIRE K. BEREZOWITZ, Civil Society & Community Research, University of Wisconsin-Madison
NUSTA CARRANZA KO, Political Science, Purdue University
ANNEMARIE GALEUCIA, Cultural Geography and Anthropology, Louisiana State University
UTTAM GAULEE, Higher Education Administration, University of Florida
BRAD JACOBSON, Rhetoric, Composition, and the Teaching of English, University of Arizona
JASMIN LINABARY, Communication, Purdue University
BREANNE PRZESTRZELSKI, Bioengineering, Clemson University
ROMAN RUIZ, Higher Education, University of Pennsylvania
DANIEL R. SIAKEL, Philosophy, University of California, Irvine
DÉSIRÉE J. WEBER, Political Science, Northwestern University

BREAKFAST DISCUSSION

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

Lafayette Park

DISCUSSION LEADERS: DAWN MICHELE WHITEHEAD, Senior Director for Global Learning and Curricular Change, AAC&U; HILARY LANDORF, Director of Global Learning Initiatives, and STEPHANIE DOSCHER, Associate Director, Office of Global Learning Initiatives—both of Florida International University

President’s Welcome
CAROL GEARLY SCHNEIDER, President, AAC&U

FEATURED ADDRESS

Making Excellence Inclusive: What It Means—and How We Can

In a far-reaching call to the higher education community, AAC&U has expanded its mission to encompass liberal education and inclusive excellence. But what does it really mean to “make excellence inclusive?” And, in this season of turbulent innovation and change, how do we choose the innovations that are most likely to create deep learning and self-renewing value for today’s diverse students? How can we change course so that a two-tiered educational system does not become our legacy? The Opening Plenary will explore these questions, identifying interventions that yield equity-minded change on campus and raise the quality of demonstrated achievement for all college learners.

Freeman A. Hrabowski

7:00 – 8:30 a.m.

8:45 – 10:15 a.m.
NESS AWARD LECTURE

From Liberation to Inclusion: Why Liberal Education Matters

Lafayette Park/ Farragut Square

Author Michael S. Roth will discuss his book—Beyond the University: Why Liberal Education Matters —winner of the 2016 Frederic W. Ness Book Award, which is presented to the book that best contributes to the understanding and improvement of liberal education. Roth focuses on important moments and seminal thinkers in America’s long-running argument over vocational vs. liberal education. He explores these arguments (and more), considers the state of higher education today, and concludes with a stirring plea for the kind of education that has, since the founding of the nation, cultivated individual freedom, promulgated civic virtue, and instilled hope for the future.

MICHAEL S. ROTH, President, Wesleyan University, and author of Beyond the University: Why Liberal Education Matters (Yale University Press, 2014)

MODERATOR: JOHNNELLA BUTLER, Professor, Comparative Women’s Studies, Spelman College

FEATURED SESSION

Innovation and Equity: A Candid Discussion of Policies in the Making

Constitution A

Higher education institutions across all sectors are being challenged to innovate in order to serve more students with fewer resources. Policymakers increasingly also are asking tough questions about how well colleges, community colleges, and universities are serving students and producing important outcomes for the economy and our society. Some commentators have suggested that new federal and state policies should be developed to support innovations especially those designed to accelerate students’ time to degree or their access to new online skill building courses and certificates. As discussions continue about innovation—and about advancing it through new approaches to accreditation, new “consumer” data on institutional outcomes and the reauthorization of the higher education act—this session will probe specifically the question of equity in today’s policy debates. How can “innovations” be harnessed to the cause of advancing equity in higher education and of ensuring the quality of the degrees we award to all students? This moderated discussion will examine tough questions about the current policy environment—and how we can ensure that policy is targeted to the goal of equity and inclusive excellence.

TED MITCHELL, Under Secretary, US Department of Education; PETER EWELL, President, National Center for Higher Education Management Systems; SHANNA JAGGARS, Assistant Director, Community College Research Center, Teachers College, Columbia University; TERRELL STRAYHORN, Director, Center for Higher Education Enterprise, The Ohio State University

MODERATOR: DEBRA HUMPHREYS, Senior Vice President for Academic Planning and Public Engagement

FEATURED SESSION

Rethinking Merit, Expanding Opportunity

Constitution B

As attainment of higher education becomes even more critical for economic success in America, a closer examination of admissions tools and merit must be undertaken to ensure equitable access for students from all backgrounds. Concerns about the increasing weight of standardized tests in the admissions process and their proxy for merit have been raised, and this session will discuss the current landscape of meritocracy in college admissions and offer a timely discussion about more democratic concepts of merit for consideration.

LANI GUNIER, Bennett Boskey Professor of Law, Harvard Law School; ROBERT J. STERNBERG, Professor of Human Development, Cornell University

MODERATOR: JOSÉ ANTONIO BOWEN, President, Goucher College

FEATURED SESSION

Advancing Underserved Student Success through Problem-Based Learning and Transparency Teaching Practices

Independence DE

Three of the key principles for general education redesign defined through AAC&U’s General Education Maps and Markers’ project are transparency, problem-centered learning, and equity. Over the past year, with funding from TG Philanthropy, AAC&U researchers have worked with faculty teams from seven minority-serving institutions to gather evidence to examine the degree to which faculty intentionality to clearly articulate expectations for student learning along with problem-centered instructional strategies serve to deepen student learning. The project builds upon existing research on the role of transparency in teaching, high-impact practices, and the use of direct assessment of student work to advance understanding of effective practices for underserved students’ development and success. Discussion will focus on research findings, and the session will outline evidence-based, replicable instructional design strategies for advancing underserved student learning.

TIA BROWN McNAIR, Associate Vice President, Office of Diversity, Equity, and Student Success, and DAWN MICHELE WHITEHEAD, Senior Director for Global Learning and Curricular Change—both of AAC&U; ASHLEY FINLEY, Associate Vice President of Academic Affairs and Dean of the Dominican Experience, Dominican University of California; MARY-ANN WINKELMES, Coordinator of Instructional Development and Research Affiliate Scholar, University of Nevada, Las Vegas; ANDREA S. SALIS, Faculty Fellow and Assistant Professor of Health and Physical Education, City University of New York Queensborough Community College; MICHAEL SACLOLO, Associate Professor of Mathematics, St. Edward’s University

MODERATOR: TERRELL STRAYHORN, Director, Center for Higher Education Enterprise, The Ohio State University
**LIVETEXT**

**SPONSOR SESSION**

**Assessing for Learning:**
Focusing an Interdisciplinary General Education Revision on Student Outcomes, Year Two

**Franklin Square**

Doane College is in the second year of implementing a new general education curriculum rooted in its mission and aims to achieve the AAC&U advanced LEAP outcomes related to synthesis, integration, and application of knowledge. The curriculum revises a cafeteria style program and now features an intentional development of outcomes across a sequence of interdisciplinary seminars that starts with a first-year seminar focused on intellectual skills, a sophomore seminar on critical issues of democracy and diversity, and an advanced seminar where interdisciplinary teams of students tackle real world problems. Participants will learn how to use learning outcomes to focus faculty development as well as student learning, including how to implement and sustain an interdisciplinary curriculum that builds authentic assessment within the course structure. Doane is using LiveText to manage the skills-based rubrics and reflective writing used to assess learning on both traditional and non-traditional campuses. Presenters will explore the opportunities and the challenges in building learning and assessment across four years, share sample rubrics and prompts, and discuss the tools available to aid assessment and program improvement.

**KATE MARLEY,** Associate Vice-President for Academic Affairs, and **JOHN M. BURNLEY,** Vice President for Academic Affairs—both of Doane College

This session is sponsored by LiveText

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**Expanding our Reach:**
Innovative Approaches for Exposing Diverse Students to Curricular Programming Incorporating Civic Engagement

**Independence HI**

Project Pericles and its member institutions work with provosts and faculty to enhance links between the curriculum, campus, and community. They are engaged in a three-year, multi-phase project—Creating Cohesive Paths to Civic Engagement—to inventory, map, strengthen, and develop more integrated programs that incorporate Civic Engagement and Social Responsibility (CESR). The project, supported by The Teagle Foundation, is creating guided pathways for students in all majors (including humanities and STEM) to integrate CESR into their education. The project enhances curricular and co-curricular high-impact educational practices that strengthen critical thinking skills, social responsibility, and active engagement where students bring theory to practice. Panelists will address four approaches to integrating CESR across the curriculum with the goal of reaching large numbers of diverse students in all disciplines: certificate programs, “illuminated pathways,” undergraduate CBL research, and enhance advising.

**JAN LISS,** Executive Director, Project Pericles; **KRISTEN CLOUTIER,** Assistant Director, Center Operations Harvard Center for Community Partnerships, Bates College; **CASS FREELAND,** France-Merrick Director of Community-Based Learning, Goucher College; **ELLA TURENNE,** Assistant Dean for Community Engagement, Occidental College; **MARCINE PICKRON-DAVIS,** Chief Community Engagement and Diversity Officer, Widener University

This session is presented by Project Pericles
DISCUSSION SESSION
Making Connections Between Advising Practices and Curricular Design

Penn Quarter B—Level 1B
As part of an 18-month Teagle funded initiative (2014-15) focused on enhancing curricular coherence, Beloit, Colorado, Knox and Monmouth colleges have worked to develop advising practices that enable students to articulate the logic of their liberal arts college experiences across the four-year college arc. We invite participants to join roundtable discussions on some of the following questions: How best do we integrate advising practices into our curricular structures: first-year experience courses, sophomore courses, capstone programs, and academic planning practice? How do we approach advising differently at different points in the four-year arc? How do we build a culture of advising on our campuses and help faculty, students, and administrators see its value? How do we know that advising is working? How do we create explicit and measurable learning goals for our advising practices?

TRACI FREEMAN, Director, Colket Center for Academic Excellence, and REGULA EVITT, Associate Dean of the College—both of Colorado College; KATHLEEN GREENE, Professor of Education and Youth Studies, Beloit College; FRANK GERSICH, Associate Dean and Teaching and Learning Resources Coordinator, Monmouth College; LORI SCHROEDER, Associate Dean of the College, Knox College

Hybrid Course Sharing in Native American Studies: A Consortial Approach

Tiber Creek B—Level 1B
Seating limited; please arrive early.

Five member campuses of the Council of Public Liberal Arts Colleges are piloting a hybrid learning project to share undergraduate courses in Native American Studies. The goal of the project, supported by a grant from the Teagle Foundation, is to build a multi-campus community of faculty expertise, share undergraduate courses that expand curricular options on each campus, and offer students—many of whom are Native American—the opportunity to study under faculty from other public liberal arts institutions. Two hybrid models are being developed. The first includes the pairing of shared online courses with an “on the ground” campus mentor who provides advising and support, while the second combines a spring semester online seminar with a distinctive summer field experience in Native American Studies, led in person by the online instructors and hosted by one of the participating campuses. The panel will discuss the consortium’s work on the project thus far.

BECCA GERCKEN, Associate Professor of English, University of Minnesota Morris; ROXANNE HARDE, Professor of English, University of Alberta, Augustana Campus; SARAH BAIRE, Assistant Professor of Anthropology, Eastern Connecticut State University

RESEARCH SESSION
Transforming Barriers to Innovation into Foundations for Change

Burnham
Initiatives to improve graduation outcomes (inclusive excellence) can be hampered and eroded by many different facts of institutional life. Research on course redesign across the University System of Maryland suggests seven important barriers. Researchers will discuss which barriers are most significant and how to turn them into foundations for a variety of present and future reforms. For example, if reform is to be guided by results, what kinds of support for feedback are needed? What kinds of classrooms are needed to provide facilities for learning activities? How can elements of evidence-based teaching be spread widely among the faculty? How can faculty beliefs about learning evolve over the years? How might the definition of “teaching load” or adjunct contracts be altered to support more learning-centered instruction?

STEPHEN C. EHRLMANN, Associate Director of Research and Evaluation, and MJ BISHOP, Director—both of the William E. Kirwan Center for Academic Innovation, University System of Maryland Office
RESEARCH SESSION

From “Admit” to “Alum”: Qualitative Research and the Cycle of Learning in Innovative Institutions

Wilson/Roosevelt

Institutional research in recent decades has focused almost wholly upon negatively framed retention concerns. We argue for the shifting of institutional research efforts that are appreciative of key learning signatures that are consonant with our shared educational value. To illustrate this commitment, we will present an account of qualitative research projects from two innovative institutions designed to lead to sustainable mission-driven change. We want participants to engage in reflecting on how in-depth qualitative research could enhance their assessment program. Qualitative research helps uncover the meaning and understandings behind the kind of data we obtain from surveys, questionnaires, or content analysis. Are there qualities, skills, or understanding that your institution believes or assumes that students possess? What’s the implicit curriculum at your institution and how well do students or faculty perceive it?

JAMES HALL, Executive Director, Rochester Institute of Technology; PATRICIA KARLIN-NEUMANN, Senior Associate Dean for Religious Life, Stanford University; ELI KRAMER, Doctoral Student, Southern Illinois University Carbondale; JULIE TOWNSEND, Professor and Director, University of the Redlands; LAURA WENK, Dean, Curriculum and Assessment, Hampshire College

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

A Collaborative to Explore Digital Teaching and Learning

Penn Quarter A—Level 1B

Colgate University, Davidson College, Hamilton College, and Wellesley College have created a new collaborative effort called “Liberal Arts Online: A Digital Teaching and Learning Collaborative.” These schools were the first small liberal arts colleges to join edX. Our individual experiments with online technologies have helped us to understand how we might apply those technologies to our traditional residential environments. We also wish to continue intellectual engagement with alumni, display faculty scholarship, participate in the national conversation about online learning, and demonstrate the value of a liberal arts education. Working collaboratively enables us to share our experiences and leverage expertise more effectively. One current experiment explores how small private online courses jointly taught at two institutions can affect student learning and expand curricula if shared. We also are investigating how platforms such as edX affect learning on and off campus. The presenters will discuss our challenges, experiments, and accomplishments.

PATRICK SELLERS, Vice President for Strategic Partnerships, Davidson College; RAVI RAVISHANKER, Chief Information Officer and Associate Dean for WellesleyX, Wellesley College

Strengthening the Heart of Equity-Minded Liberal Education: Developing and Sustaining Learning Communities

Latrobe

The complexity and dynamism of learning communities pushes campuses to reflect on why they work when they work, setting the stage for flexible adaptations grounded in the essential values of learning and community. Scaling learning communities requires this deeper wisdom (necessary for any campus change) and knowledge of research-based best practices within the specific realm of learning communities. Using specific examples and current research, panelists—speaking from their different roles and perspectives—will describe the two-pronged work of implementing learning communities as a set of pedagogical practices and as an equity-minded change strategy for the wider campus.

EMILY LARDNER, Director, Washington Center for Improving Undergraduate Education, The Evergreen State College; PHYLIS WORTHY DAWKINS, Provost and Vice President of Academic Affairs, Bennett College; JILLIAN KINZIE, Associate Director, Center for Postsecondary Research & NSSE Institute, Indiana University; DAVID SCHOEM, Director, Michigan Community Scholars Program, University of Michigan

The Liberal Arts Mind: Tool for the 21st Century and Global Contexts

Independence FG

Not so long ago, a liberal arts education was revered as a made-in-America “gem,” internationally admired as one engine fueling U.S. productivity, technological innovation, and democratic participation. But even with mounting social, scientific, business, civic, and employer support, the model remains largely in myth-busting, defensive mode. This Rollins College and University of Richmond panel seeks to reverse this, re-framing the “gem” argument anew. We offer evidence that liberal arts skills are precisely those demanded by current needs for problem solving and lifelong learning in complex and diverse contexts, and show how the liberal arts are already yielding effective, innovative results and whole-person development. A cross-campus panel of faculty, student services experts, and alumni discusses cross-curricular “tools” aligning the liberal arts ethos with present-day student needs for an integrated educational experience: new general education curricula, professional development programs, interdisciplinary education and development initiatives, community engagement, and internationalization programs.

L. RYAN MUSGRAVE, Associate Professor of Philosophy; JULIAN CHAMBLISS, Chair of History and Director of Africa and African-American Studies, and CAMILO GARZON, Vice Director of Studies, Representative in the Americas, and Chief of Dias (New York) for the Model U.N. World Program—all of Rollins College; ANDY GURKA, Director, Roadmap to Success and Sophomore Scholars in Residence Program, and AMY HOWARD, Executive Director, Bonner Center for Civic Engagement—both of University of Richmond; LLOYD BENSON, Professor of History and Director, May Experience Program, Furman University
ACAD SESSION

Diversity—Not Just for Diversity Officers: How Academic Leaders can be Mindful and Intentional in Their Daily Work

Constitution CDE

Come join an interactive panel where leadership from four different institutions will share experiences advancing diversity work, in both subtle and overt ways, which impact the experiences of various constituencies on their campus. Topics include mentoring faculty from across academic areas, review and analysis of historical data, and using student input as means to achieve an institutional goal.

MARK B. SCHNEIDER, Professor of Physics, and HEATHER LOBBAN-VIRA-VONG, Associate Dean of the College—both of Grinnell College; BRENTA BRETZ, Senior Associate Provost for Academic Affairs, Dickinson College; MICHELLE THOMAS, Associate Dean, Miami Dade College–InterAmerican Campus; KRISTIN GOOD, Dean of Math, Science and Engineering Technology and Acting Dean of Humanities, Social and Behavioral Science, KIMBERLY HURNS, Dean of Business and Computer Technologies, and BRANDON TUCKER, Dean of Advanced Technology and Public Service Careers—all of Washtenaw Community College.

1:00 – 1:45 p.m.

PRESIDENTS’ SESSION

Unleashing the Potential: Liberal Learning, Inclusive Excellence, and the Digital Revolution

Constitution B

RANDALL BASS, Vice Provost for Education, Georgetown University; BRENT EYNON, Associate Dean for Academic Affairs, LaGuardia Community College–CUNY.

1:30 – 2:30 p.m.

CONCURRENT SESSIONS

FEATURED SESSION

The New Climate of Higher Education Requires New Approaches to Student Success

Constitution A

The once traditional college goer is being replaced by a new student majority—low-income students, first-generation college students, part-time students, and students of color. With this new student population comes new demands, requiring more personalized interventions and technologies to address students’ changing needs and goals. Institutions must create pathways and programs to support student success in these changing times while using appropriate program design, integration of technology, and other administrative structural changes including developing partnerships with community colleges to ensure smooth pathways for transfer students. This session will explore these approaches from both the campus and foundation perspectives.

DANIEL GREENSTEIN, Director, Postsecondary Success, Bill & Melinda Gates Foundation; ELAINE MAIMON, President, Governors State University.

MODERATOR: PATRICIA A. MCGUIRE, President, Trinity Washington University.

Faculty of the Future: Voices from the Next Generation

Farragut Square

AAC&U welcomes the 2016 recipients of the K. Patricia Cross Future Leaders Award.

CLAIRE K. BEREZOWITZ, Civil Society & Community Research, University of Wisconsin-Madison; NUSTA CARRANZA KO, Political Science, Purdue University; ANNEMARIE GALEUCIA, Cultural Geography and Anthropology, Louisiana State University; UTTAM GAULEE, Higher Education Administration, University of Florida; BRAD JACOBSON, Rhetoric, Composition, and the Teaching of English, University of Arizona; JASMINE LINABARY, Communication, Purdue University; BRENNAE PRZESTZELSZKI, Bioengineering, Clemson University; ROMAN RUIZ, Higher Education, University of Pennsylvania; DANIEL R. SIAKEL, Philosophy, University of California, Irvine; DESIREE J. WEBER, Political Science, Northwestern University.

MODERATOR: L. LEE KNEFELKAMP, Professor Emerita of Psychology and Education, Teachers College, Columbia University, and Senior Scholar, AAC&U.

5 taskstream

SPONSOR SESSION

New Technology that Paves a Simpler Path to More Meaningful Assessment

Lafayette Park

As the technology partner for AAC&U’s VALUE initiative, including the Multi-State Collaborative (MSC) to Advance Learning Outcomes Assessment, Taskstream provides technical guidance and the infrastructure to support the storing and scoring of student work samples from two- and four-year institutions in 13 states across the country. Join us to hear first-hand experiences from participants in the MSC pilot study, see the user-friendly technology that enabled the MSC to execute its pilot vision with few technological concerns, and learn how Taskstream has extended the capabilities of the system to support similar initiatives within and across institutions.

WEBSTER THOMPSON, President, Taskstream; TARA ROSE, Director of Assessment, University of Kentucky; JEANNE MULLANEY, Assessment Coordinator, Community College of Rhode Island.

This session is sponsored by Taskstream.

This is an Interfolio session.
Is Well-Being One of the “Greater Purposes” of Liberal Education? Can its Attainment be Confirmed?

Cabin John/Arlington

Panelists are authors in forthcoming new volume: Well-Being and Higher Education: A Strategy for Change and the Realization of Education’s Greater Purposes. The session emphasizes the meaning and analysis of well-being—exploring implications from both a social scientific orientation by understanding how to measure happiness (hedonic analysis) to consideration of well-being with a more holistic, humanistic and communitarian (eudaemonic) analysis.

CAROL RYFF, Hilldale Professor, Department of Psychology, and Director, Institute of Aging, University of Wisconsin Madison, and author of The Ryff Scales of Psychological Well-Being; JOHN BRONSTEEN, Professor of Law, Loyola University Chicago, and author of Happiness and the Law

MODERATOR: DON HARWARD, Director, Bringing Theory to Practice

This session is presented by the Bringing Theory to Practice Project

Student Transfer Collaboration and the DQP: New Approaches to Cross-Institutional Transfer

Wilson/Roosevelt

Placing demonstration of student learning and DQP at the center of student transfer success, rather than completion of courses and credit hours, can and is being accomplished. Nine states and twenty two- and four-year transfer partner campuses worked through the Quality Collaboratives initiative to test and develop models and resources to do just that. Results of using the Degree Qualifications Profile as a framework for re-thinking approaches to student transfer will be shared.

KEN SAUER, Senior Associate Commissioner and Chief Academic Officer, Indiana Commission for Higher Education; PHYLLIS SAFMAN, Assistant Commissioner for Academic Affairs, Utah System of Higher Education; ELISE MARTIN, Dean of Assessment and Professional Development, Middlesex Community College

MODERATOR: REBECCA DOLINSKY, Program Manager and Research Analyst, AAC&U


Independence HI

The New American Colleges & Universities (NAC&U), a consortium of 22 institutions, has been a leader in the integration of liberal arts, professional studies, and civic engagement. As we envision our future as individual institutions and as a consortium, we acknowledge that students graduating today will change jobs a number of times before they retire. Our shared mission—the purposeful integration of liberal education, professional studies, and civic engagement—addresses this issue. This session will share strategies for coursework that bridges the divide between liberal and professional learning and that link theory and practice in order to prepare students for future employment.

NANCY HENSEL, President, and WILLIAM SULLIVAN, Senior Scholar—both of New American Colleges and Universities; BRIAN ROSIEK, Student, Nazareth College; VICTORIA OCHOA, Student, St. Edward’s University; NICOLE CROSSEY, Student, Widener University

This session is presented by the New American Colleges & Universities (NAC&U)

WILEY

FEATURED SESSION

Learning Assessment Techniques: A New and Integrative Approach to Promote Deep, Engaged Liberal Education

Independence DE

Many college teachers seek to prepare students to become engaged citizens and lifelong learners, but struggle with how to achieve this in a meaningful way that can be efficiently and effectively assessed. This session will focus on a new approach to course-based, teacher-driven classroom assessment—Learning Assessment Techniques (LATs)—that braids teaching, active learning, and assessment together to create a seamless and unified process. It will include a demonstration of techniques and a display of student work in three learning areas essential for promoting high-quality liberal education—the human dimension, integrative learning, and learning how to learn. The session will conclude by using the LEAP Essential Learning Outcomes and VALUE rubrics to show how the student work generated through the techniques was assessed.

ELIZABETH BARKLEY, Professor of Music History, Foothill College, and author of Learning Assessment Techniques: A Handbook for College Faculty (Jossey-Bass, 2016)

This session is sponsored by Jossey-Bass/Wiley

SPONSOR SESSION

Building Quality Internships: Partnerships with Employers for Engaged Learning

Penn Quarter A—Level 1B

Internships are among the most valuable learning experiences for preparing students to navigate their pathways from campus into the professional workforce. Ensuring the quality of every internship requires close collaboration between internship hosts and educational institutions. The Washington Center for Internships and Academic Seminars has invited internship supervisors from three of its partner internship host organizations in Washington, D.C. to share their strategies for structuring the workplace for interns as a setting for intentional and engaged learning.

