Final Program

Building Public Trust in the Promise of Liberal Education and Inclusive Excellence

January 25–28, 2017
San Francisco, California

Pre-Meeting Symposium on January 25
Student Activism and Liberal Education: Faculty Engagement in Turbulent Times

8th Annual EPortfolio Forum on January 28

Held in conjunction with the 73rd Annual Meeting of the American Conference of Academic Deans
“Telling Our Story, Making Our Case: From Classrooms to Constituencies”
About the Annual Meeting

The 2017 Annual meeting will respond to the urgent need—expressed by educators from campuses across the country—for more effective approaches to restoring public trust in higher education and improving public understanding of how liberal education and inclusive excellence are valuable “public” and “private” goods. Front and center in the plenaries, sessions, and forums will be an emphasis on how today’s liberal education must serve the cause of equity in American society—educating and graduating students from all backgrounds equipped to lead and contribute to our diverse democracy.

We look forward to challenging discussions in the days ahead, and we welcome you to San Francisco!

Your Hosts

The Association of American Colleges and Universities

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 nearly 1,400 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, 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

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.

AAC&U thanks Taskstream—our Featured Sponsor for the 2017 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 descriptions of all sessions; a listing of speakers; information about our Sponsors; floor plans of the Hyatt Regency; restaurant suggestions; easy access to social media discussions; and more. Stop by the Registration Desk for assistance.

Thursday, January 26, 4:15 – 5:30 p.m.
Open Discussion on Engaging Faculty in AAC&U

Pacific M

Faculty members are central to improving student learning, playing an essential role in advancing evidence-based teaching practices, curricular reform, and the liberal learning values and skills central to the mission of our colleges, universities, and AAC&U. Campus leaders at all levels also play a critical role in ensuring that faculty members are engaged both in the classroom and in broader conversations about the improvement of undergraduate education. How can AAC&U—especially through its Annual Meeting—create programming that supports faculty and academic leaders? How can the Annual Meeting promote faculty and academic leaders working in partnership toward the shared goal of student success? We welcome faculty, chairs, deans, faculty developers, student services, assessment professionals, and other academic leaders to this interactive discussion.

**DISCUSSION LEADERS:** MICHAEL REDER, Director, Joy Shechtman Mankoff Center for Teaching and Learning, Connecticut College; MARY DEANE SORCINELLI, Senior Fellow, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst

Limited Seating in Some Sessions

Please note that seating for some sessions may be limited. We suggest that you go early to the sessions you want to attend and, to be safe, have a second choice. We 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 the Regency Room (adjacent to the Grand Ballroom).

Media Coverage of AAC&U’s Annual Meeting

AAC&U’s 2017 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.

Friday, January 27, 4:15 – 5:30 p.m.
Open Discussion on Integrating the Arts, Humanities, Sciences, Engineering, and Medicine

Golden Gate Room

The National Academies of Sciences, Engineering, and Medicine has launched a study on the mutual integration of the arts and humanities with science, technology, engineering, math, and medicine in higher education. This study will examine the evidence behind the assertion that mutually integrative educational programs lead to improved educational and career outcomes for undergraduate and graduate students. If you have interest and experience with this topic, have evidence to share on the impact of integrative educational experiences on students, or are interested in learning more about this project, we welcome your participation in this open discussion.

**ANNUAL MEETING AGORA**

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

Grand Ballroom A

Grand Ballroom A will be set with roundtables available to all, and we invite participants to use this space to meet with campus colleagues before returning home, to organize a roundtable discussion group, or to continue conversations from earlier sessions.

Creating a Roundtable Discussion Group

You can announce your discussion at #AACU17, and/or visit the AAC&U Registration Desk and have us add it to the schedule on the mobile app. (Space is available on a first-come/first-served basis.)

Don’t Forget!

- **AAC&U Members’ Meeting:**
  Wednesday, January 25
  5:30-6:45 p.m.
  Pacific D/E

- **Opening Night Forum:**
  Wednesday, January 25
  7:00-8:30 p.m.
  Grand Ballroom
  (See Page 11 for more information.)

- **Welcoming Reception:**
  Wednesday, January 25
  8:30-10:00 p.m.
  Please join us in the Atrium

...
OPENING PLENARY
Thursday, January 26, 8:45-10:15 a.m.

Always on the Fringe: Closed Futures and the Promise of Liberal Education

An open discussion moderated by AAC&U President Lynn Pasquerella with Sara Goldrick-Rab, Professor of Higher Education Policy and Sociology, Temple University; Michael Roth, President of Wesleyan University; Jeff Selingo, Professor of Practice, Arizona State University; and Beverly Daniel Tatum, former President, Spelman College

NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS
Thursday, January 26, 7:00-8:30 a.m.

Glass Cliffs, Queen Bees, and the Snow Woman Effect: Persistent Barriers to Women’s Leadership in the Academy

LYNN PASQUERELLA, President, AAC&U

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR
Thursday, January 26, 12:00-1:30 p.m.

Building and Sustaining Allies for Turbulent Times

MICHELLE ASHA COOPER, President, Institute for Higher Education Policy

INTRODUCTION BY LORENZO L. ESTERS, Senior Program Director, National Engagement & Philanthropy, USA Funds

AAC&U thanks USA Funds for their generous support of this event.

ACAD KEYNOTE LUNCHEON
Friday, January 27, 11:45 a.m. – 1:15 p.m.

Iteration and Innovation in Education

JAIME CASAP, Education Evangelist, Google, Inc.

CLOSING PLENARY
Saturday, January 28, 10:30-11:30 a.m.

The Half-Life of Freedom: Race and Justice in America Today

JELANI COBB, Professor of Journalism, Columbia University, and Staff Writer for The New Yorker

Lynn Pasquerella

Michelle Asha Cooper
Conference Sponsors

AAC&U thanks the following sponsors for their generous support of AAC&U’s 2017 Annual Meeting.

FEATURED SPONSOR

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, the State Higher Education Executive Officers Association (SHEEO) and the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC) in the effort to create a scalable alternative for outcomes assessment based on faculty scoring of authentic student work using the VALUE rubrics.

COLLABORATING SPONSOR

Everspring delivers a unified online strategy and brings the technology, marketing expertise, and full range of services to help Top Universities create a new standard of excellence in online education.

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Pre-Meeting Symposium

Student Activism and Liberal Education: Faculty Engagement in Turbulent Times

The Symposium—“Student Activism and Liberal Education: Faculty Engagement in Turbulent Times”—will focus on engaging faculty leadership in response to calls for, and in support of, racial and social justice on college campuses. As students speak out about social justice issues—from racial inequities to calls for institutional divestment and freedom of expression—they are also examining their beliefs and questioning institutional policies and practices. Faculty have been and can be empowered to play a key role in addressing these complex issues and contexts.

8:30 – 9:15 a.m.

OPENING PLENARY

Reclaiming the Racial Narrative

Grand Ballroom B/C

In 2016, AAC&U joined with more than 120 diverse national national and local organizations as partners in the W.K. Kellogg Foundation’s Truth, Racial Healing & Transformation enterprise to help communities embrace racial healing and uproot conscious and unconscious beliefs in the hierarchy of human value. The opening plenary will highlight the goals of this enterprise and the important role that higher education will play.

GAIL C. CHRISTOPHER, Vice President for Policy and Senior Advisor, W.K. Kellogg Foundation; LYNN PASQUERELLA, President, AAC&U

9:30 – 10:45 a.m.

Campus Perspectives

Grand Ballroom B/C

This session will feature administrators and faculty from institutions where student protests of racial and social justice issues have emerged. The panelists will discuss their changing campus climates, efforts to engage students inside and outside the classroom, and institutional responses—immediate, short-term, and long-term.

MODERATOR: KHARLA MURTADHA, Indiana University–Purdue University Indianapolis

LA JERNE CORNSH, Associate Provost for Undergraduate Studies, Goucher College; STEVEN VOLK, Professor of History Emeritus, Director, Center for Teaching Innovation and Excellence, Oberlin College; and LES E. WONG, President, San Francisco State University

11:00 – Noon

Round Table Discussions and Case Studies

Grand Ballroom B/C

Participants are invited to participate in Round Table discussions around identified topics or attend case study sessions offered by Fairfield University, Providence College, and Vassar College.

Case Study: Fairfield University

Since it was first used in the summer of 2013, #BlackLivesMatter has become a rallying call for social activists campaigning against violence toward Black people. This session will demonstrate how administrators, faculty, and students have interacted to push forward a social justice agenda at Fairfield University, highlighting their triennial assessment of campus climate and the ways in which the #BlackLivesMatter movement has intersected with that work over the past three years.

CHRISTINE SIEGEL, Vice Provost and Associate Vice President for Academic Affairs, and JENNIFER CLAYDON, Accreditation Coordinator—both of Fairfield University

Case Study: Providence College

Providence College has developed an approach to addressing campus concerns about diversity and inclusion that brings together the Office of Institutional Diversity (OID), the Centers for Teaching and Engaged Learning, and the Division of Mission and Ministry. Rather than seeing the challenge of creating an inclusive campus as solely the province of OID, we envisioned inclusive excellence as intimately linked to effective teaching, student engagement, and our institution’s broader mission as a liberal arts and Catholic college. We will report on our efforts in hopes of facilitating conversation about how colleges and universities of various types might address campus climate as a vital part of a broader strategy for promoting liberal learning.