LEO BOSNER, Director of Training, Education, and Research, International Institute of Global Resilience; NIRAJ RAY, Founder, Cultivate the City; MICHELLE WILLIAMS, Director of Talent Acquisition and Management, Polaris; JENNA EMERY, Manager, and KELLY EATON, Chief Academic Officer—both of The Washington Center for Internships and Academic Seminars

This session is sponsored by The Washington Center for Internships and Academic Seminars
DISCUSSION SESSION
Emerging Research and Lingering Questions about Scaling Access to Mentored Undergraduate Research

Penn Quarter B—Level 1B

High-impact mentored undergraduate research (UR) leads to better student retention and engagement (Kuh, 2008) and fosters deep learning of critical thinking, effective communication, and complex problem-solving (Hart Research Associates, 2015). Yet UR disproportionally serves students from advantaged backgrounds, with high GPAs, or with the confidence to pursue selective opportunities (Osborn & Karukstis, 2009). This discussion session draws from existing literature and multi-institutional research by 34 researchers from 26 institutions in four countries to share emerging research on three topics vital to scaling up high-impact UR: key characteristics of mentoring UR that make the experience high-impact for students; ways that students’ and faculty mentors’ identity differences affect the research mentoring relationship; and institutional supports and practices that most effectively foster high-quality mentoring of UR. The panelists will facilitate discussion about how this research might inform institutional-, programmatic-, and faculty-level efforts to extend and strengthen participation in UR by diverse students across the disciplines.

JESSIE MOORE, Associate Director of the Center for Engaged Learning, PAUL MILLER, Director of Undergraduate Research, and TIM PEEPLES, Associate Provost for Faculty Affairs—all of Elon University; LAURA BEHLING, Vice President for Academic Affairs and Dean of the College, Knox College; JENNY SHANA-HAN, Director of Undergraduate Research, Bridgewater State University

RESEARCH SESSION
Promoting Evidence-Based Teaching through Evidence-Based Faculty Development

Independence FG

A growing body of research and practice is helping faculty members and academic leaders to better understand how students learn, and what teaching approaches most help students to learn. We know less about what conditions motivate faculty to adopt evidence-based teaching practices, and which faculty development services best advance faculty learning and use of such practices. In this interactive session, participants will examine emergent conceptual frameworks that identify the key factors that influence faculty members’ teaching decisions. We will then explore practices “that work” in faculty development, based on studies of specific faculty development services (e.g., consultation, workshops, grants, learning communities). We will also discuss the role of teaching centers and other units in advancing faculty learning. Our focus will be on evidence-based practices that support and strengthen faculty investment in effective teaching approaches, which in turn supports student success at all levels.

MARY DEANE SORCINELLI, Distinguished Scholar in Residence, Mount Holyoke College, and Founding Director, Center for Teaching & Faculty Development, UMass Amherst; ANN E. AUSTIN, Program Director, Division of Undergraduate Education, National Science Foundation and Professor, Michigan State University; MARY HUBER, Senior Scholar, Bay View Alliance, and Senior Scholar Emerita, Carnegie Foundation for the Advancement of Teaching

TECH TALKS

Engaged Learning in Digital Culture

Independence BC

MODERATOR: ELIZABETH DICKENS, Program Coordinator, AAC&U

This talk will present the digital ecosystem and the various ways our connected world supports learning both inside and outside formal school and college settings. It will highlight some ways that digital affordances can be used to foster engaged pedagogy and learning.

REBECCA FROST DAVIS, Director of Instructional and Emerging Technology, St. Edward’s University

Tech Ahead: The Five-Year Forecast

Playing to Learn: Open Education Pedagogies for Networked Learning

Participants will be introduced to a hybrid pedagogy game that connects students across disciplines, institutions, and countries to develop digital skills and intercultural competencies. We will explain the process of developing, facilitating, and playing a free, open, online web literacy game—#TvsZ—which was a finalist for the 2014 Edublog award for “Best Educational Use of a Social Network.” Named after its Twitter hashtag, #TvsZ nurtures critical and creative thinking, encourages group problem-solving, helps develop communication skills, provides affordable intercultural learning, and, by enhancing digital and network literacies, enables students to develop lifelong learning skills.

ANDREA REHN, Associate Professor of English and Director of Digital Liberal Arts, Whittier College

Also represented here is the work of CHRISTINA HENDRICKS, Tenured Senior Instructor of Philosophy, University of British Columbia-Vancouver; MAHA BALL, Associate Professor of Practice, American University in Cairo; and JANINE DEBAISE, Tenured Writing Instructor, SUNY College of Environmental Science and Forestry
The Creativity Commonwealth: Building Institutional Capacity for Transformation

Banneker—Level 1B

The “Creativity Commonwealth” is a new and growing consortium that helps colleges and universities understand and enhance their capacity to foster organizational creativity and organizational change. Initially convened by Emerson College, its current members include—in addition to Emerson—Skidmore College, Lesley University, Clark University, and Columbia College (Chicago). Commonwealth members engage in a three-step process leading to enhanced creative capacity: evaluating how effectively they align and integrate programs and practices, from high-level mission through academic affairs and core operating functions, using an instrument designed for this purpose; reflecting on what they learn and targeting areas for change; and developing and implementing plans for change. The Commonwealth will function as a community of practice for all involved, providing infrastructure, energy, and community for this work, and convening its participants to discuss results and develop strategies to help them move forward. Interested individuals are invited to engage with Commonwealth members, to work with and provide feedback on the instrument described above, and to consider joining this community of practice.

DONNA HEILAND, Vice President and Special Assistant to the President, ALAYNE FIORE, Operations Manager and Special Assistant to the Vice President for Diversity and Inclusion, ROB SABAL, Interim Dean, School of the Arts, and THOMAS VOGEL, Associate Professor, Marketing Communication—all of Emerson College; NANCY BUDWIG, Associate Provost and Dean of Research, Clark University; MARTHA MCKENNA, University Professor and Director, Creativity Commons, Lesley University; AUDEN THOMAS, Director of Summer Academic Programs, Skidmore College; RICHARD ZAUFT, Dean, Lesley University College of Art and Design

Bridging the Two Cultures: Exploring the Integrated and Synergistic Relationship Between Engineering and the Liberal Arts

Tiber Creek—Level 1B

Addressing the critical problems of today calls for a different kind of preparation, especially for engineers. A variety of groups, including the National Academy of Engineering, have issued calls for reform and a reenvisioning of undergraduate engineering. Such programs are potentially a good fit at schools with strong liberal arts traditions. In this panel discussion, program leaders from three institutions will discuss the challenges and successes they’ve faced in designing new programs to train engineers for the 21st century. Each institution has created a general Engineering program with a strong foundation in, and connection to, the liberal arts, as well as in-depth technical preparation. Each program includes extensive design and project work and provides students with important non-technical skills, such as teamwork, project management, and communication. The panel will include an extended opportunity for audience interaction with the presenters.

BOB KOLVOORD, Dean, College of Integrated Science and Engineering, James Madison University; BORJANA MIKIC, Rosemary Bradford Hewlett ’40 Professor of Engineering, Smith College; KURT PATERSON, Department Head, Engineering, James Madison University; ELIZABETH ORWIN, Department Chair, Engineering, Harvey Mudd College

RESEARCH SESSION

Midcareer and Senior Faculty: How Small Investments in Renewal Create Big Impacts for Institutions and Students

Burnham

When new professors begin their careers, most academic administrators have programs in place to support these new colleagues in their teaching and research. The same is not true for programs targeting the needs of mid- and late-career faculty, yet these faculty are the ones taking on critical leadership and mentoring roles within their institutions. The presenters will share five years of data reflecting the changes that can occur in teaching when institutions provide targeted faculty development for mid- and late-career faculty. The session will provide scalable, transferable strategies for academic leaders to consider in administering faculty development programs at other campuses.

CATHARINE ROSS, Director, and KRISTI VERBEKE, Associate Director—both of the Teaching and Learning Center at Wake Forest University

This session is presented by the POD Network

SEMINAR (Participation limited to 25; please arrive early)

Universal Higher Education for Whom, for What, and Why? A Values Discussion

Latrobe

Higher education increasingly is becoming a “hot button” political issue—especially given rising tuition costs (even at public institutions) and recent calls by President Obama and some 2016 presidential candidates for some form of free higher education. While many people in higher education may support proposals for tuition-free higher education in the United States, a policy proposal of that magnitude highlights several important value-laden questions that need to be addressed. Participants will focus on these and other values questions in order to gain greater insight into this policy proposal and develop a greater capacity for articulating the values issues involved. Representatives from the Society for Values in Higher Education will facilitate the discussion, utilizing a selection of readings that will be made available to participants in the weeks leading up to the meeting.

ERIC BAIN-SELBO, Executive Director, Society for Values in Higher Education, Western Kentucky University; D. GREGORY SAP, Associate Professor of Religious Studies, and Hal. S. Marchman Chair of Civic and Social Responsibility, Stetson University

ACAD SESSION

Preparing Students for the World of Work: Program Planning and the Liberal Arts

Constitution CDE

This session will provide attendees with information and resources to help them choose what programs may appeal to student interests, meet employer needs, and prepare students for well-paying jobs and careers. It will then focus on the design of quality programs that connect the liberal arts with the development of employment abilities. We will present several models for how this might be done, invite discussion, and suggest criteria for strategic plans for future programs.

DAVID BURROWS, Provost and Dean of Faculty, Lawrence University; JON DALAGER, System Director for Academic Programs, Minnesota State Colleges and Universities
**Thursday, January 21**

**1:45 – 2:30 p.m.**

**PRESIDENTS’ SESSION**

**Scaling High-Impact Practices in the Age of Digital Innovation: How Online Learning Can Teach the Arts of Evidence-Based Analysis and Research**

*Constitution B*

REBECCA FROST DAVIS, Director for Instructional and Emerging Technology, St. Edward’s University; ARIEL ANBAR, President’s Professor, Arizona State University

**2:30 – 3:00 p.m.**

**PRESIDENTS’ SESSION**

**From Where We Sit: Presidents Weigh in on the Digital Opportunity—for Quality AND Equity**

*Constitution B*

JOSÉ ANTONIO BOWEN, President, Goucher College; JOHN O’BRIEN, President, Educause

**2:45 – 4:00 p.m.**

**CONCURRENT SESSIONS**

**FEATURED SESSION**

**Integrating Global Learning and Civic Engagement across the Curriculum**

*Independence FG*

Global learning is now recognized as a powerful educational process essential for all students. Multiple opportunities for deep engagement and practice across the disciplines are hallmarks of effective global learning. Global service learning allows students to apply their knowledge in real world settings with community partners. This session will present a cohesive definition of global learning, share a variety of examples of authentic global learning at home and abroad, and explore the strengths of global service learning as an inclusive practice.

HILARY LANDORF, Director of Global Learning Initiatives, Florida International University; RICHARD KIELY, Director, Engaged Learning and Research, Cornell University; DAWN MICHELE WHITEHEAD, Senior Director for Global Learning and Curricular Change, AAC&U

**What Should Be the Greater Purposes of Higher Education in the 21st Century, and What Actions Are Necessary to Achieve those Purposes?**

*Cabin John/Arlington*

Among the presenters are authors in the forthcoming volume, *Well-Being and Higher Education: A Strategy for Change and the Realization of Education’s Greater Purposes*. Perspectives regarding the challenge, and the need and strategies for meaningful change, include those from an analogous “culture” to higher education, a leader in higher education policy and support, and an “inside” perspective from a distinguished teacher-scholar.

ERIC LISTER, MD, Hospital Boards and Medical Services and Education Board Consultant, Ki Associates; NEIL GRABOIS, Chair of Project Pericles, President Emeritus, Colgate University, and former Vice President, Carnegie Corporation of New York; JUDITH SHAPIRO, President Emeritus, Barnard College, and President, Teagle Foundation

**MODERATOR: DON HARWARD, Director, Bringing Theory to Practice, and President Emeritus, Bates College**

**This session is presented by the Bringing Theory to Practice Project**

**Leveraging the Power of Faculty Peer Observation: Student Success, Implementation Challenges, and Catalysts for Change**

*Declaration A—Level 1B*

To improve student success, particularly for the “new majority” at colleges and universities, we need to closely examine teaching effectiveness among faculty. Our presentation will highlight the importance of peer observation methods, especially as student course evaluations, a modal practice, provides only a limited perspective and can be fraught with bias (MacNell, Driscoll, & Hunt, 2014) or low response rates (Morrison, 2011). To meet learning goals, we need to engage in candid conversations about teaching practices, including challenges faculty face when trying to meet pedagogical goals within our diverse campus communities (Gormally, Evans, & Brickman, 2014). In this interactive panel session, our discussion of peer observation will include open-classroom, faculty development-oriented approaches that catalyze peer coaching; and peer observation for tenure review. How do we leverage the power of peer observation, implement the best empirical practices, and overcome implementation challenges?

BECKY PACKARD, Director of the Weissman Center for Leadership and Professor of Psychology and Education, and MAUREEN BABINEAU, Program Coordinator, Teaching and Learning Initiatives—both of Mount Holyoke College; ERICA BASTRESS-DUKEHART, Director, Center for Leadership, Teaching, and Learning and Associate Professor of History, and CRYSTAL MOORE, Associate Dean of Faculty and Professor of Social Work—both of Skidmore College; HEATHER LOBBAN-VIRAVONG, Associate Dean and Associate Professor of English, Grinnell College; DOUGLAS JOHNSON, Director, Center for Learning, Teaching and Research and Associate Professor of Psychology, Colgate University
Assignment Design as a Hot Spot for Faculty and Institutional Collaboration: Lessons from NILOA’s Work with the DQP and Tuning

Wilson/Roosevelt

Assignments have tremendous pedagogical power, sending signals about what students should know and be able to do. They also provide rich information for improving student learning and achieving inclusive excellence. Yet few faculty have structured opportunities to collaborate and reflect with colleagues on the design of their assignments, or how assignments “add up” for students in ways that create connected pathways to success. Drawing on NILOA’s work with faculty from a full range of fields and institutional types to create an online Assignment Library, this session will describe the interactive assignment-design model used in that initiative, share a variety of examples and models now being used to support work on and between campuses on effective assignment design, and invite participants’ ideas about how to stimulate collaboration about assignments in their own settings.

PAT HUTCHINGS, Senior Scholar, and NATASHA JANKOWSKI, Associate Director—both of the National Institute for Learning Outcomes Assessment; BRAD MELLO, Associate Professor and Chair, Department of Communication, Saint Xavier University; LAURA GAMBINO, Associate Dean for Assessment and Technology, Stella and Charles Guttman Community College

More than Bells without Clappers: Students Finding Voice through Civic Engagement with Big Questions

Penn Quarter B—Level 1B

How can college educators prepare New Majority students to tackle big issues they currently experience and will further confront in a globalizing era? How can we develop students’ abilities to understand and use levers of social and political power? Or will our graduates be like bells without clappers—voiceless, lacking resonance? In a three-year project funded by the Teagle Foundation, faculty and assessment specialists at six community colleges focus on a Big Question: How do we build our commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities? Faculty address this question through curriculum on climate change, sustainability, human trafficking, poverty, homelessness, health, and immigration, and use service-learning, undergraduate research, civic engagement, and global diversity learning. Faculty leverage online technology to administer and compare quantitative pre- and post-survey and qualitative rubric-based assessments. These “Big Question” assessment tools will be shared in detail and depth with session participants.

ROBERT FRANCO, Professor of Cultural Anthropology and Director, Institutional Effectiveness, and KRISTA HISER, Chair and Associate Professor—both of Kapi’olani Community College; PETER FUME, Associate Professor, Behavioral Sciences and Human Services, Kingsborough Community College; ELIZABETH DI GIORGIO, Assistant Professor of Drawing and Painting, and AMY E. TRAVER, Associate Professor of Sociology and Education—both of Queensborough Community College; LYVIER CONSS, Director, Grants and Corporate Development, Maricopa County Community College District
Pathways to Practice: Moving Teaching/Learning Initiatives from Concept to Action through an Organic Curriculum

Lafayette Park

Conference-goers who are energized and excited by the many initiatives discussed during the Annual Meeting may still be uncertain of the “next steps” they might take to bring broad, conceptual plans into practice when they return to their home base. This panel is designed to open a discussion of effective ways to move from “big ideas” to a “plan of action.” Panelists will offer succinct, concrete suggestions, focused on lessons learned from earlier and ongoing reform projects. We emphasize the structural conditions, needs, and resources of our institutions, the contributions of contingent faculty in discussions of general education reform, and the construction of organic curricula tied to the mission, services, and roles of our campuses. We hope the comments will prompt audience members to identify points that confuse them, obstacles to reform they have confronted, and solutions they have developed that deserve wider consideration.

Daniel McInerney, Professor of History and Associate Department Head, Norman Jones, Chair, Utah Regents’ Task Force on General Education, and Jennifer Peeples, Professor of Communication Studies—all of Utah State University; Phyllis Safman, Assistant Commissioner for Academic Affairs, Utah System of Higher Education; Marnianne McKnight, Associate Professor and Department Coordinator, Salt Lake Community College; John Taylor, Provost Faculty Fellow, Academic Affairs and Associate Professor of Biology, Southern Utah University; Matthew Morin, Assistant Professor, Interdisciplinary Arts and Sciences, Dixie State University

Through and Beyond the Classroom: Digital Technologies and Deep Learning

Tiber Creek—Level 1B

Digital technologies, when creatively applied by well-supported faculty members, can enable rich learning environments. At their best, we contend, they do so by expanding learning communities and empowering students as collaborators in knowledge-making. We offer three examples: an introductory research methods course in Psychology that uses an online platform to support intensive student interaction around collaborative “real world” problem solving; a multi-disciplinary community-based learning project bringing together students of Spanish (in various disciplines) with community members to create digital narratives that explicate community needs and help mobilize resources to address them; and a non-credit summer course offered entirely online and without charge specifically designed to bridge differences between two divergent intermediate Arabic language tracks. We will discuss how these projects were developed and supported institutionally, how learning outcomes have been assessed, and how insights gained (and challenges confronted) might inform work in other fields and at other campuses.

Nate Therien, Director for Academic Programs, Five College Consortium; Rogelio Minana, Head, Department of Global Studies and Modern Languages, Drexel University; Alexandra Burgess, Postdoctoral Fellow, Smith College; Mohamed Hassan, Director, Five College Arabic Program, Amherst College

DISCUSSION SESSION

Intersectionality in Action: Inclusive Excellence on Campus

Declaration B—Level 1B

Campuses are structured in ways that make organizational sense, but that may not reflect the lived experiences and needs of our students. An intersectional focus—of study abroad and multiculturalism, of race and gender and religion, and of other essential aspects of our educational programs and our students’ identities—is needed. Exploring the intersections is complex work that can create new (or exacerbate existing) social or political tensions, and may prompt competition for scarce resources. However, a focus on intersections also opens doors to new possibilities that better prepare our students for life in a diverse world—and that allow our institutions to become more efficient and effective as we strive to not simply do things better in our own separate spheres, but to do better things by working together across difference. Participants are invited to join a discussion with contributors to Intersectionality in Action: A Guide for Faculty and Campus Leaders for Creating Inclusive Classrooms and Institutions (Stylus, 2016).

Brooke Barnett, Associate Provost for Inclusive Community; Peter Felten, Assistant Provost for Teaching and Learning—both of Elon University; Juliette Landphair, Vice President For Student Affairs, University of Mary Washington; Alta Mauro, Founding Director of Intercultural Education and Spiritual Life, New York University—Abu Dhabi; Angela Mazaris, Director, LGBTQ Center, Wake Forest University; Mickey McDonald, Provost, Sarah B. Westfall, Vice President for Student Development and Dean of Students, and Eileen B. Wilson-Oyelaran, President—all of Kalamazoo College

RESEARCH SESSION

Student Engagement: What Questions Aren’t We Asking?

Independence DE

Requiring students to declare a major and take general education requirements is standard fare at most colleges, so standard that the value of these practices is most often left unquestioned. We often assume that by asking students to navigate the curriculum both broadly (through general education requirements) and deeply (within a major) they stand a better chance of becoming academically engaged in their courses. But is this true? Drawing on interviews from a longitudinal study of over 200 students at seven colleges, we compare students who see majors or general education requirements as opportunities for engagement with those who see them as obstacles. What is the catalyst for sustained engagement within a discipline? To what extent do students integrate and make connections between their majors and the courses they choose to satisfy their general education requirements? We conclude our presentation by discussing alternative ways to foster engagement more deeply and broadly.

Lee Cuba, Professor of Sociology, and Joseph Swingle, Senior Lecturer in Sociology—both of Wellesley College; Nancy Jennings, Associate Professor of Education, and Suzanne Lovett, Associate Professor of Psychology—all of Bowdoin College
HEDS UP SESSION (a series of 10-minute presentations in the spirit of “TED Talks”)

Constitution A

Measuring Academic Governance: Five Ingredients for CAOs & Faculty

AAC&U’s Annual Meeting inspires you to return home to make changes at your institution—but is your system of shared governance up to the challenge? Do administrators and faculty demonstrate the trust, a sense of purpose, an understanding of the issues, the adaptability, or record of productivity necessary to meet higher education’s most pressing challenges? This presentation asks administrators and faculty to look beyond the love/hate relationships toward a more differentiated understanding of the ingredients of effective academic governance. Participants will be introduced to a five-factor framework grounded in the literature, developed from interviews, and tested in a survey of thousands of faculty members. You will leave with advice for assessing and fostering the qualities of “hard” and “soft” governance practices essential to sustainable change in the “real world” decision making of committees, assemblies, senates, councils, and unions.

KIERNAN MATHEWS, Executive Director and Principal Investigator, COACHE Project, Harvard University

The Extinction of Exclusion: Higher Education’s Imperative

Imagine future innovative communities, solving—yes, solving—the grand, global challenges. Envision their celebration as they recount moments of history that led to their globally transformative advancements. Will our moment be one they acknowledge as pivotal? Such future success is dependent on bold action that leads to the extinction of exclusion in higher education. Why? Because diversity enhances innovation! That’s right—educated citizens are more likely to solve the other grand challenges once we solve systemic exclusion from higher education. This presentation uses a PechaKucha format—20 visual slides (no text!) with 20-30 seconds of spoken word per slide—to share stories from two campus communities that provide models of comprehensive equity endeavors. Fueled by LEAP and the integration of high-impact practices for all learners, their challenges and successes are worthy of the attention of educators committed to the extinction of exclusion in higher education.

LORI CARRELL, Vice Chancellor for Academic Affairs and Student Development, University of Minnesota Rochester

Relevance: Importance of Connecting Learning to Students’ Lives

Students from historically marginalized populations (e.g., students of color and low-income students) face significant disparities in college success rates, and exhibit persistence and graduation rates far lower than their majority and more affluent peers. Higher education scholars have argued that, in order to achieve greater equity in college outcomes, postsecondary institutions need to design campus environments (e.g., curricula, programs, and practices) that are more relevant to the lives of the increasingly diverse populations whom they serve. Culturally relevant campus environments can make students feel connected to their campuses, nurture their passions to learn, and empower them to succeed and give back to society. The presenter will utilize music, stories, and findings from his own research to offer lessons learned about how culturally relevant environments allow diverse populations to thrive.

DOMINIC VOG, Associate Director, SORAT TUNG-KASIRI, Coordinator, New Media Center, and GENEVA STEIN, Assistant Director—all of the McGraw Center for Teaching & Learning at Princeton University

Principedia: A Community-Sourced ‘Local-Pedia’ about Learning from Instruction at Princeton University

Participants will be introduced to Principedia, a unique interactive, self-sustaining online “encyclopedia” which collects, organizes and disseminates local knowledge about learning and teaching in the Princeton University community. Faculty, staff, and especially undergraduate students systematically reflect upon their methods and processes of learning from instruction to make explicit and public their largely tacit knowledge. This model, which can be adopted by other institutions, reflects an innovative approach to realizing a core mission of liberal arts colleges: helping students develop sophisticated approaches to learning how to learn.

SAMUEL MUSEUS, Associate Professor of Higher Education and Student Affairs and Director of Culturally Engaging Campus Environments (CECE) Project, Indiana University Bloomington

The #AACU16 @ Twitter Backchannel

We will describe—and invite you to participate in—the Annual Meeting’s Twitter “backchannel,” where participants can tweet about the panels they are at, pose questions, share links, connect with new colleagues, and bring the insights of the meeting to others worldwide. We hope to identify best practices to make this a useful tool for gaining more from the conference, and—by doing so—make participants more likely to use these methods to increase student engagement and learning at their home institutions. The presenters, part of a core group shaping the #AACU16 backchannel, also invite you to a Seminar Session on Saturday morning to discuss the backchannel and share results.