Laurie Grupp, Director, Center for Teaching Excellence and Associate Professor of Elementary Special Education, WILLIAM HOGAN, Director, Center for Engaged Learning and Associate Professor of English, RAFAEL ZAPATA, Associate Vice President and Chief Diversity Officer, SHEILA ADAMUS LIOTTA, Dean, School of Arts & Sciences, REV. R. GABRIEL PIVARNIK, O.P., Vice President for Mission and Ministry—all of Providence College

AAC&U thanks the W.K. Kellogg Foundation for its generous support of the Symposium.
Case Study: Vassar College

Pacific J/K

Campuses across the country face challenges as students, faculty, and staff ask their institutions to recognize that some do not feel as welcome as others, given the institutions’ histories and current policies. Participants will engage in small-group discussions derived from the experiences of the chief executive, academic affairs, student affairs, strategic planning, and Title IX officers at an institution that has diversified rapidly as it attempted to respond to the needs of its changing community. How do we respond to daily challenges presented by students’ quests for and expectations of that ideal equal-access, collaborative community on our campuses that they are not finding in the world at large?

JONATHAN CHENETTE, Interim President; CHRISTOPHER ROELLKE, Dean of the College; MARIANNE BEGEMANN, Dean of Strategic Planning and Academic Resources; RACHEL PEREIRA, Director of Equal Opportunity and Title IX Officer—all of Vassar College

FEATURED ROUND TABLE

“Three People Are Better Than No People”: Students as Community Members, Activists, and Change Agents For Democracy

Grand Ballroom B/C

SPOMA JOVANOVIC, Professor of Communication Studies, University of North Carolina at Greensboro

12:15 – 1:45 p.m.

LUNCHEON PLENARY

“Leaning into our Deepest Yes”: Finding Common Ground in Embracing Student Activism

Grand Ballroom A

How can faculty and administrators work together in their respective roles as student activism intensifies? This conversation will highlight how they engage in dialogue with each other and with students.

JONATHAN LASH, President, and CHRISTOPHER TINSON, Associate Professor of Africana Studies and History—both of Hampshire College

CONCURRENT SESSIONS

Changing the Classroom Culture and Curriculum
Balancing Intergroup Dialogue & Multicultural Curriculum Models

Pacific F/G

As members of the academy, we are charged with preparing our students to engage in a diverse, global world. But how do we prepare and equip our teaching faculty to do just that in the classroom? This session will describe the Institute on Inclusive Teaching at Virginia Commonwealth University, including how participants engage in intergroup dialogue as practice for facilitating such discussions in the classrooms. Presenters will describe the activities and strategies utilized to engage faculty in the exploration of modifying their curriculum to be more inclusive. Attendees will learn about content areas covered during the Institute, as well as strategies for assessing participant satisfaction and Institute effectiveness.

ALENA HAMPTON, Director of Student Experience, and MARY SHELDEN, Interim Assistant Director, Bachelor of Interdisciplinary Studies—both of Virginia Commonwealth University; ADELLA GLENN, former Director for Diversity Education and Retention Initiatives, Virginia Commonwealth University

Demanding More from the Curriculum:
Revising ‘Diversity’ Requirements in a Context of Urgency

Pacific J/K

As student activists nationally call for a new engagement with the curriculum and its capacity to teach race, power, and inequality, how do campuses re-imagine “diversity” requirements to better meet student demands? What are the key learning outcomes of a 21st-century general education diversity requirement and what inclusive and publicly-oriented pedagogies best achieve these outcomes? How do we partner with faculty and especially students to boost the relevance and transformative possibilities of these courses? This presentation briefly introduces the University of Oregon’s multicultural course requirement as a springboard for discussion and models a creative brainstorming and storytelling process the institution is using to create campus-wide understanding and participation in its reform efforts.

SIERRA DAWSON, Assistant Vice Provost for Academic Affairs, LISA FRE-INKEL, Vice Provost and Dean for Undergraduate Studies, and LEE RUMBARGER, Director, the Teaching Effectiveness Program—all of the University of Oregon

Campus Activism at the Intersections:
Gender-Based Violence and LGBTQ Rights

Pacific B/C

Many students are deeply concerned with social justice issues related to LGBTQ rights and gender-based violence—on campus and in relation to their multiple, intersecting identities. This session will focus on student activism in connection with these issues, and address the importance of empowering faculty and staff to support these students in meaningful, productive ways—within the curriculum and co-curriculum.

ERIN ECHOLS and ALEJANDRO COVARRUBIAS, Co-Directors of the Cultural Centers, University of San Francisco; and LINDSEY COLLINS, Department of History, The Nueva School
Wednesday, January 25

Difficult Dialogues in Higher Education: Effectively Tackling the Tough Issues of our Times
Pacific D/E

How do we help students talk about the critical issues of race, class, and gender? How do we model ways to grapple with issues like racism, gun control, transgender rights, and climate change? Colleges and universities strive to be civil venues for the robust exchange of ideas on controversial issues, and campuses are one of the few venues where students can learn how to engage in the civil discussions required for a healthy democracy. As our campus communities become more diverse and as national and local issues intensify, issues of power, privilege, and identity are more likely to surface in those discussions. Most academics and university leaders receive little training in effective ways to successfully engage students in these critical conversations. Participants will learn about several initiatives to help effectively engage students on these topics, will engage in a brief difficult dialogue, and will explore options for replicating the work.

Libby Roderick, Director, Difficult Dialogues Initiative and Associate Director, Center for Advancing Faculty Excellence, University of Alaska Anchorage; Kelly Maxwell, Co-Director and Lecturer, The Program on Intergroup Relations, University of Michigan

Institutional Responses to Campus Inequities and Challenging Campus Environments
Comprehensive Campus Response
Pacific M/N

As the deaths of Black males at the hands of citizens and police caused civil unrest in cities and college campuses across America in 2015 and 2016, Goucher College, a small liberal arts institution near Baltimore, Maryland, had to face its own truths as issues of race and equity led to civil unrest and student protests. By creating a documentary about their lived experiences inside and outside of the classroom, students of color challenged administrators, faculty, staff, and fellow students to see Goucher through their eyes. In this thought-provoking session, participants will view excerpts from the documentary, see a list of demands from the United Students of Color Coalition, and read samples from student publications as panelists describe the on-going efforts to effect change at Goucher and engage the audience in a discussion about what to do when students of color say, “No Damn More!”

La Jerne Cornish, Associate Provost for Undergraduate Studies, Janet Shope, Associate Provost for Faculty Affairs, and Eric Singer, Associate Provost for International Studies—all of Goucher College

Campus Climate: An Inclusive Language Campaign
Pacific H/I

Controversial debates around free speech, language, and inclusion—particularly within educational settings—have been at the forefront of societal conversation in recent years. Campaigns that encourage the campus community to “think before you speak” have been met with enthusiastic support as well as vehement resistance. Moreover, many of these campaigns focus solely on raising awareness through posters, online forums, and social media. In an attempt to create a more sustainable impact, the University of Illinois at Chicago designed a multi-faceted inclusive language campaign called “Words Matter!” Participants will discuss the challenges faced by colleges nationwide with regard to campaigns that promote inclusion, and will create strategies to navigate such challenges.

Charu Thakral, Associate Director of Educational Initiatives, Tyrone A. Forman, Associate Chancellor and Vice Provost for Diversity—both of the University of Illinois at Chicago

Round Table Discussions—The Way Forward
Grand Ballroom B/C

Now what? This is the time to consider your own campus. How will you apply what you have heard today? In roundtable discussions, you will draw on conversations and presentations from the day and discuss the way forward on your own campus. What steps will you take when you return?

Closing Comments
Grand Ballroom B/C

Tia Brown McNair, Vice President, Office of Diversity, Equity, and Student Success, AAC&U

Tia Brown McNair
Truth, Racial Healing & Transformation

The Symposium is part of AAC&U’s ongoing and longstanding commitment to diversity, equity, and inclusive excellence. In support of that work, AAC&U has joined with more than 120 diverse national and local organizations as partners in the W.K. Kellogg Foundation’s Truth, Racial Healing & Transformation enterprise, launched in January 2016, to help communities embrace racial healing and uproot conscious and unconscious beliefs in the hierarchy of human value.

The enterprise is a multi-year effort designed to engage local, regional, and national organizations in both the public and private sectors to explore historic patterns and structural racism, so that we may begin to identify both short- and long-term strategies for meaningful change across the country.

“Colleges and universities must play a leadership role in promoting racial and social justice,” said AAC&U President Lynn Pasquerella. “Individual and collective attempts to counter racism are often impeded by our society’s unwillingness to engage in a national conversation around rapidly expanding racial and economic segregation. We must begin to have these conversations on college and university campuses, recognizing that issues of diversity and inclusion must be at the forefront of public discussion and private debate every single day. Racial and social justice cannot be viewed as the responsibility of a single individual or group, nor the exclusive purview of a particular office. Instead, we must each work toward creating a learning environment where students can thrive free from the burdens of discrimination.”

A special issue of AAC&U’s journal, *Liberal Education*, focuses on the Truth, Racial Healing, and Transformation enterprise, with particular attention to the role of higher education. The following articles and more are available online.