ANDREA REHN, Associate Professor of English/Co-Director, Digital Liberal Arts Center, Whitier College; REBECCA FROST DAVIS, Director for Instructional and Emerging Technology, St. Edward’s University
**DISCUSSION SESSION**

Next Generation of Publicly Engaged Scholars: Who They Are and How Campuses Can Support Them

Burnham

Evidence suggests that higher education’s transformation relies on the practices of a new generation of change agents—a more diverse group who are increasingly public in their identities and are developing new patterns of engagement that are changing the nature of teaching, learning, and knowledge generation. This session is based on Publicly Engaged Scholars (forthcoming, Stylus Publishing). The book’s central argument is that this generation of scholars, educators, and practitioners is committed to higher education’s public purposes, but not to perpetuating existing policies and practices that have delegitimized what bell hooks describes as their “ways of knowing and habits of being.” Using a narrative format, we present the theoretical construct, “collaborative engagement” with examples of the experiences and contexts of today’s publically engaged scholars. We then explore with participants how campuses can create institutional environments that promote next generation engagement.

**RESEARCH SESSION**

College Students’ Experiences With Writing: What Do We Know, and How Are Institutions Applying Local Findings?

Penn Quarter A—Level 1B

AAC&U’s Essential Learning Outcomes and the Degree Qualifications Profile identify writing as a key outcome. Virtually all colleges and universities aim to develop proficient writers. This research-informed panel presentation session will (1) highlight recent findings from NSSE’s Experiences with Writing module, including how these experiences vary across subpopulations and majors fields, and (2) provide examples of how institutions are making productive use of their results. NSSE researchers will report on large-scale findings, and panelists from two institutions that have administered the writing questions will share what they have learned and how they are using results to guide improvement. Participants will be invited to consider findings about writing experiences and how those findings might apply in their own campus contexts. We will conclude with a discussion of ways to leverage student engagement results to inform improvement and achieve desired outcomes for all students.

JILLIAN KINZIE, Associate Director of the Center for Postsecondary Research and NSSE Institute; ALEXANDER MCCORMICK, Associate Professor and NSSE Director; and ROBERT GONYEA, Associate Director of the Center for Postsecondary Research—all of Indiana University; LAURA PALUCKI BLAKE, Director of Institutional Research & Effectiveness, Harvey Mudd College; CHARLES PAINE, Associate Chair for Core Writing and Director of Rhetoric and Writing, University of New Mexico

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

The Dynamic of Dialogue in America’s Global Future

Latrobe

The activity of vigorous and thoughtful dialogue is essential to liberal education in the arts of freedom, and thus to democracies that work well, both at home and abroad. This seminar will consider several short readings on the nature of dialogue as a way of launching a broader conversation about the habits of deliberation essential to democracy, as well as classroom methods of teaching dialogue and navigating diverse global values. What strategies and structures in the classroom best foster a muscular dialogue of freedom and democracy? How do we bring global values to the table with national values in a rigorous and inclusive way? This seminar will engage both the theory and practice of the art of dialogue as components of liberal education. The resolution of legitimate conflicting interests and values by meaningful dialogue enables people who disagree fundamentally to form effective and flourishing communities, and prevents all of us from degenerating into violence, anarchy, and war. The way we educate is the cornerstone of healthy local and global communities.

TODD BREYFOGLE, Director of Seminars, and DAVID TOWNSEND, Senior Advisor on Seminars—both of The Aspen Institute

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

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2:45 – 4:00 p.m. (continued)

**DISCUSSION SESSION**

One Decade In: Assessing LEAP Wisconsin

Farragut Square

This session will present the key findings and recommendations of the assessment of the University of Wisconsin System’s decade-old LEAP Wisconsin Initiative. In the process, we will discuss what a system-wide implementation of a large-scale reform initiative such as LEAP looks like, and how it can serve to unite faculty, staff, administrators, and policy-makers around a common framework for quality and inclusive excellence, along with a shared sense of purpose for the transformative power of higher education. Attention will be given to conference themes focused on how to scale evidence-based student success interventions, promote comprehensive models that braid equity and quality together, and influence campus and public policy affecting liberal education, quality and student success. We will explore these topics against the backdrop of a budgetary and political landscape that threatens core values of both LEAP and public higher education in Wisconsin.

REBECCA KAROFF, Senior Special Assistant to the Senior Vice President for Academic and Student Affairs, University of Wisconsin System; CARLEEN VANDE ZANDE, Associate Vice Chancellor for Curricular Affairs and Student Academic Achievement, University of Wisconsin-Oshkosh
Societal Needs, Student Questions and General Education: Making Connections through Online Competency-Based Education

Independence BC

This digital learning and emerging technologies session examines how problem-solving, student questions, and societal needs are integrated into the general education component of the online Competency-Based Education (CBE) Bachelor’s in Business Administration Degree developed by Brandman University. We present the creative model used to generate cross-disciplinary general education competencies rooted in systems thinking. Our competencies are designed to challenge students to ask questions and consider societal needs in an interdisciplinary manner. We share how an integrated systems-based approach was employed in the CBE creation and assessment process. Finally, we demonstrate the CBE platform, actively engage with session participants, and highlight critical thinking and problem solving in curricular assessment. We present pathways to complete general education requirements in the CBE Bachelor’s in Business Administration degree and explain how our model informs other CBE programs currently under development.

SHEILA STEINBERG, Professor of Social and Environmental Sciences, JALIN JOHNSON, Assistant Professor, and MONICA SHUKLA, Associate Dean, School of Business and Professional Studies—all of Brandman University

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

Making It Work:
Integrating Internships and Other High-Impact Practices with Signature Work

McPherson Square

This session will explore how internships and other high-impact practices can contribute to a student’s Signature Work—both as capstones and as critical learning experiences throughout a student’s academic career that allow them to integrate and apply their learning to complex problems and projects. First, we will present an overview of the Signature Work framework. Then, we will discuss how one college is employing the concept of Signature Work across the curriculum, offering students multiple opportunities to engage in high-impact practices. We will then consider how internships can be used to further the goals of Signature Work early and in the middle of a student’s academic career, as well as how internships can be constructed as capstones. Finally, we will ponder how conceiving of Signature Work as a verb rather than a noun opens up the possibilities for different high-impact practices—including internships—to be included in this framework.

PAREENA LAWRENCE, Provost and Dean of the College, Augustana College; GREGORY M. WEIGHT, President, Washington Internship Institute

MODERATOR: KATHY WOLFE, Vice President, Office of Integrative Liberal Learning and the Global Commons, AAC&U

This session is presented by the Washington Internship Institute

ACAD SESSION

From Access to Inclusion: Approaches to Building Institutional Capacities for Inclusive Pedagogy

Constitution CDE

How can academic leaders help to create inclusive learning environments on our campuses? This interactive session leads from theory to practice, showing how Gordon Allport’s Contact Hypothesis results in a framework for creating productive intergroup interactions, demonstrating how the Poll Everywhere app facilitates difficult conversations, and recreating a case study faculty workshop aimed at assembling a “Toolkit for Inclusive Pedagogy.”

JONATHAN CHENETTE, Dean of the Faculty and Professor of Music, Vassar College; ABU RIZVI, Provost and Professor of Economics, Lafayette College; CHAD BERRY, Academic Vice President and Dean of the Faculty, Goode Professor of Appalachian Studies and Professor of History, Berea College

PRESIDENTS’ SESSION

Toward High-Impact Digital Pathways: Identifying and Advancing Key Priorities for Digitally Enriched Liberal Learning

Constitution B

Small Group Discussions for presidents and program officers—led by members of the LEAP Presidents’ Trust

SPECIAL PLENARY SESSION

The Equity Imperative in Practice: Presidential Perspectives

Independence A

The panelists will make the case for expanding access to quality, equitable, liberal education and describe ways their campuses have intentionally expanded access and addressed systemic barriers to educational success that hinder many new majority students. We warmly welcome these academic leaders—friends and colleagues all—who have provided widely respected leadership for their campuses, for higher education, and for AAC&U.

RONALD A. CRUTCHER, President, University of Richmond; MILDRED GARCÍA, President, California State University-Fullerton; WILLIAM E. (BRIT) KIRWAN, Chancellor Emeritus, The University System of Maryland; GAIL O. MELLOW, President, LaGuardia Community College—City University of New York

This session is presented by the Washington Internship Institute
6:00 – 7:30 p.m.

RECEPTION TO HONOR AND CELEBRATE
CAROL GEARY SCHNEIDER

Constitution Ballroom

FROM AAC&U’S BOARD OF DIRECTORS (APRIL 2015)
… Carol Geary Schneider’s decision to step down as AAC&U’s president at the end of June 2016 offers the Board of Directors an occasion to commemorate her remarkable achievements. For the last fifteen years as president of AAC&U, and in the ten years prior to that as a vice president, Carol has compiled a significant record of advancing liberal education, its quality, and its inclusiveness. …

We call upon the membership to pause and reflect upon this historic moment for AAC&U. Carol Geary Schneider’s presidency has been a remarkable one. We have been fortunate—and, more importantly, higher education in this country has been fortunate—to have benefited from her creative and inspired leadership.

We invite the AAC&U community to join AAC&U’s Board and members of the staff in recognizing and celebrating Carol’s achievements and leadership.

We see this within the membership to pause and reflect upon this historic moment for AAC&U. Carol Geary Schneider’s presidency has been a remarkable one. We have been fortunate—and, more importantly, higher education in this country has been fortunate—to have benefited from her creative and inspired leadership.

We invite the AAC&U community to join AAC&U’s Board and members of the staff in recognizing and celebrating Carol’s achievements and leadership.

With the leadership of Carol Geary Schneider, AAC&U has become the north star for higher education to embrace and expand its most essential component, liberal education. Carol’s public, determined focus, and her intellectual astuteness to choose the right battles, have laid the generative foundation for U.S. higher education’s 21st century journey to combine the new, different, and innovative with the basis of an educated curricular imagination, and national voice. At so many critical moments, Carol stands firmly, unambiguously, and creatively for the imperative of a liberal education premised on intellectual substance and social equity.

We saw this with her decisiveness and clarity in the 1990’s when she thoughtfully linked the struggle to properly join multiculturalism with an inclusive democratic vision.

We see this within the membership to pause and reflect upon this historic moment for AAC&U. Carol Geary Schneider’s presidency has been a remarkable one. We have been fortunate—and, more importantly, higher education in this country has been fortunate—to have benefited from her creative and inspired leadership.

We invite the AAC&U community to join AAC&U’s Board and members of the staff in recognizing and celebrating Carol’s achievements and leadership.

Carol has a remarkable ability to integrate issues and themes and questions, born of an intellectual agility and depth that is rare. But it’s also the ability to juggle: people, timelines, Washington weirdness, position papers, meetings, agendas, strategy. In the end it’s always about equity, and the deep belief that education serves the soul of individuals and the life of communities. On behalf of my community college colleagues and all our students—thank you, Carol.

—BRIAN MURPHY, President, De Anza College

Carol is the most courageous leader that I have known and worked alongside in my 40 year career. She is known for sharp intellect, curricular imagination, and national voice. At so many critical moments, Carol stands firmly, unambiguously, and creatively for the imperative of a liberal education premised on intellectual substance and social equity.

We saw this with her decisiveness and clarity in the 1990’s when she thoughtfully linked the struggle to properly join multiculturalism with an inclusive democratic vision.

We witness her courage in the current moment of a resurgent political nativism when Carol’s voice of reason, fairness, and inclusion inspires a whole new generation of young scholars and teachers to insist on the aims and practices of liberal learning for all students wherever and whatever institution of higher education they choose to attend.

—RICHARD GUARASCI, President, Wagner College

AAC&U Welcomes Friends and Sister Organizations

• The Aspen Institute
• Association for Authentic, Experiential and Evidence Based Learning
• Association of Catholic Colleges and Universities
• Bringing Theory to Practice
• Campus Compact
• Campus Women Lead
• CHANGE Magazine Editorial Board
• Civic Learning and Democratic Engagement Action Network
• Conference on College Composition and Communication
• Consortium for Faculty Diversity in Liberal Arts Colleges
• Consortium for Innovative Environments in Learning
• Council of Colleges of Arts and Sciences
• Council of Public Liberal Arts Colleges
• Council on Undergraduate Research
• Diverse: Issues in Higher Education
• Harvard Graduate School of Education
• HERS—Higher Education Resource Services
• International Journal of ePortfolio
• Liberal Education Editorial Board
• NAFSA—Association of International Educators
• National Institute for Learning Outcomes Assessment
• National Survey of Student Engagement
• New American Colleges & Universities
• Peer Review Editorial Board
• Phi Beta Kappa Society
• The Professional and Organizational Development Network in Higher Education (POD)
• The Teagle Foundation
• Project Kaleidoscope
• Project Pericles
• Quality Collaboratives
• Reacting to the Past Consortium
• Rumper Deans
• The Washington Internship Institute
• Worcester Polytechnic Institute
CONCURRENT SESSIONS

Critical STEM Leadership for Such a Time as This—Session I

Constitution A

Radically different approaches to increasing our next generation of scientists and engineers and preparing them for global competition are imperative. However, efforts that serve to merely increase the quantity of students in STEM—without simultaneously increasing the quality of learning—remain a relatively inadequate approach to meeting the demand for more STEM baccalaureates (President’s Council of Advisors on Science and Technology, 2012). Coupled with the necessity for new evidence-based approaches is the need for a targeted focus on broadening the participation of students from underrepresented groups, who now comprise the fastest growing undergraduate populations in U.S. higher education. Lisa Tsui (2007) has noted that quality of teaching is one of the strongest and most consistent predictors of student interest and retention in science, both as a major and as a career. Yet many current professional development interventions aimed at exposing faculty to enhanced STEM teaching strategies continue to overlook the role of cultural competence in teaching and learning, and fail to inextricably link culturally sensitive STEM pedagogies with advanced research. This session will explore cutting edge theories and practices that represent a departure from traditional STEM teaching methods and holistically value the lived experiences of underrepresented students.

DAVID LEONARD, Associate Professor, Department of Critical Culture, Gender, and Race Studies, Washington State University

This session is presented by Project Kaleidoscope (PKAL)

FEATURED SESSION

The Next Foot Forward in Liberal Education

Independence DE

Liberal education has one foot in the past and one foot in the future. Discussions of liberal education often suffer from too much emphasis on the past. This panel seeks to lean on the forward foot of liberal education to emphasize a vibrant future. How do we think constructively rather than reactively about the character and role of liberal education? How does liberal education help us think about the globalizing, digitizing culture we live in? How might we shape the landscape of assessment to highlight the clearest accents of liberal education? How might a vibrant, elastic engagement with liberal education help us think and act more responsibly as we wrestle with questions of equity, inclusive excellence, and democratic citizenship.

TODD Breyfogle, Director of Seminars, The Aspen Institute; JOHN CHURCHILL, Secretary, Phi Beta Kappa Society; DIANE AUER JONES, President, American Academy for Liberal Education and former Assistant Secretary For Post-Secondary Education in the U.S. Department of Education; AYANNA THOMPSON, Professor of English, George Washington University and Trustee, Shakespeare Association of America

This session is presented by the Aspen Institute/Wye River Academic Programs
Using IDEA Student Ratings of Instruction to Improve Institutional Effectiveness and Student Learning

Farragut Square

In their most rudimentary form, course evaluations help identify student attitudes toward faculty and courses. By utilizing IDEA Student Ratings of Instruction, however, much more information can be gleaned. These research-supported tools, which directly impact opportunities for continuous improvement and institutional effectiveness, are adaptable to the needs of faculty and administrators. Flagler College—a long-time user of IDEA Student Ratings of Instructions—will discuss their use of results as a tool for making positive changes to the student learning environment. By examining how IDEA has helped improve outcomes, inform accreditation reporting, and drive instructional and programmatic institutional effectiveness, Flagler will demonstrate through faculty case studies how course evaluations can provide more information than whether a student enjoyed an instructor or course. Additionally, time will be spent discussing transitioning to online evaluation systems and best practices for improving student response.

KEN RYALLS, President, IDEA; WILL MILLER, Executive Director of Institutional Analytics, Effectiveness, and Planning, Flagler College

This session is sponsored by IDEA

Academic Courses for the Well-Being of First-Generation, Low-Income, and Minority Students of Color

Cabin John/Arlington

What are some ways that colleges and universities can engage underserved students in educational programs to contribute to their well-being? At a time when first-generation, low-income, students of color, and other underserved populations are increasingly enrolling in higher education, some institutions are establishing “student services” such as financial aid or counseling services in an effort support them. While well-meaning, these programs often originate in student affairs offices rather than in academically-based educational initiatives led by faculty members who are—or should be—strategically placed at the heart of their educational experience. This session will focus on the latter to illuminate how faculty can help to engage their underserved students in flourishing.

THIA WOLF, First-Year Experience Director and Professor of English Studies, California State University-Chico; GEORGE SANCHEZ, Vice Dean for Diversity and Strategic Initiatives and Professor of American Studies and Ethnicity and History, University of Southern California

This session is presented by the Bringing Theory to Practice Project

Accelerating Change: Campus Compact’s 30th Anniversary Statement of Presidents and Chancellors

Burnham

The President’s Declaration on the Civic Responsibility of Higher Education, promulgated in 1999, outlined an ambitious vision for how institutions of higher education could fulfill their public purposes. In celebration of Campus Compact’s 30th anniversary and in the spirit of this foundational document, leaders from colleges and universities throughout the country have contributed to the development of a new Action Statement for today’s landscape, characterized by exploding inequality and deep political polarization. The Action Statement seeks to leverage the progress that has been made in building engagement capacity and inspiring accelerated change through collaboration. Join this session to learn more about commitments that institutions will make in the years ahead to direct research, teaching, and institutional action toward advancement of the public good.

ANDREW J. SELIGSOHN, President, Campus Compact

This session is presented by Campus Compact

Tuning Disciplines and Engaging Departments in Using Learning Outcomes across General Education: Lessons from Two Learned Societies

Independence FG

The Tuning process offers broadly applicable strategies for mobilizing faculty members’ deeply felt identities as members of disciplinary communities to clarify learning pathways for students and expand engagement with high-impact practices. With framing from Tuning USA, this session will examine the tuning process from two disciplinary perspectives. The National Communication Association (NCA) will examine the link between discipline-focused processes, like Tuning, and general education frameworks, such as the Degree Qualifications Program (DQP). The NCA will also discuss the ways faculty can most usefully engage with learning outcomes at a departmental level. The American Historical Association will highlight lessons learned from their nationwide Tuning project with faculty from institutions that serve diverse populations. They will discuss opportunities and obstacles to Tuning work along with its integration with the DQP at institutions that differ in size, mission, curricular focus, funding, and other variables.

TREVOR PARRY-GILES, Professor of Communication, University of Maryland, and Director of Academic and Professional Affairs, and NANCY KIDD, Executive Director—both of the National Communications Association; ELAINE CAREY, Professor and Chair of History, St. John’s University, and Vice President, Teaching Division, American Historical Association; DANIEL MCINERNEY, Professor of History, Utah State University; REGINALD ELIS, Assistant Professor of History, Florida A&M University; SARAH SHURTS, Associate Professor of History, Bergen Community College; NANCY QUAM-WICKHAM, Professor of History, California State University, Long Beach

This session is presented by the Bringing Theory to Practice Project
Taking Student Success to Scale (TS3)

Independence HI

Exemplars of student success have emerged across higher education; yet, national completion rates continue to rise only slightly. We have yet to unlock the power of scale and scope. So, how do you get your best stuff to the students who need it the most? We at the National Association of System Heads (NASH) believe we hold the key.

In TS3, twenty university systems have come together to act collectively on three evidence-based interventions as a starting point for a holistic approach: High-Impact Practices for All Students; Guided Pathways Using Predictive Analytics; and Redesigning the Math Pathway. Each of these practices is being scaled up in at least one NASH system with demonstrated improvement for all students, as well as impact on closing achievement gaps for underrepresented minority and low-income students. We have established communities of interest and expertise that share knowledge with the broader system community, leading to scaled efforts at unprecedented levels.

REBECCA MARTIN, Executive Director, National Association of System Heads; KEN O’DONNELL, Senior Director, Student Engagement and Academic Initiatives and Partnerships, California State University System Office; TRISTAN DENLEY, Vice Chancellor for Academic Affairs, Tennessee Board of Regents; JOANNE RUSSELL, Provost Fellow for Community College Access Programs and Workforce Development, State University of New York

Best Practices and New Perspectives to Leverage Cross Campus Consortia to Achieve Inclusive Excellence

Wilson/Roosevelt

Increasingly, colleges and universities are moving toward consortia arrangements to leverage systemic change in higher education. The Consortium for High Achievement and Success (CHAS), founded in 2000, is the oldest and largest organization of its kind in the nation. It brings together highly selective liberal arts institutions dedicated to promoting the high educational and personal achievement of students of color, transforming campus culture by eliminating institutional barriers into gateways for achievement and success, and producing and disseminating empirical evidence and research to inform diversity, equity, and inclusion initiatives to benefit all students. Faculty and administrators from CHAS institutions will discuss the Consortium—composed of institutions with very different histories and cultures yet who all share a focused commitment to diversity and inclusion—which provides a unique opportunity to advance a national project on access and achievement.

MIRIAM FELDBLUM, Vice President and Dean of Students, Pomona College; ERIC ESTES, Dean of Students, Vice President and Dean of Students, Oberlin College; MABLE MILLNER, Associate Dean of Students for Diversity and Inclusion, Director of Multicultural Education, Vice Chair Diversity Leadership Team; SUSAN LAYDEN, Research Analyst for Enrollment, Retention and Achievement, Skidmore College; GRETCHEL HATHAWAY, Chief Diversity Officers and Coordinator of Title IX, Union College; JENNIFER BASZLE, Director, Consortium for High Achievement and Success, Trinity College; JOHN MCKNIGHT, Dean of Intercultural Development, Lafayette College; ED PITTMAN, Associate Dean of the College for Campus Life and Diversity, Vassar College

SEMINAR (Participation limited to 25; please arrive early)
What is College?

Latrobe

This conference focuses on access, equity, and high-quality liberal education for all undergraduate students. Yet with online learning, MOOCs, competency-based education, and further innovations yet to come, it is less clear than ever just what unites all contemporary students in a common college experience. “College” will look quite different during AAC&U’s second century than it did during the Association’s first. Some 21st-century students will share the trappings of the traditional college experience. Many will not. When the familiar accoutrements are stripped away, what remains? What, in other words, defines the foundation of the college experience? The question is critical and urgent. Without answers, institutions using innovative delivery models will be hard-pressed to effectively implement best practices, guided pathways, and digital learning strategies. This provocative seminar session will engage participants in consideration of the essential characteristics of the college experience, in light of the expanding spectrum of undergraduate delivery models.

JEREMY KORR, Dean, School of Arts and Sciences, Brandman University

Global Liberal Arts Partnerships in Action: A Model for Cooperation

Independence BC

The goal of this session is to identify what is needed to establish, develop, and sustain innovative international partnerships between liberal arts institutions and to examine how the liberal arts are relevant in different cultural contexts. The global partnership between Ashesi and Wooster provides a model for international collaborations that go beyond semester-long student exchanges. It explores how to develop an array of high-impact practices and inquiry-based learning in an international context; how to foster multiple levels of interaction between students, staff, and faculty; and how to encourage campus-wide buy-in so that the partnership can impact the global understanding of the whole institution. Finally, it will discuss how each institution provides access to students with limited financial resources, and will identify hurdles of working across international boundaries.

HENRY KREUZMAN, Dean for Curriculum and Academic Engagement, The College of Wooster; MARCIA GRANT, Provost, MILLICENT ADJEI, Associate Director, Office of Diversity and International Programs, and OBED NSIAH, Rising Senior and MasterCard Foundation Scholar—all of Ashesi University College

Embracing the Unexpected Challenges Posed by Liberal Education’s Success

Declaration A—Level 1B

The challenges liberal education currently confronts are the products of its success. Technology and internationalization now force universities to confront challenges to 1) the liberal values on which they are based; 2) paradoxes and contradictions inherent in those values; and 3) fiscal pressures. In this session, we look to embrace—not resist—these challenges as we look to develop a vision of 21st-century education that is excellent, democratic, and accessible across the globe’s diversity of cultures and economies. We will combine a traditional format of audience engagement with online resources and discussion before and after the AAC&U meeting.