**Letters from the Honorary Co-Chairs of the Truth, Racial Healing & Transformation Enterprise**

Deval L. Patrick, former Governor of Massachusetts
William F. Winter, former Governor of Mississippi

**The Time for Truth, Racial Healing & Transformation Is Now**

By Gail C. Christopher, Vice President for Truth, Racial Healing & Transformation Enterprise and Senior Advisor of the W.K. Kellogg Foundation

**Rewriting the Dominant Narrative: How Liberal Education Can Advance Racial Healing and Transformation**

By Lynn Pasquerella, President, AAC&U

**The W.K. Kellogg Foundation’s Deepening Commitment to Racial Equity**

By La June Montgomery Tabron, President and Chief Executive Officer of the W.K. Kellogg Foundation

**Designing the Transformation**

An overview of how the Truth, Racial Healing & Transformation enterprise is structured, along with brief reports from each of the five design teams guiding its development

- Planning the Transformation
- Narrative Change
- Racial Healing and Relationship Building
- Separation
- The Law
- The Economy

**Driving Campus Diversity One Decision at a Time**

By Sharon L. Davies, The Ohio State University

**The Fierce Urgency of Now: Racial Healing in 2016**

By Kenneth Romero, National Hispanic Caucus of State Legislators

AAC&U thanks Newman’s Own Foundation for its generous support of AAC&U’s work on Truth, Racial Healing & Transformation
Pre-Meeting Workshops

Using Transparent Assignments to Promote Equitable Opportunities for Student Success
Seacliff A

MARY-ANN WINKELMES, Coordinator of Instructional Development and Research and Associate Graduate Faculty, History Department, University of Nevada, Las Vegas, and Principal Investigator, Transparency in Learning and Teaching Project

To Dream the Impossible (Pipe) Dream: How a Culture of Assessment Can Actually Happen
Seacliff C

ASHLEY FINLEY, Associate Vice President of Academic Affairs and Dean of the Dominican Experience, Dominican University of California

Strengthening Your Infrastructure for Institutional Team-Based Extramural Funding: Resources and Strategies
Seacliff D

KATIE LINDER, Research Director, Ecampus Research Unit (ECRU), and LYNNE L. HINDMAN, Research Coordinator, Center for Teaching and Learning—both of Oregon State University; ANDREA L. BEACH, Professor of Educational Leadership in Higher Education and Co-Director, Center for Research on Institutional Change in Postsecondary Education (CIRCE), and ERIKA CARR, Director and Associate Director, Division of Multicultural Affairs—both of Western Michigan University

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

ACAD WORKSHOP

Liberal Arts Institutions: Survival Lessons of the Next Decade
Seacliff B

KAREN ERICKSON, Dean, School of Arts and Sciences, Southern New Hampshire University; ELIZABETH DUNN, Dean, College of Liberal Arts and Sciences, Indiana University South Bend; ANNE HISKES, Dean, Brooks College of Interdisciplinary Studies, Grand Valley State University; TRACY DINESEN, Associate Dean for General Education and Assessment, Simpson College

ACAD WORKSHOP

Transforming Your Institution for Inclusive Excellence
Marina Room

AMY B. MULNIX, Director, Faculty Center, and DONNELL BUTLER, Senior Associate Dean for Planning and Analysis of Student Outcomes—both of Franklin and Marshall College

Wednesday, January 25
8:45 a.m. - 4:30 p.m.

ACAD Sixth Annual Deans’ Institute

Bayview B

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

The goals of the day-long institute are:
• Advancing the leadership abilities of deans and academic administrators
• Sharing valuable information about the current state of the deanship
• Providing updates on important developments in the world of higher education
• Creating networking opportunities

The featured opening plenary speaker for the day is KATHLEEN MURRAY, President, Whitman College, and the closing plenary speaker is LINDA CABEL HALPERN, Vice Provost for University Programs, James Madison University. The Institute will also include a series of roundtable discussion opportunities on more than fifteen different topics/themes.
AAC&U Members Meeting

Pacific D/E

All participants from AAC&U member institutions are encouraged to attend the annual Members’ Meeting. The primary focus of the meeting, following completion of a brief business agenda, will be roundtable discussions with senior AAC&U leaders and board members in which we will address the following question: 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.

Opening Night Forum

Predict the Future by Inventing It: Accelerating the Pace of Change in Academia

Grand Ballroom

Innovation, entrepreneurship, design thinking, creativity … these phrases are thrown around increasingly within academic circles, but what do they really mean and why are they important for today’s generation of students?

In a time of rapid change and ambiguity, higher education needs to equip learners with the skills and mindsets to tackle daunting challenges. Participants will explore these skills and mindsets, as well as teaching tools developed and used at Stanford University, alongside partner schools from the University Innovation Fellows network.

**PRESENTERS:** Leticia Britos Cavagnaro and Humera Fasihuddin—Co-Directors of the University Innovation Fellows Program at Stanford University’s Hasso Plattner Institute of Design (d.school)

University Innovation Fellows serve as advocates for lasting institutional change with academic leaders and represent the student voice in the national conversation about the future of education. The program has trained 776 Fellows at 164 schools, ranging from undergraduates to PhD students, and engineering majors to architecture majors.

AAC&U is pleased to welcome the following University Innovation Fellows to the Annual Meeting:

- Yaser Alkayale, Computer Science, Dalhousie University
- Ann Delaney, Materials Science and Engineering, Boise State University
- Selene Dogan, International Business, Dalhousie University
- Sean Farrell, Mechanical Engineering, Union College
- Vanessa Ganaden, Business, California State University, Fullerton
- Josh Halverson, Mechanical Engineering, University of Minnesota
- Hannah Hund, Biomedical Engineering and Violin Performance, Wichita State University
- Larissa Lawrie, Strategic Communications, Wichita State University
- EmmanuEl Oquendo-RosA, Mechanical Engineering, University of Puerto Rico at Mayaguez
- Lorenzo Santos, Business, California State University, Fullerton
- Forrest Satterfield, Biomedical Engineering, University of Alabama at Birmingham
- Jacqueline Schulz, Nursing, Whitson-Hester School of Nursing

AAC&U Welcoming Reception

The Atrium

Please join us in the Hyatt Regency Atrium as we gather to greet old our friends and welcome new colleagues to the Annual Meeting. ACC&U’s president, Lynn Pasquerella, looks forward to this opportunity to meet members of the AAC&U community.
Thursday, January 26

7:00 – 8:30 a.m.

NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS

Glass Cliffs, Queen Bees, and the Snow Woman Effect: Persistent Barriers to Women’s Leadership in the Academy

Lynn Pasqueraella

Bayview Room B

BREAKFAST DISCUSSION

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

Pacific M

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

8:45 – 10:15 a.m.

Opening Plenary

Grand Ballroom

Welcoming Remarks

JAMES P. COLLINS, Virginia M. Ullman Professor of Natural History and Environment, Arizona State University and Chair, AAC&U Board of Directors

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

Presentation of the Frederic W. Ness Book Award

For the book that has contributed most this year to our understanding of liberal learning—to Harry Brighouse, Professor of Philosophy, University of Wisconsin–Madison, and Michael McPherson, President, the Spencer Foundation, editors of The Aims of Higher Education (University of Chicago Press, 2015)

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

ILEANA CORTES SANTIAGO, Literacy and Language Education, Purdue University

PETER DELNERO, Biomedical Engineering, Cornell University

MONA ESKANDARI, Mechanical Engineering, Stanford University

BRIAN HENDRICKSON, Rhetoric and Composition, University of New Mexico

ALEXANDRA MATHWIG, History of Art and Architecture, Brown University

KERI RODGERS, Educational Studies, Ball State University

DANICA SAVONICK, English, CUNY Graduate Center

HEATHER WOODS, Communication, University of North Carolina, Chapel Hill

LYNN PASQUERELLA, President, AAC&U

President’s Welcome

FEATURED ADDRESS

Always on the Fringe: Closed Futures and the Promise of Liberal Education

An Open Discussion

MODERATOR: LYNN PASQUERELLA, President, AAC&U

SARA GOLDRICK-RAB, Professor of Higher Education Policy and Sociology, Temple University, and author of Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream

MICHAEL ROTH, President of Wesleyan University, and author of Beyond the University: Why Liberal Education Matters

JEFF SELINGO, Professor of Practice, Arizona State University, and author of There is Life After College: What Parents and Students Should Know About Navigating School to Prepare for the Jobs of Tomorrow

BEVERLY DANIEL TATUM, former president, Spelman College, and author of “Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race
CONCURRENT SESSIONS

7th Annual Ernest L. Boyer Award
"Why Are All the Black Kids Still Sitting Together in the Cafeteria?" and Other Campus Conversations about Race

Grand Ballroom B

Beverly Daniel Tatum, former president of Spelman College and author of “Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race, will deliver this address as recipient of the 2016 Ernest L. Boyer Award, presented by the New American Colleges & Universities. The Boyer Award recognizes individuals whose achievements in higher education exemplify Boyer’s quest for connecting theory to practice and thought to action, in and out of the classroom.

BEVERLY DANIEL TATUM, former president of Spelman College and author of “Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race

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

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

Teaching the Whole Student: Student Success, Engagement, Equity

Golden Gate Room

While higher education rightly looks for new initiatives, new pedagogies, and new technologies to improve learning and student success, a growing number of faculty point to the longstanding and cherished role of faculty who teach the whole student, emphasize good teacher-student relationships, and encourage the success of each of their students.

These faculty are very familiar with the strong evidence that good teachers matter to students, student learning, their persistence and graduation, and equity. They understand the importance of engaged learning, integrative pedagogy, honoring the humanity of each student and of giving genuine attention to each individual student. They focus on student learning, and they also recognize that students learn best when they are valued as whole beings in the classroom and in the college. Seminar participants will discuss these issues and share their experiences with teaching the whole student, engaged learning, and integrative pedagogy.