MARK RUSH, Director, International Education and Waxberg Professor of Politics and Law, Washington and Lee University; BRYAN ALEXANDER, President, Bryan Alexander Consulting; STEPHEN BRAGAW, Visiting Professor of Politics, Washington and Lee University
Partners in Learning: Improving Preparation of Community College Transfer Students to Thrive in Upper Division Coursework

Lafayette Park

Transfer is among the most important issues with respect to equity, and this session focuses squarely on the intersection of equity and quality in the national transfer conversation. This session will present lessons from research on partnerships between two- and four-year institutions that have better-than-expected bachelor’s completion outcomes. A key focus will be on how universities are working with community colleges to strengthen teaching and learning in lower division foundation courses and thus improve the academic preparation of transfer students.

ALISON KADLEC, Senior Vice President and Director of Higher Education and Workforce Programs, Public Agenda; DAVIS JENKINS, Senior Research Associate, Community College Research Center, Teachers College, Columbia University; IRMA MEDINA, Senior Program Coordinator for the Pathways Program, Holyoke Community College; JAMES ROCHE, Associate Provost for Enrollment Management, University of Massachusetts Amherst; JOSH WYNER, Executive Director, College Excellence Program, The Aspen Institute

RESEARCH SESSION

Institutional Student Learning Initiatives in Minority-Serving Institutions (MSIs): Design, Implementation, and Impact

Penn Quarter A—Level 1B

This session will provide an overview of institutional student learning initiatives at Minority-Serving Institutions (MSIs) by examining Quality Enhancement Plans (QEPs) that are required by the Southern Association of Colleges and Schools Commission on Colleges as a key component of its accreditation review process. Specifically, the session will highlight findings of the research study that sought to determine the degree to which MSIs address AAC&U Essential Learning Outcomes in the QEPs; the extent to which high-Impact Practices (HIPs) are integrated in the QEPs designed by MSIs; the quality with which these initiatives are implemented; and the impact of QEPs on student and organizational learning at MSIs. Session participants will be engaged in the discussion of common challenges, enablers, and lessons learned related to successful implementation of institutional student learning improvement initiatives such as QEPs.

NURIA CUEVAS, Vice President, and ALEXEI MATVEEV, Director of Training and Research—both of the Southern Association of Colleges and Schools Commission on Colleges; KRISTEN SMITH, Doctoral Graduate Assistant, James Madison University

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

XPRIZE Foundation: University Engagement

Banneker—Level 1B

The XPRIZE Foundation is a non-profit organization that creates and operates large-scale competitions to encourage interdisciplinary teams of innovators to create new technologies to solve our grandest challenges. We are building our University Engagement program to encourage colleges and universities to compete in our competitions, to provide opportunities to serve as Advisory Board members and judges, to provide a format for innovation Think Tanks, and to highlight the work that universities are doing to foster innovative interdisciplinary programs to solve the world’s problems. We want to hear from institutions about how we could best build these partnerships, and support your goals for high-impact practices.

EMILY MUSIL CHURCH, Director, Education and Impact, XPRIZE Learning, and BEN BAIN, Associate, Prize Operations—both of the XPRIZE Foundation

How Faculty Can Lead—On Equity, Excellence, and Inclusive Teaching in the Classroom

Declaration B—Level 1B

A significant body of research points to the crucial function of faculty development programs in helping institutions of higher education leverage student social diversity effectively and to educate all students equitably (Ouellett, 2005). This panel presentation will share how an award-winning faculty development program on teaching was adapted to focus more intensely on issues of inclusion and equity in the classroom. Panelists will include institutional perspectives that played a role in how the program was developed and implemented. The panel also will discuss the challenges encountered throughout the process, and how these challenges were addressed by creating a menu of options for engaging faculty. There will be ample time for conversation with audience members about how different types of institutions might design and implement such programs—by identifying specific program structures, modes of delivery, funding sources, and campus collaborations.

ELLEN MEADER, Assistant Vice Provost for Equity, Inclusion, and Academic Affairs, KELLY MAXWELL, Co-Director, Program on Intergroup Relations, TERSHIA PINDER-GROVER, Assistant Director and Co-Coordinator of Diversity Initiatives, Center for Research on Learning and Teaching, and THERESA BRAUNSCHNEIDER, Assistant Director and Co-Coordinator of Diversity Initiatives, Center for Research on Learning and Teaching—all of the University of Michigan

ACAD SESSION

Keeping Academic Risks in Balance: The Dean’s Role

Constitution CDE

Should academic affairs embrace risk management? At some colleges, deans and faculty leaders take an active, collaborative role in addressing the top risks to their institution. Their experience suggests that when such responsibilities are relegated to the business office or security department, colleges may miss a chance to bring an academic perspective to the challenge of balancing institutional risks.

PAULA VENE SMITH, Professor of English and Former Dean, Canisius College; DAVID BRAILLOW, Vice President for Academic Affairs, Franklin College; JACK RYAN, Vice Provost and Dean of Arts and Humanities, Gettysburg College; MICHAEL SIDDOWAY, Associate Dean of the Faculty, Colorado College
**PRESIDENTS’ SESSION**

How New Uses of Technology Can Raise the Levels of Student Success – Part I: Moving from “Pilots” to Powerful Change Agendas

**Constitution B**

MARK MILLIRON, Co-Founder and Chief Learning Officer, Civitas Learning; MJ BISHOP, Director, and STEPHEN E. EHRMANN, Associate Director for Research—both of the William E. Kirwan Center for Academic Innovation, University System of Maryland

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**CONCURRENT SESSIONS**

**Critical STEM Leadership for Such a Time as This—Session II**

**Constitution A**

Despite a growing body of literature that suggests that the quality of undergraduate teaching is essential for a competitively trained and liberally educated STEM workforce, faculty members are often deprived of opportunities for the kind of professional development that will ensure student persistence and achievement in STEM fields. As a result, modern teaching strategies continue to be implemented at varying levels of precision and with only modest gains in STEM student success, particularly for underrepresented minority (URM) students. Project Kaleidoscope has historically used the Kolb Learning Cycle as the theoretical foundation of its commitment to developing STEM leaders through experiential learning.

In keeping with this theme, Session II participants will actively engage in experiential learning exercises intended to sharpen their awareness of implicit biases while honoring and understanding the value of cultural difference, particularly as it relates to STEM teaching and learning.

ADRIANA MEDINA, Associate Professor of Modern Languages, Linguistics and Intercultural Communication, University of Maryland, Baltimore County

This session is presented by Project Kaleidoscope (PKAL)

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**FEATURED SESSION**

**Inclusive Excellence:**

**It’s All About Outcomes**

Independence DE

Most colleges and universities and most academic programs publish learning outcomes. But do such outcomes statements contribute to improved student persistence? Do they enable faculty members to reach consensus on program priorities? Do they enhance student success? Do they interpret the institution to prospective students? And do they invite and support meaningful assessment? Experienced authorities in developing and using effective outcomes statements will lead discussion of how outcomes can be strengthened and point to useful sources.

PAUL GASTON, Trustees Professor, Kent State University Kent Campus; PETER EWELL, President, National Center for Higher Education Management Systems; HOLIDAY HART MCKIERNAN, Chief of Staff and General Counsel, Lumina Foundation; DEBRA HUMPHREYS, Senior Vice President for Academic Planning and Public Engagement

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**Faculty Well-Being:**

What is it, Can it Survive, and Why does it Matter?

Cabin John/Arlington

At a time when the fundamental identity of a faculty member is threatened by institutional practices and public attitudes, we expect more of their time, less of their expertise, and provide scant recognition of those activities that most often brought the faculty person into the academy and sustains our commitment, effort, and purpose. Ironically, just as colleges and universities are beginning to focus on, measure, and understand the role of student well-being and its connection to achieving the central mission of higher education, little attention is being paid to those tasked with advancing these students’ well-being, the very people to whom the students look for role models, mentors, and teachers.

ANN E. AUSTIN, Program Director, Division of Undergraduate Education, National Science Foundation; BARRY SCHWARTZ, Dorwin Cartwright Professor of Social Theory and Social Action, Swarthmore College; DANIEL KLEINMAN, Professor of Community and Environmental Sociology and Associate Dean in the Graduate School, University of Wisconsin–Madison

MODERATOR: JILL REICH, Professor of Psychology, Bates College, and Project Scholar, Bringing Theory to Practice

This session is presented by the Bringing Theory to Practice Project

**Better Together:**

The VALUE/Multi-State Collaborative for Learning Outcomes Assessment

**Independence FG**

The capacity to establish student learning proficiency based on the work faculty ask students to do is at the center of assessment for student success. Twelve states and almost one hundred two- and four-year campuses are collaborating on the use of the VALUE rubrics to assess the quality of authentic student work. AAC&U and the State Higher Education Executive Officers’ Association (SHEEO) and state and local participants will share information and initial findings from the pilot year of the VALUE/MSC initiative.

JULIE CARNAHAN, Vice President, State Higher Education Executive Officers; LISA FOSS, Associate Vice President and Associate Provost, St. Cloud State University; BONNIE ORCUTT, Director of Learning Outcomes Assessment, Massachusetts Department of Higher Education; TERREL L. RHODES, Vice President, AAC&U
Tech Won’t Mean a Thing if You Don’t Adapt Your Teaching

Franklin Square

As faculty are urged to integrate technology and adopt blended, flipped, and online teaching formats, they grapple with questions about student engagement, interactivity, and collaborative learning in a virtual environment that they themselves have not experienced as learners. How do we prepare faculty to adapt their pedagogy to maximize student learning with the digital tools available to them? How do we create a “natural critical learning environment” online? How do we best foster connected learning and develop the skills our students will need as professionals, critical thinkers, and engaged citizens? In this interactive session we introduce ideas for integrating technology into learner-centered teaching. We will identify classroom techniques that can be easily transferred to the digital environment, some that are less effective, and highlight some new approaches that are truly unique to the online learning environment.

LOTT HILL, Executive Director, Center for Innovation in Teaching Excellence, SOO LA KIM, Director, Center for Innovation in Teaching Excellence, and SCOTT LEE, Faculty—all of Columbia College Chicago

Scaling Evidenced-Based Roadmaps for Student Success

Independence HI

Join this interactive session to learn how three colleges from AAC&U’s multi-year project—Advancing Roadmaps for Community College Leadership to Improve Student Learning and Success—are successfully collaborating across campus sectors, within the local community, and with national partners to improve student achievement outcomes.

The Community College of Baltimore County’s partnership with a leading national initiative in higher education, the Minority Male Community College Collaborative (M2C3), has led to the implementation of a replicable, evidence-based Male Student Success Initiative (MSSI). Miami Dade College has developed a Three-Tiered Advising Model that spans across seven campuses and two outreach centers. The model is designed to increase enrollment, student success, and completion by providing support to students from high school through graduation. Queensborough Community College has developed The Queensborough Academies, a nationally-recognized student success model with five disciplinary clusters that combine intentional advisement and high-impact practices with the use of technology to provide sustained support for students across their educational journeys. Presenters will address the challenges of leading and implementing these large-scale efforts and of using evidence to inform planning and ongoing assessment.

MARK WILLIAMS, Project Director, Male Student Success Initiative, and JAMES MURRAY, MSSI Case Manager—both of The Community College of Baltimore County; GEORGETTE PEREZ, Interim Dean of Students, and ADAM PORRO, Director of Student Centered Services—both of Miami Dade College; ARTHUR CORRADETTI, Dean for Accreditation, Assessment, and Institutional Effectiveness, and LAURA BRUNO, Assistant Dean of Enrollment Management, Admissions, and Recruitment—both of Queensborough Community College

Advancing Roadmaps for Community College Leadership to Improve Student Learning and Success is funded by The Kresge Foundation

Higher Education for Civic and Moral Responsibility: Engaged Learning and Moral Identity

Burnham

Educating students for democratic citizenship in an increasingly pluralistic society is a core liberal education goal. However, there is little evidence about educational practices that are effective in promoting civic and moral responsibility. The University of Notre Dame and Duke University have programmatic level commitments to promoting engaged citizenship and, with support from the Teagle Foundation, are collaborating to address this need for evidence about effective curricular and experiential program components. We will discuss: 1) the development of a survey measure of salient constructs; 2) initial findings regarding the relationship of students’ sense of moral identity with their capacities for perspective taking and empathy, personal and other directed values, and type of public service engagements; 3) how these capacities and commitments are reflected in and influenced by the curricular and experiential programmatic experiences; and 4) the implications for educating for civic and moral responsibility.

ROBERT THOMPSON, JR., Professor of Psychology, Duke University; JAY BRANDENBERGER, Director of Research, Center for Social Concerns, University of Notre Dame

The Retention and Success of Traditionally Underrepresented Students—An Innovative Program of Unusual Effectiveness

Declaration B—Level 1B

The retention and academic performance of traditionally underrepresented students—the new majority—is a priority of every institution, and this session will focus on a new, low-cost, unusually effective strategy for persistence programs. Developed by Stanford University researchers and the College Transition Collaborative (CTC), the “interventions” have been found to have a major positive effect on the retention, academic performance, and well-being of underrepresented students at large institutions. Six liberal arts colleges have collaborated with the Stanford researchers to develop and implement interventions appropriate for liberal arts colleges. The presentation focuses on each college’s reasons for participating in the collaborative, the work and findings to date, how the collaboration between CTC researchers and researchers at each of the colleges is advancing faculty scholarship and opportunities for student research (a “high-impact” opportunity), and the complementary strategies the colleges are considering to engage students academically.

RICHARD DETWEILER, President, Great Lakes Colleges Association; AMY PETERMANN, Research Coordinator, and SHANNON BRADY, Doctoral Candidate—both of Stanford University; MATTHEW BRODA, Associate Professor of Education, ELLEN FALDUTO, Chief Information and Planning Officer, and AMBER GARCIA, Associate Professor of Psychology—all of The College of Wooster; ROBERT HORTON, Professor of Psychology, Wabash College
10:30 – 11:45 a.m. (continued)

E-Portfolios:
Engaging Learners, Integrating Learning

Lafayette Park
IUPUI’s ePortfolio Initiative has purposefully aligned the benefits of e-portfolios with high-impact practices, and the gradual adoption of e-portfolios for those purposes supports accelerating implementation across campus. We have also focused attention on ways that e-portfolios can support the heavy proportion of our students who are “New Majority,” helping them understand and take responsibility for educational pathways that can help them succeed. Our own research supports the value of such engagement not only for undergraduates but also for some graduate and professional students. IUPUI presenters will offer practical advice on useful approaches when starting out and in growing beyond a pilot—including how not to worry about getting something wrong! Come prepared to join a discussion of how you have used and might use e-portfolios to empower and engage all students.

SUSAN SCOTT, ePortfolio Coordinator, and SUSAN KAHN, Director, ePortfolio Initiative—both of Indiana University-Purdue University Indianapolis

SEMINAR (Participation limited to 25; please arrive early)

Re-Imagining Online Learning:
Student Engagement and Transformation in the Digital Age

Latrobe
How might digital technology and Web 2.0 platforms facilitate a more engaged, participatory, and collaborative approach to knowledge development? Online learning was supposed to revolutionize higher education. Instead it has, in many ways, ended up reproducing the same one-way, broadcast model of education universities have employed for hundreds of years—the lecture hall! This session will provide participants a chance to share their insights, struggles, and successes in developing online learning environments that increase access to education, drive social change, and generate transformative learning experiences for students.

SETH POLLACK, Professor and Director, Service Learning Institute, and NICOLE MANAPOL, Digital Learning Designer, Amplifier Strategies—both of California State University, Monterey Bay

SEMINAR (Participation limited to 25; please arrive early)

Pedagogy and the Big Questions:
Dealing with Religious Commitments, Belief Systems, and Strongly Held Values in the Classroom

Banneker—Level 1B
Participants in this seminar will be asked to present perspectives and discuss the following issues—as well as others that they raise during the seminar: What happens when a curricular item ‘triggers’ a psychological response? What is the psychological nature and consequence of a ‘triggered’ response? What are the philosophical and personal “rights” of the student? What is the “duty” of the educator/institution/culture? Can the students’ reactions creatively be incorporated into the educational experience? If so, how?

NORMAN ADLER, University Professor, Yeshiva University; NORMAN JONES, Chair, Utah Regents’ Task Force on General Education; RICHARD MORRILL, Chancellor, University of Richmond

RESEARCH SESSION

Strategic Planning for Equity, Diversity, and Inclusion in Higher Education

Wilson/Roosevelt
Higher education institutions continue to profess the importance of diversity and face pressures to create inclusive and equitable campus environments for diverse populations of students, faculty, and staff. In organizing to achieve the aims related to these commitments, institutional leaders must challenge existing institutional structures and transform their campus climates. This session will explore the role of strategic diversity planning as a principal tool for enacting transformative organizational change. We will share the findings of a recent multi-institutional study of strategic diversity plans and planning processes and highlight their implications for practice by facilitating an interactive panel discussion featuring a group of campus leaders from one of the institutions in our sample. Our interactive panel discussion will focus on the process of strategic diversity planning related to initiating the planning process, engaging the campus in its development, promulgating the plan, and assessing its impact.

JEFFREY MILEM, Professor, University of Arizona; JOANNA FYRE, Research Associate, University of Michigan; SHARON FRIES-BRITT, Associate Professor, and KUMEA SHORTER-GOODEN, Chief Diversity Officer and Associate Vice President—both of the University of Maryland; ROBERT WATERS, Dean, School of Public Service, Excelsior College

Maximizing Student Access to Global Learning High-Impact Practices Across the Curriculum

Independence BC
Deans representing public and private institutions—members of the Committee on Liberal Arts of the Council of Colleges of Arts and Sciences, and the Council of Public Liberal Arts Colleges—will provide examples of planning, implementing, and promoting liberal education programs to increase students’ access to global learning opportunities for civic engagement across the curriculum. The panel will showcase examples of program development process challenges; successes in providing financial support access to a diverse group of students; and the effective use of technology to integrate institutional ethical core values, faculty research connections, alumni/current student networks and business partnerships so as to infuse high-impact practices that enhance global study across the curriculum. The panel will lead the audience in discussion of assessment of their existing/potential business, faculty, alumni, and student partners to develop a road map for enhancing all students’ access to global learning and civic engagement experiences.

CARMEN CID, Dean, School of Arts and Sciences, Eastern Connecticut State University; MONICA COWART, Associate Dean, School of Liberal Arts, Merrimack College; RICHARD FINKELSTEIN, Dean, College of Arts and Sciences, University of Mary Washington; TODD PFANNESTIEL, Dean, College of Arts, Education and Sciences, Clarion University of Pennsylvania
Creating Effective Institutional Diversity Strategies—and Preparing for Fisher II

Farragut Square

Admissions and enrollment policies at colleges and universities continue to be in the spotlight, particularly now that the U.S. Supreme Court will hear Fisher v. University of Texas for a second time in the 2015-16 term. This interactive session will focus on the legal and policy framework for creating effective, sustainable diversity policies and practices at institutions of higher education. It will also preview the key issues and prospective response strategies to prepare for the Court’s new decision in Fisher.

ARTHUR COLEMAN, Co-Managing Partner, and TERESA TAYLOR, Policy & Legal Advisor—both of EducationCounsel

ACAD SESSION

Strengthening the Core—Developing Mid-Level Leaders Who Can Implement Change

Constitution CDE

Institutions benefit from developing middle-level leaders who can manage institutional initiatives in alignment with institutional vision. Participants will identify and discuss strategies to develop mid-level leaders by (a) cultivating institutional vision; (b) developing peripheral vision; (c) aligning inter-departmental practices; and (d) empowering middle managers. This interactive session is intended for deans and other academic leaders working on institutional initiatives.

KATHLEEN E. HARRING, Dean of Institutional Assessment and Academic Planning, Muhlenberg College; JAMES M. SLOAT, Associate Provost and Associate Dean of Faculty, Colby College; JOHN E. ZIMMERMAN, Vice President for Academic Affairs and Dean of the Faculty, Washington & Jefferson College

10:30 – 11:45 a.m.

PRESIDENTS’ SESSION

How New Uses of Technology Can Raise the Levels of Student Success – Part II: Lessons from Leaders in the University Innovation Alliance

Constitution B

MARK BECKER, President, Georgia State University; EDWARD RAY, President, Oregon State University; TERRELL STRAYHORN, Director, Center for Higher Education Enterprise, The Ohio State University
CONCURRENT SESSIONS

FEATURED SESSION

Using the Degree Qualifications Profile (DQP) to Enhance and Ensure Educational Quality

Constitution A

What prompts faculty and staff to engage in meaningful ways in efforts to improve and document student learning? And how do students benefit from all this activity? Drawing on longitudinal data collected by the National Institute for Learning Outcomes Assessment from 500 colleges and universities, this session features examples of “what works” in using the Degree Qualifications Profile (DQP) to enhance and ensure educational quality. The DQP has many applications, such as revising learning outcome statements and general education requirements; mapping curricular or co-curricular experiences to one or more DQP proficiencies; designing alternative educational pathways, and creating model assignments for students aligned with DQP proficiencies. Emphasis will be given to how different types of college and universities have used the DQP to design guided pathways that ensure equitable access to intentional liberal education learning experiences that prepare students to deal with unscripted problems they will encounter post college.

GEORGE KUH, Director, NATASHA JANKOWSKI, Associate Director, and JILLIAN KINZIE, Senior Scholar—all of the National Institute for Learning Outcomes Assessment; DANIEL McINERNEY, Professor of History, Utah State University

Four Continents, Five Countries, Six Universities: Integrating Team, Technology, and Cross-Cultural Learning in the Cloud

Independence HI

In this session, participants will examine issues addressed in an innovative, cross-disciplinary STEM-Business course that, to the best of our knowledge, is the first of its kind in the world. It is taught by a cross-disciplinary group of faculty at universities in Egypt, Ireland, Russia, Taiwan, and the United States. We will explore the opportunities and challenges of a collaboratively taught course; and examine the powerful competencies students gain in working in cross-institutional virtual teams, using cloud tools to allow teams to seamlessly accomplish their work across geographical and time zone barriers. We will consider the issue of diversity within cross-cultural virtual teams that can fuel creativity, but also can raise conflicts that require resolution in a culturally sensitive manner. Finally, we will share the project’s assessment data, and lessons learned, for application to other campuses.

MEI-YAU SHIH, Associate Director, Center for Teaching and Faculty Development, and GINO SORCINELLI, Lecturer—both of the University of Massachusetts Amherst; MARY DEANE SORCINELLI, Distinguished Scholar in Residence, Mount Holyoke College, and Founding Director, Center for Teaching and Faculty Development, UMass Amherst

MODERATOR: SAM POTOLICCHIO, Director of Global and Custom Education, Georgetown University

DISCUSSION SESSION (Seating is limited; please arrive early.)

Resilience in Higher Education: A Conversation with The Resilience Consortium

Latrobe

By the time they reach college, many of our students have developed academic and personal resilience in the face of family, sociocultural, or financial adversity. But the college experience inevitably presents students with new demands and expectations that test their limits. How do we help our students understand, respond to, and learn from inevitable challenges and setbacks and help them develop lifelong capacities for resilience? The Resilience Consortium was founded in 2014 by ten Ivy+ universities to spark conversations, collaborations, and new ideas for promoting resilience on college campuses. This discussion features members of The Resilience Consortium’s steering committee, who will share examples of program initiatives, survey instruments, web resources, and video narratives from their respective campuses. Attendees will be invited to participate in a robust discussion and to join The Consortium’s growing community of educators interested in promoting student resilience.

ADINA GLICKMAN, Director, Academic Support Programs, Stanford University; MYRNA COHEN, Executive Director, Weingarten Learning Resources Center, University of Pennsylvania; ABIGAIL LIPSON, Director, Bureau of Study Counsel, Harvard University; NIC VOGE, Associate Director, Undergraduate Learning Program, Princeton University

MODERATOR: DON HARWARD, Director, Bringing Theory to Practice, and President Emeritus, Bates College

Practical Solutions for Admissions Equity

Independence DE

Participants will gain greater understanding of the state of current admissions practices, why these practices challenge equity in our schools, and learn innovations being implemented across the nation. Diversity on our campuses begins with having a more diverse applicant pool. Yet, the progress in ensuring that all students have access to higher education is threatened by a number of factors, but mostly by an admissions process that asks students to navigate a complex system of tests, essays, grades, and activities. The system perpetuates socioeconomic inequities, and it is a fallible method for uncovering student potential. This panel format session presents information shared by front line higher education professionals on current admissions practices at a recent conference sponsored by Goucher College and the Association of American Colleges and Universities. Practical solutions that can be replicated, such as the Goucher Video Application, were discussed, and that information will be shared as well.

JOSÉ ANTONIO BOWEN, President, and LESLIE LEWIS, Provost—both of Goucher College; DAWN MICHELE WHITEHEAD, Senior Director for Global Learning and Curricular Change, AAC&U
Supporting and Sustaining Access and Equity: Lessons and Challenges from Three National Leaders

Independence BC

The New York Times developed a College Access Index to evaluate institutional effectiveness with regard to student access and success. Focusing on institutions with four-year graduation rates of at least 75%, the Index looked at the percentage of first-year students from low-income families (as measured by Pell grant eligibility) and their average net price of attendance. This panel’s participants were pleased, but also somewhat surprised, to be among the top ranked institutions. While it is gratifying to have public affirmation of our mission driven commitments to access and equity, our relatively small size and the magnitude of the resource commitments needed raise serious concerns about the sustainability of this distinction. This panel will examine the strategies and realities of attempting to “Braid Quality and Equity Together.”

LINDA McMILLIN, Provost and Dean of Faculty, and L. JAY LEMONS, President—both of Susquehanna University; CATHARINE HILL, President, and JONATHAN CHENETTE, Dean of the Faculty and Professor of Music—both of Vassar College; CAROL MOONEY, President, and PATRICIA FLEMING, Provost and Senior Vice President for Academic Affairs—both of Saint Mary’s College

An Inside View: The Use of Quantitative Classroom Observation for Understanding College Educational Quality

Burnham

Institutions invest considerably in understanding college educational quality through surveys, testing, and analyzing student work. What is often missing from these assessments is the classroom. How can we truly understand teaching and learning without an inside view of what is happening within college classrooms? Sponsored by the National Academy of Education/Spencer Foundation postdoctoral fellowship, the College Educational Quality (CEQ) project used quantitative observation of approximately 600 courses across nine institutions to understand teaching quality and academic rigor at the institutional level. Panelists will describe their experiences with the project—from the development of the project, to the observational study of college classrooms that can compliment other forms of data, to the institutional perspective—e.g., how did it work and what were the challenges on the ground? Presenters will focus on ways that quantitative observation could be used as a tool for campuses to improve liberal learning across diverse students and institutions and as a way to be transparent about educational quality to the public.

CORBIN CAMPBELL, Assistant Professor, Teachers College, Columbia University; CHARLES BLAICH, Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS), Wabash College; RICHARD SMITH, Vice President and Dean of the College, Roanoke College

Mapping the HIP Landscape

Franklin Square

Scholars and organizations have begun to encourage participation in multiple high-impact practices (HIPs) during an undergraduate college career. Although there is much variation in the average amount of student HIP participation at different institutions, no one has examined whether or not that variation can be attributed to particular institution characteristics. Facilitators will focus on how various characteristics relate to higher levels of HIP participation at the institution level, and participants will learn about one way to assess HIP participation. Then, based on that approach, we will examine visual representations—“maps”—displaying the relationships between institution characteristics and increased participation in HIPs. Additionally, participants will think about the implications for individual institutions, institutions with particular characteristics, and state and federal policy makers.

THOMAS NELSON LAIRD, Associate Professor of Education, and ALLISON BRCKALORENZ, Research Analyst and FSSE Project Manager—both of Indiana University Bloomington

DISCUSSION SESSION

Accomplishing the Goals of Signature Work Through E-Portfolios

Independence FG

Higher education is currently facing a number of challenges, and, in addition to affordability, chief among these challenges are the completion/attainment gap and quality of learning concerns. New initiatives from AAC&U are promoting notions of Signature Work that address these challenges. With Signature Work, all students experience multiple high-impact practices. This is the new standard of quality learning in higher education; however, student engagement in numerous high-impact practices may provide students with disparate learning experiences. Without opportunities to foster integrative learning, the full potential of Signature Work will not be achieved. Adoption of e-portfolio pedagogies and practices in conjunction with Signature Work strategies provide the greatest opportunities for higher education to meet its quality aspirations and college completion/attainment goals. This session will chronicle the current landscape of higher education and offer a best practice vision for Signature Work that embraces e-portfolios.

EDWARD WATSON, Director, Center for Teaching and Learning, University of Georgia; GAIL RING, PebblePad, and former Director, ePortfolio Program, Clemson University

Non-Traditional Students at Public Liberal Arts Colleges: The Equity Imperative

Wilson/Roosevelt

The twenty-nine member institutions of the Council of Public Liberal Arts Colleges serve a large number of first-generation, transfer, returning students, and military veterans. As public colleges and universities, the issues of equity and democratic access to liberal education in a small to medium-sized campus setting is a core value of the consortium. Campus leaders will share recent experiences with New Majority undergraduates and strategies for student success in the context of the ongoing fiscal challenges facing public higher education.

BILL SPELLMAN, Director, Council of Public Liberal Arts Colleges; TROY PAINO, President, Truman State University; SANDRA JORDAN, Chancellor, University of South Carolina-Aiken; DONNA P. HENRY, Chancellor, The University of Virginia’s College at Wise; PETER MERCER, President, Ramapo College of New Jersey

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

The Professoriate Reconsidered:
Lessons from the National Report—Adapting by Design
Farragut Square

The faculty has evolved from largely tenure track to mostly full- and part-time non-tenure track. While changes in faculty roles have been occurring, these alterations are not always intentional or tied to campus mission and goals. This session will describe critiques of both part-time adjunct and tenure track faculty roles. We review a process for intentionally designing faculty roles as well as offer new models of the professoriate that are intentionally designed to support student learning and institutional goals, address academic freedom, and maintain the faculty role as a professional one. We also provide data from a recent study of higher education stakeholders related to their views of these new faculty models—outlining where consensus exists and providing opportunities for shared visions of the faculty moving forward.

ADRIANNA KEZAR, Professor of Education and Co-Director, and ELIZABETH HOLCOMBE, Research Assistant, both of the Pullias Center at the University of Southern California; DANIEL MAXEY, Provost’s Fellow, Santa Clara University; SUSAN ALBERTINE, Vice President, Office of Diversity, Equity, and Student Success, AAC&U

DISCUSSION SESSION

Recognizing Excellence in Campus Assessment:
The VSA EIA Designation Program
Lafayette Park

The Excellence in Assessment (EIA) Designations, sponsored by the Voluntary System of Accountability (VSA), NILOA, and AAC&U, are designed to recognize campuses that are successfully integrating assessment practices across campus to provide evidence of student learning outcomes that are representative of all students who attend their institution. As increased attention has been paid to campus-level assessment outcomes as an indicator for campus accountability, the pressure has increased on campuses to simply report one number to represent the learning outcomes for all students to meet external demands. In some cases, this pressure has led to decoupling campus-level assessment activities from those that support and give credence to the overall results. The purpose of the VSA EIA designation is to recognize the work of campuses that are engaging in the full breadth and depth of student learning outcomes assessment. This session will introduce the EIA Designation program and will articulate the vision of vertically-integrated campus-wide assessment that the designation program is built on as a model for all institutions, not just those eligible for the EIA Designations.

TERI LYN HINDS, Director, Research and Data Policy, Association of Public and Land-Grant Universities and Project Manager, Voluntary System of Accountability; NATASHA JANKOWSKI, Associate Director, National Institute for Learning Outcomes Assessment

SEMINAR (Participation limited to 25; please arrive early)

Trigger Warnings in Course Syllabi:
Critical Inquiry or Policing the Inclusive Classroom?
Banneker—Level 1B

Recent discussions of “trigger warnings” challenge faculty to consider how the values of critical inquiry and inclusion in the classroom may conflict with demands for advance warning about sensitive materials. While some “say students have a right to know of sensitive material in advance” (Colleen Flaherty, Chronicle of Higher Education, April 14, 2014), others suggest not only that what constitutes sensitive material is impossible to predict and too broadly defined, but also that trigger warnings undermine the fundamental goal of liberal education to engage students beyond the familiar. How are institutions developing policies in response to the call for trigger warnings on curricular materials? Are such policies consonant with or opposed to institutions’ global learning and diversity missions? What is at stake in this debate, and how do faculty members navigate these highly contested issues? Led by members of Campus Women Lead—a diverse group of women with perspectives from student affairs, faculty, and administration—the workshop will offer a chance for highly interactive discussion that incorporates individual and system-level analysis.

GERTRUDE FRASER, Associate Professor of Anthropology, University of Virginia; PATRICIA LOWRIE, Senior Consultant to the Provost and Director Emeritus Women’s Resource Center, Michigan State University

Building Resources and Building Connections:
Cross-Institutional Collaboration on Blended Learning
Declaration A—Level 1B

Panelists will compare collaboration mechanisms, goals, and findings among four multi-institutional projects funded by the Teagle Foundation’s Hybrid Learning and Residential Liberal Arts Experience, AAC&U’s TIDES initiative, and the U.S. Department of Education’s FIPSE first in the world (FITW) initiative. In all cases, project consortia use blended learning to scale the individualized, learner-centered pedagogies and close faculty-student interaction that are the hallmarks of a liberal education in order to better serve increasingly diverse student bodies. The TIDES and FITW projects, for example, aim to increase diversity and equity in STEM through blended approaches to fundamental math and computational skills building. Collaboration is key to success, as digital curricular projects require broad expertise and intensive resources. The Teagle projects in particular explore how small colleges can create efficiencies and expand curricular offerings, yet reduce associated “start-up costs,” by collaboratively approaching blending learning.

JENNIFER SPOHR, Coordinator for Academic Technology Initiatives, ELIZABETH MCCORMACK, Professor of Physics and Associate Provost, and ANJALI THAPAR, Professor of Psychology—all of Bryn Mawr College; JOHN MEIER, Professor of Mathematics and Dean of Curriculum and Resources, Lafayette College
**Concurrent Sessions**

**Featured Session**

**College Access and Affordability: Policies and Practices**

**Constitution B**

As higher education becomes increasingly expensive and more difficult for new majority students to attain, a focus on policies and practices that could make college more affordable for new majority students has been investigated by the speakers. There are a wide range of proposals from free tuition programs to more equitable financial aid policies to address these challenges, and the panelists will critically explore policies and practices that will make access to higher education more inclusive for a wider range of students.

**Moderator:** Golde Blumenstyk, Reporter and Editor, The Chronicle of Higher Education

**Research Session**

**Generation Z Goes to College: Implications for Higher Education**

**Independence DE**

Determined. Innovative. Confident. These are just some of the many characteristics of Generation Z, those born from 1995 to 2010. Although some characteristics may look similar to the Millennials, Generation Z brings a whole new set of attributes and experiences to higher education. However, our structures, curriculum, environments, processes, and pedagogies were likely developed with previous generations in mind. This new cadre of students will challenge us to re-conceptualize our institutions to ensure we are providing the most meaningful and effective learning and engagement experiences possible. How are we prepared to adapt to this changing demographic and reframe our practice to effectively engage Generation Z students in learning and development during their time in higher education? This session will showcase research findings from the newly released book, Generation Z Goes to College, as well as provide space for dialogue on strategies and best practices in working with Generation Z.

**Moderator:** Corey Seemiller, Assistant Professor, Organizational Leadership, Wright State University; Meghan Grace, New Member Orientation Director, Sigma Phi Epsilon National Headquarters—both authors of Generation Z Goes to College (Jossey-Bass, 2016)

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**Leveraging A Crucible Moment:**

**Partnering Across Academic and Student Affairs to Advance Undergraduate Civic Learning and Democratic Engagement**

**Penn Quarter A—Level 1B**

AASCU’s American Democracy Project and The Democracy Commitment—in partnership with NASPA—Student Affairs Administrators in Higher Education’s Lead Initiative—have partnered to champion collaborative civic learning and democratic engagement efforts on campuses, recognizing that universities and colleges cannot operate in silos when it comes to engaging students in meaningful civic and democratic practices. Panelists will discuss how the partnership is evolving nationally to foster collaboration between academic affairs and student affairs to create a cohesive model for advancing undergraduate civic learning and democratic engagement. Participants will leave with innovative ideas for transforming campus culture to advance a civic ethos like that called for in the 2012 report, *A Crucible Moment*.

**Gabriel Arteaga,** National Manager, The Democracy Commitment; **Stephanie Reynolds,** Assistant Director for Knowledge Communities and CDE Initiatives, NASPA—Student Affairs Administrators in Higher Education; **Jennifer Domagal-Goldman,** National Manager, American Democracy Project

**Discussion Session**

**Experiences of Religious Diversity and Climate for Various Student Populations**

**Declaration B—Level 1B**

When considering how to create campus environments to support diverse populations, religious and philosophical identities have received little attention. Students’ perspectives of the world, however, are largely shaped by these aspects of identity, and religion is an inescapable aspect of our society, with many national and international accomplishments and issues embedded in religious ideology and institutions. Because religious and philosophical identities play integral roles in the lives of our students and society, campuses must attend to how they create environments that acknowledge various religious and nonreligious identities and promote meaningful interfaith experiences. Using insights from the Campus Religious and Spiritual Climate Survey (CRSCS), we will facilitate a discussion on strategies for inclusion, while sharing stories of success from campuses around the nation.

**Ben Correia,** Director of Campus Assessment, Interfaith Youth Core; **Tiffany Riggers-Piehl,** Postdoctoral Associate, Interfaith Diversity Experiences and Attitudes Longitudinal Survey Project, New York University

**Acad Session**

**Doing Things Differently:**

**Expanding a Liberal Education to All Students**

**Constitution CDE**

The presenters represent two new institutions, one a new community college and the other a baccalaureate institution grounded in civic engagement. The two campuses have been intentional in grounding themselves in best practices and a culture of assessment and improvement. The presenters will share concepts from Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education (Susan Sturm, Tim Eatman, John Saltmarsh, and Adam Bush), as they describe their approaches to a liberal education for low income first generation students—grounded in a commitment to educational equity and singular foci on student learning.

**Scott E. Evenbeck,** President, Stella and Charles Cattman Community College; **Adam Bush,** Provost, College Unbound

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**2:45 – 4:00 p.m.**

**Concurrent Sessions**

**Featured Session**

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**Moderator:** Golde Blumenstyk, Reporter and Editor, The Chronicle of Higher Education

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Global Learning + Civic Engagement = Intercultural Competence: Methods and Models to Foster Equity, Nurture Inclusive Excellence, and Cultivate Democratic Renewal

Wilson/Roosevelt

We live in a highly interconnected world where crossing borders has become a way of life, and social and technological advancements make it possible to encounter and engage culturally diverse people, ideologies, and ways of being on a daily basis. Increasingly, career development specialists and employers are reiterating that, in addition to technical competencies, careers in modern society require intercultural competency in order to function effectively and responsibly. In response, higher education institutions are returning to their civic missions in a new—and global—way. Campus internationalization initiatives are designed to prepare students for this new reality, and gaining intercultural competence is an essential learning outcome for any campus internationalization initiative. This session will describe global service learning programs that intentionally develop students’ intercultural competence and will explore assessment strategies for measuring their effectiveness.

CHRIS CARTWRIGHT, Director of Intercultural Assessment, and JANET BENNETT, Executive Director—both of the Intercultural Communication Institute; TOMMY VAN CLEAVE, Director of Service Learning and Experiential Learning, Iona College

Alliances and Innovations: Preserving Financial Sustainability, Mission, and Student Focus

Independence BC

Institutions have undertaken a wide range of initiatives to better ensure their financial sustainability and responsiveness to the imperative to educate more students at lower cost while maintaining quality. Michael Thomas, president of the New England Board of Higher Education, urges institutions to adopt a strategic orientation toward collaboration and competitiveness. His aim is to help colleges position themselves in their “sweet spot” along the spectrum between “mature” consortia and complicated institutional mergers. Paul Yakoboski, Senior Economist with the TIAA-CREF Institute, will share findings of Institute-sponsored research on adaptation and change of the part of smaller private colleges in response to increasing competition and the need to reduce costs and improve outcomes. The panel will be facilitated and enriched by the insights and perspectives of Stephanie Bell-Rose, head of the TIAA-CREF Institute, and Rich Ekman, president of the Council of Independent Colleges.

STEPHANIE BELL-ROSE, Senior Managing Director and head of the TIAA-CREF Institute, TIAA-CREF; PAUL YAKOBOSKI, Senior Economist, TIAA-CREF Institute; MICHAEL THOMAS, President, New England Board of Higher Education; RICHARD EKMAN, President, Council of Independent Colleges

Making the Case That Attention to Learning Spaces Matters—That Attention to Planning Learning Spaces Matters

Declaration B—Level 1B

Participants will role-play three scenarios illustrating approaches to planning or renewing spaces for undergraduate learners. The first focuses on the experience of the learner as user of the space, and the second on the experience of the faculty as user. The third will explore the means by which the planners see themselves as learners—becoming the integrative thinkers and innovative problem-solvers that they aspire their students to become. Setting the stage for the first scenario will be the story of the ‘sandbox’ classroom at Morgan State University, a carefully-controlled initiative to determine the impact of the physical environment on the persistence and motivation of learners from diverse backgrounds. The second scenario builds from the experience of Purdue University’s Discovery Learning Center, a venue for testing and assessing the use of research-based pedagogies in non-standard learning environments. In the final scenario, groups will draft their own script, detailing specific strategies by which a campus community embraces the reality that spaces matter to learning.

JEANNE NARUM, Principal, Learning Spaces Collaboratory/Independent College Office; GABRIELA WEAVER, Associate Provost for Faculty Development and Director of the Center for Teaching, University of Massachusetts Amherst; ISAAC WILLIAMS, Principal and Baltimore Studio Director, Fielding Nair International, and Lecturer, Morgan State University
LEAP Challenge and STIRS: Integrating Evidence-Based Thinking Throughout the Curriculum

Independence FG

The Scientific Thinking and Integrative Reasoning Skills (STIRS) frameworks, case studies, and institutional phases will be presented as an exemplar of the LEAP Challenge leading to signature work. The session will demonstrate ways that evidence-based thinking can become an integral part of integrative liberal education throughout the bachelor’s degree. The STIRS content framework and integrative structure will be presented focusing on the diverse applications of the frameworks to integrative liberal education. The STIRS case studies will highlight the development and use of 16 peer reviewed case studies spanning content areas from the sciences, social sciences, health, and humanities. The STIRS institutional phase will include examples of how institutions are planning to develop STIRS as an exemplar of integrative liberal education. Plans for the future for the case studies and institutional phases of STIRS will be discussed and audience input encouraged.

RICHARD RIEGELMAN, Professor and Founding Dean Milken Institute School of Public Health, George Washington University; JENNIFER STANFORD, Assistant Professor of Biology, Drexel University; RYAN ZERR, Director of Essential Studies and Professor of Mathematics, and TAMIA CARMICHAEL, Professor of Humanities and Integrated Studies—both of University of North Dakota; SETH ANTHONY, Assistant Professor of Chemistry, Oregon Institute of Technology; WESLEY BARKER, Assistant Professor of Religious Studies, Mercer University; CATHERINE PRIDE, Associate Professor of Psychology, Middlesex Community College

Crossing Thresholds to Equitable Learning: Renewing Writing, Research, and Reflection as High-Impact Practices

Independence HI

This session will begin by highlighting core research from writing studies that is critical for faculty to consider when developing signature projects that enact deep learning, and which builds from two central premises: 1) that writing is both an activity and a subject of study; and 2) that signature projects are enriched by significant study of, as well as practice with, writing. Drawing upon the text Naming What We Know: Writing at the Threshold, this panel will first suggest ways that recent research on “threshold concepts” in writing studies can help inform high-quality signature assignments. Each presenter will then briefly describe how they have drawn on one or more of these threshold concepts to create signature projects on their campuses. Participants will then engage in the reflective practices discussed, to identify how one of these core concepts could inform a signature project on their campus.

DOMINIC DELLICARPINI, Dean of Academic Affairs and Professor of English, York College of Pennsylvania; HOWARD TINBERG, Professor of English, Bristol Community College

This session is presented by the Conference on College Composition and Communication (CCCC)

Catalyst for Change: Integration of Civic Engagement across Academic and Student Affairs

Lafayette Park

The panel will present our comprehensive approach to infusing civic engagement across campus. We structure learning experiences in the classroom and outside of it to enhance students’ understanding of human dignity, tolerance, ethical integrity, and freedom. Academic affairs has structured a curriculum that addresses these issues across the four-year degree, in addition to extensive faculty development opportunities. Student affairs has an active Center for Civic Engagement and Community Service that involves individual students and student clubs. Academic and Student Affairs work together to promote what GSU’s president has termed the “public square” on campus with growing student involvement. We will illustrate with student projects that are making a difference in our community.

ANN VENDRELY, Associate Provost and Associate Vice President of Academic Affairs, ELAINE MAIMON, President, DEBORAH BORDELON, Provost and Vice President of Academic Affairs, AURELIO VALENTE, Vice President of Student Affairs and Dean of Students, and COLLEEN SEXTON, Associate Provost and Associate Vice President of Academic Affairs—all of Governors State University

Political Learning and Engagement in Democracy

Farragut Square

Learning for democracy is not just an issue for an election season; campuses need to support a robust campus climate for political learning and engagement in democracy 365 days a year. The October 2015 issue of AACU’s quarterly Diversity & Democracy examines college student and institutional engagement in political life, highlighting colleges and universities that embed democratic principles and practices in their teaching methods, co-curricular programming, and institutional decision making. This session will include short presentations by individuals from campuses selected for their unique and robust political climates or programs, and participants will be invited to share their own concerns, experiences, and strategies to engage faculty, staff, administrators, and students in political life on campus and beyond.

NANCY THOMAS, Director, and MARGARET BROWER, Researcher—both of the Institute for Democracy and Higher Education at Tufts University; ABRAHAM GOLDBERG, Associate Professor of Political Science, University of South Carolina Upstate; KATY HARRIGER, Chair and Professor, Department of Politics and International Affairs, Wake Forest University; WINDY LAWRENCE, Associate Professor of Communication Studies, University of Houston Downtown

ACAD SESSION

Assistant/Associate Deans—Translating Ideals Into Practices That Work

Constitution CDE

Associate deans often operate “in-between” faculty and deans in the challenging work of translating institutional ideals into durable policies and practices that will “work.” This interactive session offers case studies on associate dean rotation, institutional partnerships, consensus-based decision making, and informational transparency. This is a networking and development opportunity for new and veteran assistant/associate deans.

JAMES M. SLOAT, Associate Provost and Associate Dean of Faculty, Colby College; JEFFREY COLE, Associate Dean of the Faculty, Connecticut College; MARCIA FRANCE, Associate Dean of the College, Washington and Lee University; KATHRYN LOW, Associate Dean of the Faculty, Bates College
30-MINUTE SESSIONS
THE FOLLOWING 30-MINUTE SESSIONS ARE SCHEDULED CONCURRENTLY WITH 2:45–4:00 PM SESSIONS. THE LISTING FOR THE 2:45–4:00 75-MINUTE SESSIONS BEGINS ON PAGE 39.

Preparing Our Colleges for the “New Majority” Students—But Do We Really Want Them Here?

Burnham

AAC&U’s America’s Unmet Promise issues higher education the challenge to “build new commitment and new capacity…to face and address the ‘equity imperative.’” Committed to this cause, we in higher education should be well-positioned to meet AAC&U’s worthy challenge. After all, who of us is not passionately committed to advancing diversity empowerment? And yet, our commitment—a sine qua non for the success of AAC&U’s challenge—sincere though it is, often has seemed more presumptive than realized (hence the need for an “equity imperative” in the first place). In this interactive session, we will share as a point of departure some of the ways in which Lansing Community College—a participant in AAC&U’s “Committing to Equity and Inclusive Excellence” initiative—has begun to address this dilemma. Our goal is to help us all be better equipped to avoid unintentionally undermining our noble efforts to enfranchise our most vulnerable students.

PAUL HERNANDEZ, Chief Diversity Officer, and RICHARD PRYSTOWSKY, Provost—both of Lansing Community College

Flip or Flop?
A Research Methodology Comparing the Learning Outcomes of Flipped and Traditional Classroom Pedagogies

Declaration A—Level 1B

Many faculty at Duke have engaged the “flipped classroom” pedagogy in their classroom. This pedagogy is conventionally characterized as a learning environment in which students study some form of digital content prior to the class meeting, and then engage team-based, hands-on, and/or problem-based learning activities with their peers during the traditional class period. The session introduces a research methodology that explores whether and to what degree flipped classroom pedagogies and their associated technologies compare favorably to traditional lecture-based pedagogies. More specifically, we evaluate their learning outcomes among “new majority” students, specifically operationalized as first-generation and underrepresented minority students. To help guide others who are developing and/or evaluating flipped classrooms at their home institutions, we will review the multiple pseudo-experimental designs implemented and discuss obstacles associated with this type of research and explore some initial findings.

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

Counting on Our Future: Reforming Maryland Undergraduate Mathematics

Franklin Square

This session will present the specific elements of one of the key interventions of the Maryland Mathematics Reform Initiative, a new rigorous P-20 pathway in statistical reasoning. The conceptual framework underlying the statistics pathway features quantitative reasoning that is as rigorous and challenging as the traditional algebra-based mathematics in every way. Furthermore, presenters will share their expertise and insights on consensus building in institutional and multi-institutional academic policy development.