DAVID SCHOEM, Director, Michigan Community Scholars Program, and EDWARD ST. JOHN, Professor Emeritus, School of Education—both of the University of Michigan. ANGELA LOCKS, Associate Professor, California State University, Long Beach

If the Wind Doesn’t Blow—Row: Empowering All Students through Integrated Civic Engagement Curricula

Seacliff B

Project Pericles and its member institutions work with provosts and faculty to enhance links between the curriculum, campus, and community, developing comprehensive curricular and co-curricular programs incorporating civic engagement and social responsibility (CESR). While supporting faculty leadership and curriculum development, we are promoting an intentional approach to CESR that prioritizes program design and the integration of CESR throughout the undergraduate experience thereby empowering students to solve both today’s and tomorrow’s challenges. Campuses are designing guided pathways and new requirements, transforming their advising systems, and developing new tracking systems for evaluating student engagement. By mobilizing the resources of the college in partnership with local communities to address pressing economic, political, and social issues, administrators, faculty, staff, and students demonstrate the “relevancy” of liberal education. Panelists represent campuses at all stages of the process.

Audience and panelists will share replicable best practices, challenges, and solutions.

JAN LISS, Executive Director, Project Pericles; ADRIENNE FALCÓN, Director, Academic Civic Engagement, Center for Community and Civic Engagement; Lecturer, Sociology, Carleton College; AMY KORITZ, Director, Center for Civic Engagement and Professor of English, Drew University; JOHN McLAIN, Academic Grants and Sponsored Programs Manager, The Evergreen State College; TESSA HICKS PETERSON, Assistant Vice President of Community Engagement and Assistant Professor, Urban Studies Project, Pitzer College

This session is presented by Project Pericles

Incorporating Equity-Minded Access Strategies for STEM Success and Retention: Progress and Challenges

Seacliff A

Serving the cause of equity is nowhere more urgent than in the areas of science, technology, engineering, and mathematics (STEM). These areas comprise one of the fastest growing employment sectors, yet are also one of the weakest in diversity retention. The panelists will discuss their integrated STEM success initiatives’ achievements and challenges in addressing the range of underrepresented students’ barriers. Although different in type and student population, their institutions have used similar academic support strategies for STEM students and found increased STEM persistence and graduation rates. Each institution will explore these successes, as well as the challenges in student academic and financial needs, infrastructure to support students, and scaling up programs.

MELISSA SCHEN, Director of Educational Assessment, The College of Wooster; CARINA BECK, Director, Allen Yarnell Center for Student Success, Montana State University; FRANS TAX, Professor, Department of Molecular and Cellular Biology, University of Arizona
Bridging Liberal Arts and Professional Education

Pacific F/G

Liberal Arts study cultivates habits of mind and heart that encourage mental independence, openness to new knowledge, critical self-awareness, and empathy. Yet this “value added” is not generally well understood, either by legislators, anxious parents, or students. The complexity of our problems and social systems does in fact dictate the need for specialized training and apprenticeship to communities of practice. Traditionally, these are afforded by graduate programs in professional fields, yet this training often narrows perspectives unproductively. Since 2011—with support from the Andrew W. Mellon Foundation—Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst have been working together to explore the liberal arts foundations of good professional education. At the conclusion of a five-year grant, they are now prepared to report on projects in three areas of study: Architectural Studies, Critical Health and Public Health Studies, and Public History.

NATE THERIEN, Director, Academic Programs, Five Colleges Consortium; STEPHEN SCHREIBER, Professor of Architecture, and CHERYL HARNEK, Graduate Student, Department of History—both of the University of Massachusetts Amherst; LYNN M. MORGAN, Professor of Sociology and Anthropology, Mount Holyoke College

What’s the Big Idea?: Framing & Communicating the Value of Liberal Education at Two Small Colleges

Grand Ballroom C

Small colleges have to find market-relevant ways to communicate the value of a liberal arts education while also differentiating themselves from other institutions. The panelists, with diverse perspectives, will share challenges faced, lessons learned, and best practices discovered as two small liberal arts colleges each mobilized their campus around a “Big Idea” designed to promote the value of a liberal education while differentiating the educational experience they offer. Although their stories are different, both colleges have achieved impressive early results from these processes of institutional change. Audience members will take away strategies for communicating with both internal and external stakeholders when launching initiatives designed to highlight an institution’s distinctive approach to liberal education.