NANCY SHAPIRO, Associate Vice Chancellor for Academic Affairs, and DEWAYNE MORGAN, P-20 Program Director—both of the University System of Maryland

Conceptualizing and Assessing Civic Outcomes of the Undergraduate Experience

Penn Quarter A—Level 1B

This research session focuses on the implementation and results of an effort to assess more comprehensive measures of student development resulting from participation in community-based learning and co-curricular student engagement programs. The approach uses data collected from institutional pre-college and graduating senior surveys on survey-based scales to measure program impacts across the institution. The session invites participants to 1) discuss results of specific cross-sectional comparisons where variation in civic outcomes are seen; 2) consider ways of identifying and implementing comprehensive outcome measures for their programs; 3) hear the opportunities and challenges of embedding these measures in campus-wide assessment initiatives; and 4) discuss emergent ideas and topics that arise from the results.

JACOB GROHS, Assistant Professor, Engineering Education, and GARY KIRK, Director, VT Engage: The Community Learning Collaborative—both of Virginia Tech
Nontraditional Students Thrive with Degree Partnership Program

Burnham

The Degree Partnership Program (DPP) has been touted as a model program which allows more students to achieve their goal of baccalaureate attainment through concurrent enrollment in a two-year community college and a four-year university dual partnership program. A quantitative descriptive case study was conducted to analyze the baccalaureate recipients from a regionally accredited land-grant university, in conjunction with its partnership with a local community college, to determine differences between its DPP and non-DPP students with regard to baccalaureate completion, GPA, and number of credits to completion. Transcript analysis included its 2005 freshman cohort, in addition to its 2009-13 graduation cohorts. Results indicated that DPP students showed significantly higher graduation rates, significantly higher GPAs, and significantly lower numbers of university credits. Nontraditional DPP students were more than twice (2.13 times) as likely to complete a baccalaureate degree. This model is indeed a cost-effective, high-impact program with tremendous potential.

BRUCE CLEMETSEN, Vice President of Student Affairs, Linn-Benton Community College; LYNNE L. HINDMAN, Center for Teaching and Learning, Learning Innovation Center, and DARLENE RUSS-EFT, Professor, College of Education—both of Oregon State University

Success in High Enrollment Courses: Are High-Impact Practices the Answer?

Declaration A—Level 1B

Institutions can generally identify barriers to completion, but may not have examined variables affecting pass rates in high-enrollment or high-failure-rate courses. Improving success in these courses involves determining possible factors impacting success, such as those associated with historically underserved students, and institutional factors such as delivery method, class size, and faculty variables (e.g., adjunct v. salaried). The presenters share how findings from institutional data resulted in the implementation of elements of high-impact practices in multiple sections of high-enrollment/failure general education courses in order to improve student success. The goal of the initiative was to create strategies and approaches that could be expanded to additional high-enrollment courses and beyond.

MAUREEN ANDRADE, Associate Vice President, Academic Programs, DAVID CONNELLY, Chair & Associate Professor, History & Political Science, TIFFANY EVANS, Director, Program Completion, RICHARD TAFALLA, Assistant Vice President, Scholarship & Faculty Development, and TIM STANLEY, Associate Director, Assessment, Analysis, and Survey Research—all of Utah Valley University

Solving Real World Problems in a General Education Capstone

Franklin Square

This session will address Boston University’s general education mandatory sophomore year Capstone project, which gets students working in groups to research a current real-world problem and propose a realistic solution to it. Students address topics such as how to make BU more environmentally sound, how to deal with the issue of hunger in Boston, how to reduce traffic and accidents through better bike routes, etc. They are asked to draw from all their general education classes in their final 50-page proposal, they archive their work on e-portfolios, and they defend the proposal in front of their team professors. After demonstrating the structure of this project, we would ask participants to discuss similar projects they conduct, ways to improve such projects, and strategies for implementing students’ proposals.

NATALIE MCKNIGHT, Dean, College of General Studies, and MEGAN SULLIVAN, Associate Dean and Director of the Center for Interdisciplinary Teaching and Learning—both of Boston University

Setting a Foundation for Critical Thinking in the First Year of College

Penn Quarter A—Level 1B

The ability to engage in analytical, independent, and critical thinking is widely acknowledged as the hallmark of an educated individual and a cornerstone of the four 21st-century learning outcomes identified by AAC&U’s LEAP initiative. Despite the fact that the development of critical thinking is one of the most commonly acknowledged goals for college students, it remains one of the most elusive. High-impact practices implemented in the first year of college offer a unique opportunity to set expectations for critical thinking and to introduce new students to processes and pedagogies that facilitate the development of this important competency toward academic, personal, and interpersonal success in college and beyond. This session will feature quantitative and qualitative findings from research conducted by the National Resource Center for The First-Year Experience and Students in Transition to highlight current approaches and emerging best practices for critical thinking pedagogy and performance in college.

JENNIFER KEUP, Director, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina-Columbia
Where the Rubber Meets the Road: Assessing Quality, Equity, and the Possible Futures of Competency-Based Education

Constitution A
CBE is all the rage right now, but competing narratives vie for its future. Is CBE just a cheaper/lower way of producing subprime degrees, or is it a better way to plan, organize, and deliver higher education? Is CBE just about narrow job skills training, or is it about the generation of high-level comprehensive applied knowledge and abilities? Is CBE just the latest and most dangerous harbinger of the degradation and de-professionalization of the faculty role, or does it offer wholly new ways to maximize the talents of faculty? Is CBE just about workforce development or is it about life-long learning for civic and personal agency? At the heart of these competing narratives lies the issue of quality. Quality—the elusive term that stands for everything and thus nothing—will be the key determinant of CBE’s future course. This session will look, concretely, at quality from a range of perspectives.

ALISON KADLEC, Senior Vice President and Director of Higher Education and Workforce Programs, Public Agenda; LAURIE DODGE, Vice Provost and Vice Chancellor of Institutional Planning & Assessment, Brandman University; DEBRA HUGHREYS, Senior Vice President for Academic Planning and Public Engagement, AAC&U; JEFFREY EVANS, Academic Dean, Purdue University; JOELLEN SHENDY, Registrar, University of Maryland University College

Constitution B
What is the role of the digital ecosystem in making a quality liberal education available to all, equitably? The digital revolution has unleashed powerful forces for change in higher education, yet any discussion of the digital opportunity to reinvent higher education that begins with technology is doomed to a diminished vision of learning. We need instead to begin with reimagining the core purposes of liberal education. What is needed to serve the new majority of students is not “unbundling” but “rebundling” and “reconnecting,” putting networked and data-enabled learning systems in service of a broader integrative vision. The call for redesigning liberal education for the new learning ecosystem challenges legacy institutions to rethink the totality of their educational enterprise in ways that are at once agile, adaptive, and integrative.

RANDALL BAS, Vice Provost for Education, Georgetown University; and BRETHEYNO, Associate Dean for Academic Affairs, LaGuardia Community College, City University of New York

MODERATOR: KATHY WOLFE, Vice President, Office of Integrative Liberal Learning and the Global Commons, and Project Director, General Education Maps and Markers, AAC&U

Designing Equity-Minded Campus Action Plans to Improve Student Learning and Success

Independence BC
How do we begin to identify and reverse institutional inequities? How can institutions change, or adapt, policies and practices to more equitably advance student learning and achievement? How can institutions increase student participation in high-impact practices (HIPs) and raise student awareness of the value of guided learning pathways to completing with a purpose? One of AAC&U’s Centennial-themed projects, “Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student-Success,” supports thirteen institutions from diverse institutional types—community colleges, Hispanic-Serving Institutions, Historically Black Colleges and Universities, Asian American and Native American Pacific Islander Institutions, and predominantly white institutions—as they address these provocative questions on their respective campuses. We invite you to participate in a session with project and institutional leaders who are developing campus action plans to increase postsecondary completion rates, to improve learning gains, and to provide better preparation for the workforce and engaged citizenship for all students. This project is funded by USA Funds.

TIA BROWN MCNAIR, Associate Vice President for the Office of Diversity, Equity, and Student Success, AAC&U; ESTELA M. BENSIMON, Professor and Director, Center for Urban Education, University of Southern California; RICHARD J. PRYSTOWSKY, Provost and Senior Vice President of Academic and Student Affairs, Lansing Community College; PAMELA E. SCOTT-JOHNSON, Interim Dean of the College of Liberal Arts and Professor of Psychology, Morgan State University

MODERATOR: LORENZO L. ESTERS, Senior Program Officer, USA Funds

Achieving an Institution-Wide Culture and Practice in Undergraduate Research

Independence DE
The Council on Undergraduate Research (CUR) formally announced an institutional recognition program in early 2015, the Campus-wide Award for Undergraduate Research Accomplishments (AURA), and made awards in fall of 2015 to three outstanding institutions. AURA recognizes higher education institutions that have both successfully implemented the high standards of undergraduate research culture, practice, and infrastructure described in CUR’s Characteristics of Excellence in Undergraduate Research and have devised exemplary programs to provide high-quality research experiences to undergraduates. The depth and breadth of the institutional commitment to undergraduate research as well as the innovative nature of a sustained, exemplary program are important criteria for award selection. In this highly interactive session, participants will hear from the inaugural CUR AURA winning institutions, and will also have the opportunity to engage in discussions on how their campus can move institutional best practices to the level of a national model. We are pleased to announce the AURA winning institutions and welcome their representatives:

• Allegheny College, represented by President James H. Mullen, Jr.
• The College of New Jersey, represented by Jeffrey M. Osborn, Dean, School of Science
• George Mason University, represented by President Ángel Cabrera

ROGER ROWLETT, Gordon and Dorothy Kline Professor of Chemistry, Colgate University, and President, Council on Undergraduate Research; SUSAN LARSON, Professor of Psychology and Director of Undergraduate Research and Fellowships, Concordia College; AMELIA AHERN-RINDELL, Associate Professor, University of Portland; ELIZABETH AMBOS, Executive Officer, Council on Undergraduate Research

This session is presented by the Council on Undergraduate Research
Accelerating Student Success for the New Majority though the Power of Collaboration and Innovation

Independence FG

Today, the achievement gap in higher ed is striking: high-income students are seven times more likely to obtain a college degree than low-income students. To address that gap, leading research universities across the U.S. are developing innovative solutions that—if scaled effectively—could have a major impact on student success. Last year, 11 public research universities came together to develop and share new data-driven approaches to support traditionally underserved students. Hear what members of the University Innovation Alliance are learning in their quest to graduate an additional 68,000 students by 2025.

EDWARD RAY, President, Oregon State University; MARK BECKER, President, Georgia State University; BRIDGET BURNS, Executive Director, University Innovation Alliance

Preparing Graduate Students for Evidence-Informed Teaching: New Models for Future Faculty to Serve the “New Majority”

Lafayette Park

What do graduate students—the future professoriate—need to learn about evidence-informed teaching in order to “braid quality and equity together,” and how can their graduate institutions help them to learn it? This session shares lessons from projects at twelve research-focused universities and one disciplinary association, intended to better prepare graduate students to teach, advise, and mentor “new majority” undergraduates at diverse institutions. Supported by the Teagle Foundation, the projects reflect a long-term strategy to reshape the professoriate so that future faculty members are equipped to bring student learning for all undergraduates to the highest level. Panelists will discuss the trade-offs in different models for engaging graduate students in evidence-informed teaching and assessment, and consider the impact of internal collaborations and external partnerships on programming effectiveness and sustainability.

JO BЕLD, Vice President for Mission, St. Olaf College; DANIEL DЕNECKE, Associate Vice President, Programs and Best Practices, Council of Graduate Schools; TIMOTHY DELMONT, Independent Higher Education Consultant; LONI BORDOLOI, Program Director, and ANNIE BEZBATCHENKO, Teagle Program Consultant—both of The Teagle Foundation

Assignment Design—Collaborative, Creative, and Essential to Improved Student Outcomes

Farragut Square

To enhance curricular alignment and student success, discipline-based faculty groups from Middlesex Community College and the University of Massachusetts Lowell met to identify shared general education outcomes, criteria for assessment of competency in those outcomes, and to develop assignments intended to reflect those outcomes. Assignment development was informed by VALUE rubrics and the DQP. Student work based on these assignments was assessed and assessment results were used to refine and re-implement assignments. This intellectually creative and collaborative work has increased faculty engagement in using assessment results for improvement, resulted in faculty use of “backwards design” in the development of scaffolded assignments, and, it is hoped, will increase success at the baccalaureate level for students from both institutions.

ELISE MARTIN, Dean of Assessment, and CATHERINE PRIDE, Associate Professor of Psychology—both of Middlesex Community College (MA); CHARLOTTE MANDELL, Vice Provost for Undergraduate Education, and PAULA HAINES, Director of Assessment—both of the University of Massachusetts Lowell

Connecting Outcomes to Learning Experiences via E-Portfolios and Extended Transcripts:

A Registrar’s Perspective

Independence HI

How can the spectrum of learning, educational success, capacities, and skills that are produced by a 21st-century liberal education be effectively documented and communicated to diverse stakeholders? Innovations in online education, competency-based learning, and new forms of credentialing have recently spurred changes in the higher education landscape. Traditional transcripts that capture only those experiences that occur in formal courses are incomplete and of limited use to students, employers, and alumni. LinkedIn co-founder Reid Hoffman has advocated taking “what now exists as a dumb, static document and turn it into a richer, updateable, more connected record of a person’s skills, expertise, and experience.” Join this interactive discussion with perspectives from registrars, academic affairs, and student affairs around developing and piloting models of comprehensive student records aimed at using evidence to demonstrate the value of student learning outcomes and competencies drawn from academic courses as well as co-curricular activities and other educational experiences.

HELEN CHEN, Research Scientist and Director of ePortfolio Initiatives, Office of the Registrar, and THOMAS BLACK, Associate Vice Provost for Student and Academic Services, University Registrar—both of Stanford University; MICHAEL V. REILLY, Executive Director, American Association of Collegiate Registrars and Admissions Officers; AMELIA PARNEILL, Vice President for Research and Policy, NASPA; JIM SPAIN, Vice Provost for Undergraduate Studies, University of Missouri

ACAD SESSION

High-Impact Practices: Helping Students and Faculty Members Manage Time and Navigate Opportunities

Constitution CDE

Sustaining high-impact practices (HIPS) and making them accessible requires support for students and faculty members as they manage their time and navigate opportunities. This interactive session includes discussion of case studies exploring challenges related to maintaining the quality of and participation in HIPS. Experiences supporting faculty development and student advising will be shared from two- and four-year institutions.

REBECCA KОHN, Associate Dean of the College, Ursinus College; DAVID DIMATTIO, Dean of Science, Technology, Engineering and Mathematics, and MICHELE CUOMO, Dean of Arts and Humanities—both of Montgomery County Community College

Friday, January 22
HOSTED RECEPTIONS

RECEPTION
Hosted by Diverse: Issues in Higher Education and Project Kaleidoscope
Penn Quarter B—Level 1B
Diverse: Issues in Higher Education and Project Kaleidoscope (PKAL) invite friends and colleagues to our jointly hosted reception. We welcome all who are interested in creating more diverse campuses and empowering STEM faculty, including those from underrepresented groups, to advance “what works” in twenty-first-century STEM education.

RECEPTION
Council of Colleges of Arts and Sciences
Tiber Creek B—Level 1B
All CCAS members and interested parties are welcome.

RECEPTION
Reacting to the Past Consortium
McPherson Square
All faculty or administrators are welcome—veterans who want to reconnect and newcomers who want to learn more about the uses of the Reacting role-playing pedagogy.

RECEPTION
Council on Undergraduate Research
Declaration B—Level 1B
This reception will honor the 2015 recipients of CUR’s Campus-Wide Awards for Undergraduate Research Accomplishments (AURA): Allegheny College, The College of New Jersey, and George Mason University.

RECEPTION
Phi Beta Kappa Society (PBK) and ACAD
Declaration A—Level 1B
The Phi Beta Kappa Society (PBK) and the American Conference of Academic Deans (ACAD) welcome all friends and colleagues.

RECEPTION
Association of Catholic Colleges and Universities
Latrobe
The Association of Catholic Colleges and Universities welcomes our colleagues from member schools.

RECEPTION
Higher Education Resource Services (HERS)
Tiber Creek A—Level 1B
HERS Community Reception Welcomes All HERS Alumnae and Friends.

RECEPTION
The Teagle Foundation
Penn Quarter A—Level 1B
The Teagle Foundation welcomes our friends and colleagues.

RECEPTION
Harvard Graduate School of Education
Burnham
The Harvard Institutes for Higher Education welcomes all friends and colleagues.

RECEPTION
Washington Internship Institute
Banneker
All Washington Internship Institute partners and interested parties are welcome.

RECEPTION
Worcester Polytechnic Institute
Wilson/Roosevelt
Join Worcester Polytechnic Institute for the launch of a new Center to help colleges and universities bring project-based learning to their campuses. All are welcome.
7:45 – 9:00 a.m.

BREAKFAST ROUNDTABLE DISCUSSIONS

Constitution A/B

WE INVITE PARTICIPANTS TO JOIN US FOR A SERIES OF INFORMAL DISCUSSIONS LED BY MEMBER CAMPUSES OF THE LEAP CAMPUS ACTION NETWORK. WE ENCOURAGE YOU TO ROTATE AMONG PRESENTATIONS OR FEEL FREE TO FOCUS ON ONE. (BREAKFAST ITEMS WILL BE AVAILABLE.)

The LEAP Campus Action Network is comprised of institutions that are engaged in educational reform efforts grounded in the LEAP principles of Essential Learning Outcomes, high-impact practices, inclusive excellence, and authentic assessment of student learning.

TABLE 1

TRANSFERmations: Applying High-Impact Practices, Broad Collaboration, and Institutional Commitment to Support Transfer Students

In response to the dramatic increase in incoming transfer students over the last several years, Cal Poly Pomona developed the PolyTransfer Program, a collaboration between Academic and Student Affairs to develop a Transfer First-Year Experience Program. PolyTransfer has the following goals: 1) create a “transfer receptive culture” that will change campus culture for all transfers; 2) institutionalize policies and practices to facilitate a seamless transition from community colleges to Cal Poly Pomona; and 3) implement high-impact practices that are positively correlated with persistence, deeper learning, and enhanced academic/social integration in the university, and which are known to have a significantly larger impact on underserved students; and 4) develop a sustainable, replicable model that can be used by other institutions to bring about institutional change.

S. TERRI GOMEZ, Director, PolyTransfer Program and Professor of Ethnic and Women’s Studies, and CECILIA SANTIAGO-GONZALEZ, Director, Enrollment and One Stop Center—both of California State Polytechnic University, Pomona

TABLE 2

Transformative Change at Miami University’s Regional Campuses: Mission Upgrade?

This Roundtable speaks to how Miami University, as a public university with a highly selective campus and two open-admissions Regional campuses, seeks to offer a comprehensive, innovative institutional model that blends quality and equity. How are Miami University’s Regional campuses, which traditionally offered two-year degrees, transforming themselves to meet the growing need for affordable, flexible, and innovative four-year degree programs in the context of state and national conversations about the role of higher education? What can other institutions learn from our experiences? Topics include engaging in both internal and external diplomacy with stakeholders; developing innovative and “traditional” four-year degree programs; and increasing pathways to degrees through articulation agreements with community colleges and supporting “early college” experiences.

MARIANNE COTUGNO, Associate Professor of English and Faculty Director, WHITNEY WOMACK SMITH, Associate Professor of English and Faculty Director, MOIRA CASEY, Associate Professor and Associate Dean, and CATHY BISHOP CLARK, Professor and Associate Dean—all of Miami University

TABLE 3

Signature Learning Experiences at Elizabethtown College: Ensuring Upper-Level High-Impact Practices for All Students

High-impact practices positively impact student learning in underserved populations, yet such groups are less likely to participate in these engaging activities. This Roundtable will focus on an “embedded” approach in which all students at a small, private institution must choose and successfully complete two of five designated upper-year HIPs or Signature Learning Experiences (SLEs) in the curriculum and co-curriculum. Special attention will be given to how expanding access to HIPs became a strategic priority, the importance of collaboration among academic, student life and faculty leaders in framing the SLE proposal, and implementation efforts to define, expand, assess and make SLE choices meaningful.

FLETCHER MCCLELLAN, Dean of Faculty, MARIANNE CALENDRA, Dean of Students, SUSAN TRAVERSO, Provost and Senior Vice President, and ELIZABETH RIDER, Associate Provost, Associate Academic Dean and Registrar—all of Elizabethtown College

TABLE 4

Developing Issues-Based Signature Assignments Across First-Year Curricula

A signature assignment is a means by which faculty can challenge their students to demonstrate skills while generating assessment of key learning outcomes. When the signature assignment also connects students’ content knowledge with important real-world issues or problems, it becomes an important anchor for linking general education to the practical education needed in today’s global economy. We will discuss the development and implementation of the signature assignment in a series of first-year general education courses, including the first-year integrative composition course, the first-year technical communication course for engineers, and the gateway course of the Great Books curriculum.

BRIDGET TROGDEN, Associate Professor and Director of Quality Enhancement Plan, Mercer University

TABLE 5

Infusing Liberal Arts Education across the Curriculum

A new liberal education curriculum at Nebraska Wesleyan University features integration of liberal education and program requirements, an interdisciplinary core, skill development, and experiential learning scaffolded throughout every student’s entire college experience. Roundtable participants will discuss the challenges of developing such a curricular model that guarantees all students access to big-question, global-issue learning. We will explore the following questions: How can departments with heavy major and program requirements recalibrate their offerings to participate in an interdisciplinary and integrated liberal education program? How can faculty develop the necessary pedagogies to incorporate skill instruction? How can experiential learning be intentional and integrated throughout the curriculum? How must assessment be modified and e-Portfolio technology utilized to facilitate student learning across the curriculum? How can administrative structures be best modified to achieve the integrated features of the new curriculum?

PATRICK HAYDEN-ROY, Professor of History, JOHN SPILKER, Assistant Professor of Music, RITA LESTER, Professor of Religion, and SUSAN WORTMANN, Associate Professor of Sociology—all of Nebraska Wesleyan University
TABLE 6
Rethinking the Role of Cultural Centers in Student Success

Achieving excellence through diversity is Oregon State University’s strategic priority. Like many large public universities, OSU’s retention and graduation rates for students of color continue to lag behind the overall student population.

In response, OSU has expanded the historical role that cultural centers have played by creating a program that embeds academic support in its cultural resource centers, which has expanded access to services and dismantled barriers sending a powerful message to students of color that the university is committed to their academic excellence and leadership. This Roundtable will provide a model for how cultural centers can be redefined to play a significant role in an institution’s ability to support underrepresented students in academic success.

SUSANA RIVERA-MILLS, Vice Provost and Dean of Undergraduate Studies, and KIM McALONEY, Coordinator of Academic Engagement—both of Oregon State University

TABLE 7
Taking the LEAP: Scaling Equitable High-Impact Practices

This Roundtable will examine how institutions can employ high-impact practices (HIPs) to foster liberal education goals and counter unsustainable, quick-fix models that lead to the management of decline. Following the work of Jane Wellman and Rima Brusi, we will explore techniques to scale evidence-based HIPs as the long-term “cost-effective strategies to increase student success” (2013), and how the LEAP framework can help foster dialogue with campus stakeholders and state policy makers. We will discuss key findings of the successes and challenges of leveraging the internal and external forces that drive change and of reducing the restraining forces that act as barriers to accomplishment. Participants will have the opportunity to use a template to collaborate on initial work toward transforming campus processes and scaling HIPs for their own campuses.

JESS BOERSMA, Director of Applied Learning, and MARTIN POSEY, Associate Vice Chancellor and Dean of Undergraduate Studies—both of University of North CAROLINA WILMINGTON; Carleen Vande Zande, Associate Vice Chancellor, Curricular Affairs and Student Achievement, University of Wisconsin Oshkosh; ROLLINDA THOMAS, College of Arts and Sciences Assessment Coordinator, and STACYE BLOUNT, Assistant Chair, Department of Sociology—both of Fayetteville State University

TABLE 8
Peer Mentorship as a High-Impact Practice: Focus on First Generation/Underrepresented Students

At California State University Fullerton (CSUF) high-impact practices (HIPs) have been identified as one of the most important means to increase completion rates, improve learning, and narrow achievement gaps. The College of Health and Human Development piloted a program designed to foster the power of student peer mentoring to improve the social capital of traditionally at-risk students, specifically underrepresented minority students (URMS) and first-generation students. Student mentors (n=43) and student mentees (n=173/ 59% URMS / 46% Latino/ 44% first-Generation) were paired within five undergraduate majors. Program goals were integrated with department, college, and university priorities focusing on improving retention and graduation rates, and reducing gaps in these rates between URMS/first-generation and non-URMS/non-first-generation students.

MIA SEVIER, Associate Professor, Department of Human Services, California State University, Fullerton

TABLE 9
Scaling up High-Impact Practices: Challenges and Solutions at a Large Regional University

High-impact practices (HIPs) are effective at improving student learning experiences and outcomes. How to engage students meaningfully in HIPs, however, is challenging, particularly at a large university enrolling over 38,000 students. In this Roundtable, we will discuss the challenges CSUF faced in the process of scaling up HIPs and share the approaches we have taken to address them. Specifically, we will present how a campus-wide HIP definition was developed, how we engage diverse disciplines in this effort, and how HIPs are measured to ensure quality and document impact on student learning.

SHARI MCMAHAN, Deputy Provost, Su Swart, Director of Assessment and Educational Effectiveness, and AMIR DABIRIAN, Vice President of Information Technology—all of California State University, Fullerton

TABLE 10
From Chaos To Success: Creating an Ecosystem For Student Achievement at a Large Public Comprehensive University

Three years ago, California State University, Fullerton’s six-year graduation rate hovered around 51.1% and was especially low for underrepresented minority students, particularly first-generation students. The achievement gap between underrepresented students and their White and Asian counterparts was 12%. Consequently, the university launched a five-year strategic plan to address the gaps. Now two years into the implementation of the plan, data show a significant increase in graduation rate to 61% (surpassing the five-year goal of 60%) and a narrowing of the achievement gap to 9.3%. We will explain how a large public comprehensive university with more than 38,000 students implemented a multi-pronged ecosystem approach to organize and engage its faculty and staff toward a common purpose, improve quality, and enhance student achievement in only two years.

PETER NWOSU, Associate Vice President for Academic Programs, VIJAY PENDAKUR, Associate Vice President for Student Affairs, SUNNY MOON, Director, Institutional Research and Analytical Studies, and JOSH LOUDON, Assistant Director, Academic Advisement Center—all of California State University, Fullerton
TABLE 11
Intersecting Impact: Amplifying Meaning-Making for New Majority Students in High-Impact Practices

California State University, Monterey Bay has been a pioneer in integrating multiple high-impact practices into the core curriculum. All CSUMB students take a first-year seminar course, two service learning courses, and complete a Capstone project. CSUMB also has been successful in helping students integrate undergraduate research into their degree programs. This rich HIP environment provides an opportunity to examine the ways in which distinct HIPs can work together to reinforce each other and result in even higher impact for new majority students. This Roundtable will present three models for engagement across multiple HIPs—silos, stacked, and intersecting—and will demonstrate how CSUMB has progressed to a more integrated approach to support students engaging in multiple and intersecting HIPs.

SETH POLLACK, Professor and Director, and ANDREA MONROE, Associate Director, both of the Service Learning Institute; HEATHER HAEGER, Educational Research Associate, and HOLLY UNRUH, Associate Director, both of the Undergraduate Research Opportunity Center—all of California State University, Monterey Bay

TABLE 12
20 Years of Institutionalized Capstone at a Public Hispanic Serving Institution (HSI)

California State University, Monterey Bay (CSUMB) is a comprehensive, public Hispanic Serving Institution (HSI) founded in 1994 with the vision to “be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations.” Since its founding, all CSUMB students have been required to complete a major-based capstone experience designed to maximize the career and graduate school preparation of students in each major. Using CSUMB’s 20-years of experience, we will advance a framework for categorizing capstone models based on multiple variables and identify the benefits and challenges associated with initiating, expanding, and/or institutionalizing alternative capstone models in different institutional contexts.

DAN SHAPIRO, Director, Center for Teaching, Learning, and Assessment, PAT TINSLEY, Professor of Business, and KRIS RONEY, Associate Vice President for Academic Programs and Dean of Undergraduate and Graduate Studies—all of California State University, Monterey Bay

TABLE 13
Leveraging Technology in STEM Student Success: What STEM Faculty Say about Department-Wide Use of Active Learning Pedagogies

It’s difficult to achieve meaningful, sustainable improvements in learning by focusing only on the individual course level. Students take course sequences, find learning modalities, and their success strategies are reinforced—or not—as they progress through the curriculum. To address this hit-and-miss reality, UND’s Biology Department transitioned the entire core of the major into a technology-rich active learning environment. UND’s SCALE-UP classroom accommodates class sizes of up to 180 students, allowing (or practically speaking, forcing) faculty to abandon traditional approaches and engage students in active and collaborative learning using the technologies provided. We will describe faculty perceptions of that transition, the impact on student learning both at the course and programmatic levels, and lessons learned in the process.

JOAN HAWTHORNE, Director of Assessment and Regional Accreditation, ANNE KELSC, Director of Instructional Development and AAC&U Fellow, and BRETT GOODWIN, Chair and Associate Professor of Biology—all of the University of North Dakota

TABLE 14
“Big” Data on a “Little” Budget

What do our students do when they graduate, and how do they get there? Collecting data and information about current students is the last frontier in student information, and yet that data is so important to understand how our students navigate their time as undergraduates. This Roundtable will describe a partnership with academic affairs and the career services office in information collection and sharing. We will review “low-tech” ways to capture key indicators about our students, their engagement and involvement in high-impact practices, and how to connect this information with other sources of data on campus to create a full life-cycle view of your students. In particular, we show how existing documents and artifacts can be translated into valuable data sources, all at little or no additional cost.

MICHELLE BATA, Associate Dean and Director of the LEEP Center, VICKIE COX-LANYON, Director of Career Services, and KATHERINE BOGEN, Research Assistant—all of Clark University

TABLE 15
Leadership and Lessons Learned from General Education Alignment: Bridging the Divide Within P-20 Education

This Roundtable will focus upon the need for higher education to shape our curricular and programmatic reform efforts in light of the constantly-changing P-12 landscape. We will address the tensions created as a result of differences between the cultures and practices of the two systems, as well as P-12 programs and initiatives that need consideration during higher education reform. Examples of challenges, successes, and lessons learned—including observations regarding the emergence of and reliance upon faculty leadership—will be shared from the recent general education program revision at our institution.

DONNA NELSON-BEENE, Director of General Education/Provost Office Associate, JOHN FISCHER, Vice Provost for Academic Affairs, and JULIA MATUGA, Director of Academic Assessment and Institutional Effectiveness—all of Bowling Green State University
TABLE 16
Preparing Students for Global Citizenship: A Strategic Plan for Comprehensive Internationalization

This Roundtable will describe the planning, budgeting, and implementation model for comprehensive internationalization used at Ramapo College. Designed in part to address ambitious goals in the College’s Strategic Plan, the Strategic Plan for Comprehensive Internationalization (SPCI) resulted from a multi-year iterative process by the International Education Committee. The Roundtable will also identify the multiple, diverse programs and areas, both on and off campus, in which global learning can be infused while pointing to the challenges of creating a shared vision for internationalization and securing funding for the SPCI. We will also link these efforts to a proposed revised general education curriculum, an initiative to increase community engagement, and the strategic goal for half of the College’s major programs to require an international experience.

ERIC DAFFRON, Vice Provost, and BEN LEVY, Director of International Education—both of Ramapo College of New Jersey

TABLE 17
Building a Democratically Engaged Community: Cultivating Conversations about Justice and Equity in a Diverse Community

Whether interrogating the intersections of class and gender expression or discussing the systemic impact of race in America, our students are engaging in complex conversations that challenge them to think critically and act socially just. When we pause to consider the larger purpose of higher education, it is incumbent upon us to develop civic professionals, who are able to attend to some of the most pressing issues of this generation. This Roundtable will explore the opportunities and challenges presented by two programs used at Wagner College to engage our community in robust dialogues around the nexus of race, class, gender, and social justice in America.

CURTIS WRIGHT, Dean of Campus Life and Leadership, and RUTA SHAH-GORDON, Vice President of Internationalization, Intercultural Affairs and Campus Life—both of Wagner College

TABLE 18
Student Learning, Growing and Contributing Domestically and Globally:
The Howard University Alternative Spring Break Program

Since 1994, the Alternative Spring Break Program (ASBP) at Howard University has provided an absolutely prime example of service learning and civic engagement within real-world contexts, domestically and internationally. This program directly provides a broad range of learning and developmental opportunities and rich experiences to participating students who have volunteered their free time to serve needy communities as teachers, tutors and mentors, builders, re-builders, and overall problem solvers. The students have worked on Native American reservations, in primary and secondary schools, social service and health agencies, and in a penal institution, largely conducting activities that they have planned themselves, and have served in New Orleans, Detroit, St. Louis, DC, Atlanta, Chicago, Baltimore, and Haiti. The accounts and assessments of their ASBP challenges and successes, calling for application of critical thinking, technical and “soft skills,” are immensely informative and inspiring.

MICHAEL WALLACE, Assistant Director: Office of Institutional Assessment & Evaluation, and GERUNDA HUGHES, Director: Office of Institutional Assessment and Evaluation—both of Howard University

TABLE 19
“If You Build It, They Will Come (And They Will Stay!)”: Developing an In-House Summer Program for Underrepresented Students

Kenyon College faculty, administrators, and alumni will discuss the opportunities and challenges presented by the Kenyon Educational Enrichment Program (KEEP), the in-house summer/bridge program for underrepresented students at Kenyon College established in 2007. Data from two comprehensive program analyses will be shared to demonstrate the successes and challenges of creating, developing, and maintaining this type of program.

IVONNE GARCIA, Associate Provost, THEODORE MASON, Associate Provost for Diversity, Equity, and Inclusion, and CHRIS KENNERLY, Associate Dean of Students/Director Office of Diversity, Equity, and Inclusion—all of Kenyon College

TABLE 20
The Global Fellows Program: A Developmental Approach to Global Learning through the Liberal Arts

Higher education seeks new ways to prepare the next generation to live and work in increasingly complex and globalized communities. A developmental, programmatic approach to cultivating the attitudes and skills that are critical to global citizenship can become the cornerstone of campus internationalization efforts and a catalyst for change. This Roundtable will closely examine one program for students in all disciplines to enhance their liberal arts education by delving deeply into understanding self and culture, thinking broadly about global issues from multiple disciplinary perspectives, and getting actively engaged in their local/global communities over the course of three years. Together, we will discuss the challenge of addressing the deeper student outcomes that are key to global learning in liberal education.

AMY MCNICHOLS, Associate Dean, International and Intercultural Programs and Associate Professor of Spanish, ROBERT TRADER, Associate Professor of Communication, LEANNA JASEK-RYSDAHL, Student, and ROGER ISOM, JR., Student—all of McDaniel College
Global Literacy Defined by Engagement: SUNY Oswego’s Best Practices

At SUNY Oswego, 20% of undergraduate students participate in global learning experiences before they graduate. Continually working to improve this number and make sure these global learning experiences are rigorous and innovative is an important institutional goal. This Roundtable will describe a spectrum of global learning opportunities available to students across the curriculum and co-curriculum at SUNY Oswego, and focus upon the challenges and successes we have had in creating diverse opportunities for students to strengthen their global literacies as fully intersecting with civic, scientific, and cultural literacies. We will share information about the challenges in developing the 1) SUNY Oswego Global Laboratories; 2) Quarter Courses to developing nations; 3) global citizenship-based study abroad experiences; and 4) Shanghai Normal University/SUNY Oswego Academic Research Forum.

ADRIENNE MCCORMICK, Dean, College of Liberal Arts and Sciences, MARCIA BURRELL, Professor and Department Chairperson, Curriculum and Instruction, JAMES EARLY, Professor of Computer Science, LISA GLIDDEN, Associate Professor of Political Science, Coordinator, Global and International Studies and Sustainability Studies, and HONG WAN, Associate Professor of Finance—all of State University of New York at Oswego

Preparing Students to Enter the Global Village?
Use Social Media!

Ensuring that students are prepared for work and life in a turbulent and globally connected environment is critical to success in liberal and higher education. With 83% of men and women ages 18–29 using social media, these forms of technology and collaboration are fostering a global village that encourages students to collaborate and share. Social media and mobile technology can be used to prepare students to enter the ever converging, technology dependent world. The facilitator will share how social media and mobile technology as forms of digital and connected learning can be utilized in liberal education and higher education in meaningful ways to ensure inclusive excellence and expand student participation in high-impact educational practices. The facilitator will also share how social media and mobile technology can help administrators, department chairs, and faculty achieve their goals and objectives and establish concrete, measurable learning opportunities.

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

TABLE 21

| 8:00 – 9:15 a.m. |
| SEMINAR (Participation limited to 25; please arrive early.) |
| Constructing the #AACU16 @Twitter Backchannel |
| Declaration B—Level 1B |
| This seminar will reflect on the twitter “backchannel” for the 2016 AACU conference. A twitter “backchannel” is the conversation that emerges informally online as conference participants tweet about the panels they are at, particularly as academics have discovered the utility of the twitter platform to pose questions, share links, and redirect focus to better topics in the abbreviated style of the medium. The backchannel can become a valuable medium for increasing learning and engagement for conference participants by connecting them with new colleagues, all the while reaching out and bringing the insights of the meeting to colleagues worldwide. By making the backchannel purposeful and intentional, we hope to identify best practices and, by doing so, make participants more likely to use these methods to increase student engagement and learning at their home institutions. |
| STEPHEN BRAGAW, Visiting Professor of Politics, MARK RUSH, Director of International Education and Stanley D. and Nikki Waxberg Professor of Politics and Law, and JULIE KANE, Head of Collection Services and Associate Professor—all of Washington and Lee University; BRYAN ALEXANDER, President, Bryan Alexander Consulting; ANDREA REHN, Associate Professor of English and Co-Director, Digital Liberal Arts Center, Whittier College; REBECCA FROST DAVIS, Director for Instructional and Emerging Technology, St. Edward’s University; J. ELIZABETH CLARK, Professor of English, LaGuardia Community College–City University of New York |

TABLE 22

9:15–10:15 a.m.

CONCURRENT SESSIONS

What Do CAOs Think?
A Dialogue About New Survey Findings

Constitution CDE

Inside Higher Ed (IHE) Editor Scott Jaschik will present and lead a discussion of findings from a survey of Chief Academic Officers (CAOs) sponsored by IHE and scheduled for release in January 2016. Debra Humphreys will set the context of the discussion with insights from AACU’s own surveys of CAO’s concerning issues of general education, assessment, and equity. Topics covered will include such issues as trigger warnings, athletics and academic integrity, online and alternative degree pathways, and the continued impact of the economy on institutional vitality and quality.

DEBRA HUMPHREYS, Senior Vice President for Academic Planning and Public Engagement, AACU; SCOTT JASCHIK, Editor, Inside Higher Ed
New Majority Alums: Frameworks for Learning with Alumni

Declaration A—Level 1B

This session aims to strengthen the framework for promising practices in learning with alumni, a potentially vital contribution to the success of both New Majority and traditional students.

We propose a closer link among three areas of educational innovation: (i) socially responsive learning pathways and the life phases associated with them, extending to the student-to-alum transition; (ii) development phases conceptualized in terms of intercultural maturity and self-authorship; and (iii) change efforts particular to institutional type and mission, especially student success efforts that center on the whole person before and after graduation. Speakers will attend to student pathways into/through/out of civic learning experiences, especially as experienced by New Majority graduates who are creating new forms of alumnihood. This panel takes seriously intercultural capabilities and democracy skills that are joined under the rubric of “full participation” and stresses intergenerational approaches to fostering more inclusive institutional cultures.

JULIE ELLISON, Professor of American Culture and English, and PATRICIA KING, Professor of Higher Education—both of the University of Michigan; Danielle Hineichs, Associate Professor, Communication, Writing, and Arts, Metropolitan State University; MARYBETH GASMAN, Director, Penn Center for Minority-Serving Institutions, Professor of Education, University of Pennsylvania; RANDALL BASS, Vice Provost for Education and Professor of English, Georgetown University

Educating Citizens Through The Great Books

Cabin John/Arlington

Is the purpose of the liberal arts to create informed citizens? Can the humanities serve as sites for cultivating the civic arts in the face of instrumental approaches to education? How can Great Books programs help bridge the equity gap currently plaguing higher education? This session will offer an overview of programs that are explicitly engaged in these questions. From one at Columbia University that offers low-income high school students a rigorous Great Books seminar to a course at The Ohio State University that gives the parents of scholarship students a humanities seminar, this panel will demonstrate working answers to the guiding question of this year’s AAC&U conference: how can higher education lead on equity, inclusive excellence, and democratic renewal?

TAMARA TWEEL, Associate Director, The Freedom and Citizenship Program, The Center for American Studies at Columbia University, Columbia University; PAUL REITTER, Director, The Humanities Institute at The Ohio State University; The Ohio State University; PAUL STERN, Professor of Politics, Ursinus College; BEN DESMIDT, Associate Professor of Classics and Great Ideas, Carthage College

10:30 – 11:30 a.m.

CLOSING PLENARY

In a Changing Landscape, What is “College” Anyway?

Constitution AB

CHAIR: JAMES P. COLLINS, Virginia M. Ullman Professor of Natural History and Environment, Arizona State University

EDWARD L. AYERS is President Emeritus of the University of Richmond, where he now serves as Tucker-Boatwright Professor of the Humanities. Previously Dean of Arts and Sciences at the University of Virginia, Ayers was named the National Professor of the Year by the Carnegie Foundation for the Advancement of Teaching in 2003. His books include The Promise of the New South: Life After Reconstruction, a finalist for both the National Book Award and the Pulitzer Prize; and In the Presence of Mine Enemies: Civil War in the Heart of America, which won the Bancroft Prize for distinguished writing in American history. Professor Ayers was awarded the National Humanities Medal by President Obama in 2013.
Seventh Annual E-Portfolio Forum

Achieving Equity through Student Success and E-Portfolios

SATURDAY, JANUARY 23, 8:00 A.M. – 5:00 P.M.

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

8:00 – 9:00 a.m.

Opening Plenary
Independence Ballroom

Realities and Possibilities of Digital Pedagogies in the Changing Academy

There is a need to attend to the translational learning work that needs to happen between students (especially the new majority students), labor markets, and curriculums. This presentation will explore experiments with departmental and program level work and a digital pedagogy lab (ALT Lab) that is really moving forward the digital tools for learning to enhance teaching and learning effectiveness.

TRESSIE MCMILLAN COTTOM, Assistant Professor of Sociology, Virginia Commonwealth University and Faculty Associate, Berkman Center for Internet & Society, Harvard University

9:15 – 10:15 a.m.

SPONSOR SESSION
Growth and Grit: Delivering Brief Psychosocial Interventions Using ePortfolios

Franklin Square

ePortfolio-based assignments have the potential to reach college students even before they arrive at college. As such, they might be a powerful means of delivering evidenced-based psychosocial interventions broadly. We describe the ePortfolio delivery of interventions designed to develop growth mindsets and grit among at-risk college students. Students watched TED talks and then responded, in writing, to a series of questions that prompt conceptual reporting, application of content to self, and plans for self-improvement. We compare the responses to ePortfolio delivery with responses of similar students who completed the interventions in person at a summer orientation. We report the effects of ePortfolio delivery on conceptual mastery, application of core concepts to self, and overall level of response. Individuals who attend this talk will learn how to deliver evidence-based interventions in settings such as first-year seminars, orientations, and classes.

KAREN SINGER-FREEMAN, Associate Professor of Psychology and LINDA BASTONE, Chair, School of Natural and Social Sciences—both of Purchase College, State University of New York

Online Career Portfolios: Using Technology to Enhance Student Success

Independence BC

EPortfolios are being increasingly utilized by colleges and universities to assist students in reflecting on their learning and documenting skills needed for success in a global economy. Florida State University’s ePortfolio has prepared over 90,000 student and alumni users for the future by helping them document the transferable skills developed through curricular and cocurricular experiences, relate their experiences to critical skills needed in the global economy, and market themselves to employers or graduate schools. Previous and current research supporting the efficacy of ePortfolios for student learning will be reviewed, and a demonstration of the FSU Career Portfolio will be provided.

LESLIE R. MILLE, Associate Director, The Career Center, and AMANDA PETERS, Graduate Assistant, The Career Center—both of Florida State University

Learning about General Education via an ePortfolio Requirement

Lafayette Park

What can an institution learn if it implements an ePortfolio throughout its general education program? This session will discuss Salt Lake Community College’s ePortfolio requirement in its General Education program, with particular emphasis on assessment findings pertaining to student intentional toward—and attainment of—essential learning outcomes. The session will share recent assessment findings, and then engage participants in an assessment exercise.

DAVID HUBERT, Interim Assistant Provost for Learning Advancement, Salt Lake Community College

Assessing Course Development with a Portfolio Approach

Independence FG

This session will discuss some successes and challenges of engaging faculty in a portfolio-based approach to course development. As more faculty want to develop courses with more interactivity, more flipping, and more digital presence, we need ways to engage faculty in understanding the pedagogical choices they make as they adopt new technologies and strategies. This session reviews specific examples of engaging faculty in a course development curriculum that uses a portfolio approach, including peer and instructor feedback, to ensure quality work.

MARC ZALDIVAR, Director, Active Technologies for Engaged Learning, Virginia Tech
Strategies for Increasing Faculty Engagement in ePortfolio Initiatives

Farragut Square

This session will examine a faculty development structure that supports general education assessment, specifically focusing on identifying the characteristics of engaged faculty and the activities that contribute to increasing this engagement in general and with general education assessment and ePortfolios in particular. This topic appears to be particularly relevant because faculty engagement was the most frequently mentioned concern in Watson and Ring’s (2015) session at AAC&U on ePortfolio research. We hypothesize that a culture of engagement can be developed by providing faculty with multiple opportunities for professional development experiences, each followed by a period of application, reflection, refinement, and consultation. The presenters will share the development this action plan and model and engage the audience in a conversation about faculty engagement and strategies for cultivating it.

BARBARA RAMIREZ, Director of the Class of 1941 Studio for Student Communication, and BOB BRACKETT, Assistant Director, ePortfolio Program—both of Clemson University; GAIL L. RING, PebblePad, and former Director, ePortfolio Program, Clemson University

An Administrator, a Director, and a Professor all Walk into a Liberal Arts College: Perspectives on Implementing ePortfolios

Independence HI

This presentation captures the process of implementing ePortfolios at Wofford College (a small, liberal arts college of 1,650 students) from three perspectives: the Dean of the Center for Innovation and Learning, an Associate Professor of English, and an incoming Assistant Professor and Director of Digital Pedagogy. These different perspectives outline the variety of approaches and possibilities for a grassroots growth of ePortfolio use on campus. Our work began as part of a small-scale Mellon-funded project in the Humanities, but interest in ePortfolios has exploded on our campus. The rapid and widespread adoption of ePortfolios affords us the ability to highlight the specific, contextualized nuances of ePortfolios at Wofford, and also to further the discussion regarding implementation, best practices, and alignment in ePortfolios broadly.

JOHN. D. MILES, Dean, Center for Innovation and Learning and Associate Professor of English; CATE BLOUKE, Director of Digital Pedagogy and Assistant Professor of English; and KIM ROSTAN, Associate Professor of English—all of Wofford College

Borrowing the (Proverbial) Cup of Sugar: Bringing Diverse Disciplines Together to Establish University-Wide ePortfolio Practices

Independence DE

Like many institutions, we started with pockets of ePortfolio practice across our university, and we may have remained that way if we had not taken specific collaborative action. Through our involvement in a three-year research project, we were able to move from diverse, discipline-specific views on digital portfolios to a space of common ground around how our students learn (through a clearer identification process for metacognition) and how we assess that learning (through the failed development of a common rubric and the successful development of a coding system). We now operate in a space of collegial understanding, with a much clearer, multidisciplinary, and campus-wide view on how digital portfolios can serve as both a space of common assessment and, more broadly, as a transformative reflective practice for students. We invite a conversation about how our experiences might map onto others’ institutional scenarios.

SARAH R. BROWN, Senior Instructional Technology Consultant; CARYN CHADEN, Associate Provost for Student Success and Accreditation; LILIANA BARRO ZECKER, Associate Professor of Language and Literacy; and MICHELLE NAVARRE CLEARY—all of DePaul University; KATHRYN WOZNIAK, Assistant Professor of Educational Technology, Concordia University Chicago

Enhancing Student Learning through ePortfolios

Franklin Square

This presentation will explore strategies for creating a comprehensive institution-wide ePortfolio program. The Citadel will share lessons learned from implementing a required ePortfolio program that provides a central platform for collecting and assessing evidence that students are achieving the institution’s leadership development and general education learning outcomes. This presentation will discuss the role of the ePortfolio program in the institution’s overall assessment program, integration of AAC&U VALUE Rubrics, strategies for engaging faculty and staff in assessment, communicating results, facilitating campus-wide continuous improvement processes based upon evidence, and awarding assessment best practices.

TARA HORNOR, Associate Provost for Planning, Assessment, and Evaluation, The Citadel; DARA WEXLER, Director, Education Solutions, Taskstream

Re-Examining the Function of the Student ePortfolio: Demonstrating Learning in High-Impact Practices

Independence FG

This session will focus the use of ePortfolios as a student-generated medium for showcasing a professional collection of works in an undergraduate research setting. Examples will be shown to illustrate student learning process as well as showcase student authorship and agency. Research will be presented on how students use ePortfolios in a high-impact practice like undergraduate research along with testing with how students who utilize ePortfolios differ in their self-reported learning from students who write more traditional reflections and research papers.

NATASHA D. OEHLMAN, Writing and Professional Communication Associate, HEATHER HAEGER, Educational Research Associate, and BRIDGETTE CLARKSTON, Curriculum Associate—all of California State University, Monterey Bay
ePortfolios: Supporting Reflection and Deep Learning in High-Impact Practices

Farragut Square

ePortfolios are a powerful pedagogical tool that can support deep learning across various learning contexts. Regardless of the specific implementation in curriculum or co-curriculum programs, reflection plays a key role in determining the effectiveness of ePortfolios in developing integrative learning and metacognitive skills. This interactive session will begin with a review of a campus-wide initiative where ePortfolios have been integrated into several high-impact practices such as undergraduate research, service learning, and capstone courses. Presenters will share models of student work that showcase how alignment with learning goals and student reflection contribute to the effectiveness of ePortfolios. Using these examples, participants will work collaboratively to identify ways that ePortfolios can deepen learning in other high-impact practices.

KATHLEEN E. HARRING, Dean of Institutional Assessment and Academic Planning, SUE CLEMENS-BRUDER, Senior Lecturer in History, and GRETCHEL GOTTHARD, Associate Professor in Psychology—all of Muhlenberg College;
TIAN LUO, Assistant Professor, Instructional, Design, and Technology, Old Dominion University

Digital Badges and ePortfolios: Synergy for Engagement, Learning, and Accountability

Independence HI

Open digital badges can contain specific claims and detailed evidence supporting those claims and can circulate readily in social networks. Because of this they have the potential to transform credentialing and assessment in higher education and potentially synergize other related innovations such as ePortfolios. The presentation will present the findings from an intensive study of six projects that were funded to develop digital badge systems alongside ePortfolio systems. It will present the design principles the project uncovered for using badges and ePortfolios together to recognize, assess, motivate, and study learning. It will also present evidence regarding the success with which each of the intended principles were actually enacted and formalized, along with relevant contextual factors that appeared to support or hinder that success. The presentation will conclude with a review of several new ePortfolio+badges projects and a discussion of the relationship between badges and ePortfolios in the major LMSs.

DANIEL T. HICKEY, Professor, JAMES E. WILLIS, Research Associate, and JOSHUA D. QUICK, Graduate Research Assistant—all of Indiana University Bloomington

ePortfolios as a Catalyst for Faculty Learning and Collaboration

Lafayette Park

This presentation outlines a faculty cohort model for implementing ePortfolios that has been in use since 2012 in a campus-wide ePortfolio initiative at a large land-grant, research heavy university. We will present an overview of this model, track major shifts in the faculty development programs we’ve offered, and report on two specific departments as case-studies of this approach to consider what features of departmental culture support or challenge the implementation of ePortfolios and the faculty’s ability to collaborate to include ePortfolios across the curriculum. We will use half of our presentation time to invite participants to consider how this model might be adapted to their institutions and to think with us about what research is needed to better understand how ePortfolios function as a catalyst for faculty learning and departmental change.

MARGARET J. MARSHALL, Director of University Writing and Professor of English, LESLEY E. BARTLETT, Assistant Director of University Writing, MIRIAM MARTY CLARK, Associate Professor of English, and OLADIRAN O. FASINA, Alumni Professor of Biosystems Engineering—all of Auburn University

(Re)Designing the Learning Ecosystem: Using ePortfolios and Flipped Transcripts to Make Meta-Learning Visible in Undergraduate Education

Independence BC

How can visualization tools help us understand the broader ecosystem of student learning in order to more effectively support undergraduate education? How can educators intentionally navigate the potential for innovation and transformative learning through evidence-based research, practice-based explorations and future-oriented provocations? We draw upon design thinking principles to explore questions related to equity, experience and evidence through case studies of advising interventions, ePortfolio practices, and prototypes of flipped transcripts, and academic credentials. A journey metaphor centered around an airport with the portfolio symbolizing the passport, badges as visas, and the underlying factors that influence one’s travel experience (e.g., flying first class vs. coach) will guide our discussion. The value of grounding the ePortfolio conversation in this metaphor is to make sense of the intersections, opportunities and obstacles that ensure or limit real traction on campuses. Session takeaways will include a framework that participants can adapt and pilot on their own campuses.

HELEN CHEN, Director of ePortfolio Initiatives and Research Scientist, Office of the University Registrar, and LOURDES ANDRADE, Director, Academic Policy and Academic Support, Undergraduate Advising and Research—both of Stanford University; LISA GROCOTT, Associate Professor of Design, Parsons School of Design

To the Next Level: Creating an ePortfolio Culture on Campus Through Platform Selection, Implementation, and Learning Communities

Independence DE

Portland State University has an almost 20 year history of using ePortfolios in the first year of its general education program. While the intent has always been to expand the use of ePortfolios beyond the first year of the program, little progress had been made. Part of this was due to a lack of faculty engagement in the ePortfolio process as well as difficulty learning the free or low-cost software being used for the ePortfolio. In 2014, a group of faculty received an internal grant, ReThink PSU, to engage the university community in the selection of an ePortfolio platform. This session will highlight lessons learned from a case study being conducted on the procurement, implementation, and expansion process, including the development of faculty and staff learning communities.

CANDYCE REYNOLDS, Professor and Chair, Educational Leadership and Policy, and MELISSA PIRIE, Faculty and Program Administrator—both of Portland State University
LUNCHEON PLENARY

Envisioning the Folio Thinking EcoSystem*

Independence Ballroom

The plenary will be an examination of how the static, traditional transcript can become a dynamic representation of the work of students acquired through the curriculum and cocurriculum, creating a robust documentation of a student’s signature work at and across institutions.

THOMAS BLACK, Associate Vice Provost for Student and Academic Services, University Registrar, and HELEN L. CHEN, Research Scientist and Director of ePortfolio Initiatives—both of Stanford University

*A follow-up discussion will continue in Independence Ballroom until 2:00 p.m.

1:15 – 2:00 p.m.

DIIG[lication]

SPONSOR SESSION

LEAP, Tweets, and Blogging: Faculty Collaboratives in the LEAP States

Franklin Square

AAC&U’s Faculty Collaboratives Project is using social media and social learning to support faculty leadership and professional development in ten LEAP States. Organizing communities of practice to advance faculty work with LEAP, VALUE, DQP and Tuning, and GEVs, the project emphasizes the goals of equity through liberal education and encourages widespread use of high-impact practices and signature assignments for all students. The Faculty Collaboratives project is building Digication ePortfolios for blogging. The collaboration hopes to help faculty deal with initiative overload and make sense of a plethora of reform initiatives toward the success of all students. The project is supported by Lumina Foundation and AAC&U.

SUSAN ALBERTINE, Vice President, Office of Diversity, Equity, and Student Success, and REBECCA DOLINSKY, Program Manager and Research Analyst—both of AAC&U; KELLY DRISCOLL, President, Digication

Using an ePortfolio to Showcase Competencies of Business and Liberal Arts Students within the Same Course and Program

Independence FG

Can an undergraduate ePortfolio project be used to integrate and display business students’ professional competencies while still reflecting the competencies developed by students majoring in the liberal arts? This presentation will describe how a LEAP-based project in a college of business evolved to reflect the Society for Human Resource Management’s “Competency Model for HR” and the overlapping skills identified as critical to employers in the AAC&U sponsored report, “Falling Short? College Learning and Career Success,” to benefit both business and non-business students enrolled in human resource management courses.

KELLY DELANEY-KLINGER, Assistant Professor of Management, University of Wisconsin-Whitewater

Advancing an ePortfolio Typology through Synthesis, Collaboration, and Engagement

Farragut Square

ePortfolios if they are purposely designed and implemented have the potential to be a venue through which students from diverse backgrounds can experience success. The ePortfolios can also provide educational institutions with information about how and what students learn. The forms and goals of the ePortfolios vary widely and there is not a common language to use when discussing ePortfolios. One way to come to a common definition is to create a representation or model of the different forms and functions of ePortfolios. The purpose of this session is three-fold: to provide a synthesis of existing ePortfolio research that utilizes the Connect to Learn research database as the primary repository for understanding and analyzing the field; to share a beginning typology for the theories, definitions, and models of ePortfolios currently being implemented at institutions; and to engage participants in a discussion around the beginning typology to develop a community typology.

TIFANY MARRA, Managing Director, HUB for Teaching and Learning, and GAIL LUERA, Associate Professor—both of the University of Michigan-Dearborn

Shared outcomes + ePortfolios to Expand General Education into the Co-Curriculum and Majors

Lafayette Park

A campus-wide ePortfolio initiative, combined with a shared set of learning goals, can extend general education from the core curriculum into the co-curriculum and all of the majors at a university. Faculty, staff and students at Philadelphia University collaborated to generate a set of consensus learning goals that could be addressed in educational experiences across the campus. Agreeing upon these goals at the beginning of the process strengthened stakeholder support, producing an ambitious ePortfolio program, now in its second year, that was approved by a 70% vote of the faculty. Participants will review the design-thinking approach used to reach these shared outcomes and consider how an ePortfolio strategy could be used at their institutions to target general education goals across the multiple dimensions of their students’ educational experience.

TOM SCHRAND, Associate Dean for General Education, Philadelphia University

Lessons Learned from an ePortfolio Pilot:

Using an ePortfolio to Provide Evidence of Student Learning and Professional Identity

Independence HI

In this session, the presenters will share their analysis and lessons learned from the first formal course-level pilot of an ePortfolio tool at Columbia University, run in partnership with the University’s Center for Teaching and Learning. The pilot was conducted with a course at Columbia’s School of Social Work and focused on three primary goals: to have students create an ePortfolio demonstrating the value of their education in support of their securing the jobs they desire after graduation; to help students master course content by linking concrete work products with their learning objectives; and for the ePortfolio administrators (course faculty and educational technologists) to obtain lessons and data informing the potential use of ePortfolios elsewhere in the School and the University. This session will benefit anyone interested in concrete ideas and lessons for implementing an ePortfolio at the course level, whether instructors, administrators, faculty developers, instructional designers, or educational technologists.

MATTHEA MARQUART, Lecturer, ASHLEY KINGON, Educational Technologist II, and ANDRE LABOY, Educational Technologist II—all of Columbia University
Multiple Pathways to a Common Destination: Balancing Diverse Practices within an ePortfolio Program

Independence BC
This interactive session addresses ePortfolio program development and the multiple pathways for moving from a core group of dedicated faculty to broader campus reach. Our panel will demonstrate four different strategies and purposes for using ePortfolios. We will then invite participants to engage on the following issues: How do we situate ePortfolios within broader institutional discussions about general education, assessment, and curricular reform? How do we leverage the strengths of complementary programs such as Communication across the Curriculum, Student Success, First Year Writing, etc.? How do we balance the emergent, grassroots development of ePortfolios with the need for institutional support and a collective campus vision? How do we coordinate ePortfolio efforts with other initiatives to mitigate faculty fatigue?

STEPHANIE N. NORANDER, Executive Director of Communication Across the Curriculum, CONNIE G. ROTHWELL, Senior Lecturer, ANDREW HARVER, Professor of Public Health, TAKIYAH AMIN, Assistant Professor of Dance, and HEATHER PERRY, Associate Professor of History—all of the University of North Carolina, Charlotte

2:15 – 3:00 p.m.

SPONSOR SESSION
Portland, Portfolios, and the PebblePad Personal Learning Platform

Franklin Square
In this session Candyce Reynolds and Melissa Pirie of Portland State University present with Shane Sutherland, founder of PebblePad. Candyce and Melissa will discuss what persuaded Portland State University to become the first North American University to select PebblePad. Shane will add why PSU was the ideal first partner, explaining the principles, pedagogy and person-centered design of this award-winning platform.

SHANE SUTHERLAND, Founder of PebblePad; CANDYCE REYNOLDS, Associate Professor of Educational Leadership Policy, and MELISSA PIRIE, Student—both of Portland State University

Using ePortfolios to Deepen Civic Engagement

Independence FG
This session will describe the use of ePortfolio in a community-based experiential education program. Service Learning Scholars are undergraduates funded to pursue a summer immersion community engagement project that integrates academic and applied work. In the tenth year of the program, the ePortfolio was developed to foster a richer conversation and more individualized instruction with each participant. A template will be shared demonstrating how students used the ePortfolio to reflect on responsibility, critical thinking, partnership, and sustainability. Examples will be shared showing how students used other forms of media besides text to capture the strength and values found within their community partners. Results will be shared regarding faculty and student satisfaction as a result of implementing the ePortfolio this past summer. Also included will be the rubric used for assessment and feedback on the technology used for implementation.

SUSAN T. SERRA, Assistant Director, Office of Service Learning, and NANCY J. O’LAUGHLIN, Instructional Designer/Educational Technologist—both of the University of Delaware

Aligning Graduate-Level Assessment, Teaching, Student Learning, and Professional Development through the ePortfolio

Farragut Square
This panel presentation will describe how a graduate-level program in public service and administration has used an integrated learning portfolio to align assessment, teaching, learning, professional development, and career advancement. Panelists will explain how they have leveraged the benefits of the ePortfolio within their particular areas of responsibility, while recognizing the value of the tool to “close the loop” between assessment and student learning. Currently, the graduate-level program is using integrative learning ePortfolios as a repository of assessment data collected through individual responses to prompts aligned with the program-learning outcomes. Teaching faculty are using the ePortfolio to reinforce student learning outcomes introduced in assignments, while career development and student services staff are using it to build writing skills and career-building materials as students prepare essays that connect their learning and experiences to job credentials.

CINDY RAISOR, Lecturer and Writing Program Director, JUSTIN BULLOCK, Assistant Professor, MATT UPTON, Assistant Dean, Career and Student Services, and HOLLY KASPERBAUER, Assistant Director, Public Service Leadership Program—all of Texas A&M University

Using ePortfolios and Digital Learning Research: Fairness and Assessment

Lafayette Park
While the face validity of ePortfolios is widely recognized, important information can be gained from empirical investigation of their relationship to other elements in the K-16 ecological environment. This presentation will take place in two parts. In the first, analysis will be provided of the University of Idaho First-Year Writing Program’s ePortfolio system and its relationship to Idaho’s Longitudinal K-16 Data System. In the second, statistical analysis will be presented regarding New Jersey Institute of Technology’s ePortfolio trait scores and their relationship to traditional criterion variables such as admission tests and course grades. Both the Idaho and New Jersey data will be presented under a framework of fairness, defined as the identification of opportunity structures created through maximum construct representation. As the presenters will demonstrate, this definition allows a coherent, integrative framework for validity and reliability that focuses on advancing opportunities to learn for all students.

DIANE KELLY-RILEY, Assistant Professor of English and Director of Writing, University of Idaho; NORBERT ELLIOT, Professor Emeritus of English, New Jersey Institute of Technology; and ALEX RUDNIY, Assistant Professor of Computer Science, Fairleigh Dickinson University

Exploring Diversity and Workforce in a Multi-Discipline Department

Independence HI
The session will address the evolution of an ePortfolio course taught in one department with eight different concentrations. The course was originally designed to provide our graduating seniors with skills to gain meaningful employment. Since its inception it has developed as a capstone course for all communication majors and included student learning outcomes. This session will deliver examples of hands-on practical steps based on student experiences and reflections from the various curriculum and cocurriculum activities.

KATHY HEUSTON, Associate Professor, and TRACY NICHOLS, Instructor—both of Austin Peay State University
EXTENDED SESSIONS

ePortfolio of Assets: Mapping Innovation and Entrepreneurship Ecosystems
Independence BC

How might we accelerate the pace of change in academia using bold new strategies? The University Innovation Fellows (UIF), a program of the NSF-funded National Center for Engineering Pathways to Innovation (EPICenter), has developed an approach to help students build an ePortfolio that allows them to survey the assets of the Innovation and Entrepreneurship ecosystem at their schools, identify gaps and develop strategies to affect change, working with faculty and administrators to create learning opportunities for all students. This process mediates sharing of practices and learnings between schools, and informs a public-facing open source wiki. In this hands-on workshop co-facilitated by program leaders and students from two schools, you will understand effective practices for using the I&E Landscape Canvas ePortfolio to support student-faculty collaboration towards achieving institutional change; and collaborate with other participants to brainstorm ideas and experiments to adapt this versatile approach to your campus ecosystem.

LETICIA C. BRITOS CAVAGNARO, Deputy Director, National Center for Engineering Pathways to Innovation, Co-Leader, University Innovation Fellows, and HUMERA M. FASIHUDDIN, Co-Leader, University Innovation Fellows, National Center for Engineering Pathways to Innovation—both of Stanford University; BRADLEY D. DICE, Student, University Innovation Fellow, and LANDON G. YOUNG, Director of Creativity and Innovation—both of William Jewell College; VALERIE L. SHERRY, Student, University Innovation Fellow, and Design Thinking Facilitator, Academy for Innovation and Entrepreneurship, University of Maryland, College Park

Scaling Up! Growing an Effective ePortfolio Initiative
Independence DE

How do you Scale Up an ePortfolio initiative? What are the most effective strategies for addressing common challenges? What steps have successful campuses taken to build a robust ePortfolio project? The Connect to Learning project worked with its 24 partner campuses to address these questions. Out of their collective work, the Catalyst Framework was developed. The framework outlines the essential elements of ePortfolio practice “done well” and what it takes to effectively scale up an ePortfolio initiative. In this double-session workshop, C2L project and campus leaders will share tips and strategies for scaling up an effective ePortfolio initiative, considering five different perspectives—pedagogy, professional development, outcomes assessment, technology, and scaling up. Participants will be introduced to a variety of resources related to each of these sectors and will take away concrete next steps they can bring back to their campus.

BRET EYNON, Associate Dean for Academic Affairs, LaGuardia Community College (CUNY); and LAURA M. GAMBINI, Associate Dean for Assessment and Technology, Stella and Charles Guttman Community College

Evidence, Experience, and Empowerment: Pathways for Learning and ePortfolios
Farragut Square

Learners in the 21st century are expected to acquire disciplinary (and even interdisciplinary) knowledge, skills, and abilities and to integrate their learning in different situations and across their learning careers. Electronic portfolios allow learners to make visible the “evidence of their experience” and empower them to develop their intellectual identities. In this session, we discuss our Pathways for Learning program and the different learning contexts in which we are using ePortfolios and badges to recognize the diverse learning that happens in curricular and co-curricular contexts. This approach adds value and authenticity to traditional academic records of learning while privileging the unique knowledge, skills, abilities and experiences of individual learners on our campus.

TRACY PENNY LIGHT, Executive Director, and SUKH HEER MATONOVICh, Associate Director—both of the Centre for Student Engagement and Learning Innovation at Thompson Rivers University

Wikifolios for Online Peer Discussion, Endorsement, and Promotion: A Participatory Approach to Portfolio Assessment
Lafayette Park

The explosion of new technologies for networked learning is associated with renewed interest in portfolio assessment. Nonetheless, there remains little empirical evidence that portfolio assessment is more effective than that other learning activities that they supplant. In practice, peer and portfolio assessment are often difficult to sustain and present evidential challenges when empirically comparing alternatives approaches. A participatory alternative based on situative theories of learning and using design-based research methods is presented in the context of a big open online course on educational assessment. This alternative features public wikifolios, peer commenting, endorsement and promotion, private self-assessments, and discreet exams. Impressive levels of disciplinary engagement, understanding, and achievement were obtained, and continued refinements are being empirically evaluated.

DANIEL R. HICKEY, Professor, SURAJ UTTAMCHANDANI, Graduate Research Assistant, JAMES W. WILLIS, Research Associate, and KIRSTEN A. HELSTROM, Graduate Research Assistant—all of Indiana University Bloomington

Redefining “Whole-Person” Education: ePortfolios and the Wicked Student
Independence FG

This session calls into question traditional understandings of student “wholeness,” offering as an alternative the metaphor of “wicked” students, that is, students who are able to respond to complex problems in thoughtful and productive ways. ePortfolios play a crucial role in the formation of wicked identities, and this session offers several student-driven protocols for implementing portfolio systems that strengthen students’ sense of their ability and right to engage the world in meaningful ways, as well as a rubric for assessing their work.

PAUL HANSTEDT, Professor of English and Director of Pedagogical Development, and KIM FILER, Director of Institutional Effectiveness and Assessment—both of Roanoke College
Raiders of the Lost Archive:
Making New Connections from Collections

Independence HI

Many time ePortfolios are viewed as a final summative product; however, ePortfolios can help students develop habits of mind if asked to make connections during and across course and program. Faculty should use formative assessment practices that encourage reflection to prevent ePortfolios from becoming another filing cabinet. This session is designed to provide participants with formative assessment techniques and examples that help prevent ePortfolios from becoming a filing cabinet. Quantitative and qualitative results of an ePortfolio initiative in ODU’s cross-disciplinary Honors College will be presented.

MEGAN K. MIZE, ePortfolio Support Coordinator, TISHA M. PAREDES, Interim Assistant Vice President for Assessment—both of Old Dominion University; ROCHELLE L. RODRIGO, Visiting Assistant Professor of English, University of Arizona

Career ePortfolios:
Using Data to Dispel the Doubts?

Franklin Square

Although the use of ePortfolios in on the rise in higher education, students and faculty continue to question the value of using an ePortfolio in a job search. In this session, preliminary research will be presented designed to understand how the development of an ePortfolio or absence of one impacts the interview performance of students completing their undergraduate degree and entering the job market. We hypothesize that integrating ePortfolio pedagogies and practices into the curriculum will enhance student performance in a job interview by providing them opportunities to reflect on and discuss what makes good evidence and why. Presenters will share their preliminary research findings and engage the audience in a conversation about the value of career ePortfolios and how to integrate them into their ePortfolio Programs.

GAIL L. RING, PebblePad, and former Director, ePortfolio Program, Clemson University; CHELSEA WAUGAMAN, Graduate Assistant, Department of Leadership, Counselor Education, and Human and Organizational Development, and BOB BRACKETT, Assistant Director, ePortfolio Program—both of Clemson University

Closing Plenary

The Field Guide to the ePortfolio Future

Independence Ballroom

This interactive closing plenary will address two timely and important topics. First, the speakers will address new and emerging directions in the ePortfolio domain that will surely influence ePortfolio work in the coming months and years. Next, a forthcoming publication project—The Field Guide to ePortfolios, co-sponsored by AAEEBL, AAC&U, IJeP, and EPAC—will be considered through the lens of what senior leadership needs to know to make adoption decisions. Attendees and speakers will consider existing trends, as well as the aforementioned new directions described by the speakers, and then address the question of what The Field Guide must include to be as valuable as possible toward the goal of ePortfolio adoption. Attendee feedback will inform key editorial decisions as The Field Guide moves toward publication.

TRENT BATSON, Executive Director, Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL); C. EDWARD WATSON, Director, Center for Teaching and Learning, University of Georgia and Co-Executive Editor, International Journal of ePortfolio; and TERREL RHODES, Vice President, Office of Quality, Curriculum, and Assessment and Executive Director, VALUE, AAC&U
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General Education and Assessment: From My Work to Our Work
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New Orleans, Louisiana

Diversity, Learning, and Student Success
MARCH 17 – 19, 2016
Philadelphia, Philadelphia

Global Learning in College
OCTOBER 6 – 8, 2016
Denver, Colorado

Transforming STEM Education
NOVEMBER 3 – 5, 2016
Boston, Massachusetts

Summer Institutes

Institute on General Education and Assessment
JUNE 4 – 8, 2016
Boston, Massachusetts

Institute on High-Impact Practices and Student Success
JUNE 21 – 25, 2016
Los Angeles, California

PKAL Summer Leadership Institute for STEM Faculty
JULY 12 – 31, 2016 | MULTIPLE DATES
Adamstown, Maryland

Institute on Integrative Learning and the Departments
JULY 12 – 15, 2016
Chicago, Illinois
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