ELIZABETH KISS, President and Professor of Philosophy and Women’s Studies, and ELIZABETH HACKETT, Director of Summit and Associate Professor of Women’s Studies and Philosophy—both of Agnes Scott College; JAKE SCHRUM, President, TRACY LAUDER, Director of Ampersand and Associate Professor of Mass Communications, and MELISSA TAVERNER, Interim Vice President of Academic Affairs and Associate Professor of Biology—all of Emory & Henry College

RESEARCH SESSION

Large-Scale Course Redesign Efforts: Putting Reflection into Action

Seacliff C/D

The California State University increasingly focuses on greater student success, closing the achievement gap, and improving graduation rates. Much of this effort is to eliminate “bottleneck courses” with disproportionate DFW grades, causing large numbers of students, often under-represented minorities, to repeat courses and face delayed graduation. Our 23-campus Course Redesign with Technology program includes such strategies as flipped classrooms, adaptive learning, virtual labs, blended-online course designs, Supplemental Instruction, and other technology-enhanced methods. Over 500 faculty have been supported to adopt elements of these methodologies, using an ePortfolio to document process and outcomes on student performance. Efforts begin with a week-long institute, followed by a year-long online Professional Learning Community with biweekly topics including assessment-alignment, inclusivity and culturally relevant pedagogy, accessibility, affordability, and mindset-persistence. Over 200 ePortfolios are available, providing evidence and exemplars for adoption. Come discuss how these course redesigns have been applied and gain access to project resources.

BRETT CHRISTIE, Director of Quality Learning and Teaching; KATHY FERNANDES, Director for Learning Design and Technologies; LESLIE KENNEDY, Director of Affordable Learning Solutions, and JEAN-PIERRE BAYARD, Director of System-wide Learning Technologies and Services—all of the California State University Office of the Chancellor

DISCUSSION SESSION

Tensions in Inclusion: Working Collaboratively to Promote Civility, Robust Discourse, and Student Success

Bayview Room B

Many campuses are experiencing tensions over two types of inclusion: meaningful inclusion of all people in the campus community, and inclusion of a range of ideas, perspectives, and ideologies that enable colleges and universities to remain places of robust dialogue and debate that is sine qua non to the educational process. Governing boards bear ultimate responsibility for ensuring that policies are in place to sustain core institutional values while committing policy to nurturing campus climates rooted in principles of academic freedom and curricular integrity. Panelists will discuss AGB’s recent board statement on these issues and related association research that calls on governing boards to work with presidents and other campus stakeholders to shape policies and practices that advance more inclusive campus environments. The audience will also be engaged in a rich dialogue about various strategies by which faculty, campus leaders, and students can better align their efforts.

MODERATOR: SUSAN WHEALLER JOHNSTON, Executive Vice President and Chief Operating Officer, Association of Governing Boards of Universities and Colleges

LARRY ROPER, former Vice Provost for Student Affairs, Oregon State University and board member, Heidelberg University; DAVID MAXWELL, President Emeritus, Drake University; KRISTEN HODGE-CLARK, Director of Research, Association of Governing Boards of Universities and Colleges
Creating a More Compelling Portrait: A New, Integrative Approach to Demonstrating the Value of Our Teaching

Regency Room

To restore public trust, higher education institutions must provide powerful, credible evidence that students are learning the kind of knowledge and skills that will prepare them for their futures as workers, citizens, and community members. Many college teachers strive to teach in ways that help their institutions accomplish this, but struggle with how to 1) craft meaningful learning activities that integrate disciplinary content with liberal education goals, and 2) gather and report data on learning outcomes in ways that provide a compelling picture to external stakeholders. The audience will learn a new approach to course-based, teacher-driven classroom assessment that braids teaching, active learning, and assessment together into a seamless, unified process. We will focus on techniques that support a liberal education and that assist teachers in equipping students with the transferable skills and broad knowledge they need in order to contribute effectively to constructive democratic discourse and action.

ELIZABETH BARKLEY, Professor, Foothill College, author of Learning Assessment Techniques: A Handbook for College Faculty (2016)

Building Capacity for Learning-Centered Faculty Collaboration

Pacific J/K

If higher education is seriously committed to ensuring that all undergraduates can create “signature work”—work that is integrative, applied, and focused on issues of importance to the student and society—faculty collaboration is essential. But it can also be a challenge. Academics are notoriously independent, and supports for work that is truly and broadly collaborative (involving more than the proverbial “choir”) are few and far between. Drawing on their experience with a number of learning-centered initiatives—including LEAP, the Degree Qualifications Profile and Tuning, general education reform, assignment design, and learning outcomes assessment—panel members in this interactive session will share lessons learned about the challenges of and supports for productive faculty collaboration.

PAT HUTCHINGS, Senior Scholar, National Institute for Learning Outcomes Assessment; SUSAN ALBERTINE, Senior Scholar, AAC&U; DANIEL MCMERNEY, Professor of History, Utah State University; REBECCA KAROFF, Associate Vice Chancellor for Academic Affairs, University of Texas System; ELISE MARTIN, Dean of Assessment and Professional Development, Middlesex Community College

This session is presented by AAC&U’s Faculty Collaboratives Project and the National Institute for Learning Outcomes Assessment

RESEARCH SESSION

Organizing for Equity and Success

Bayview Room A

President Obama’s plan for a college rating system will require campuses to step up efforts and prove how practices increase degree attainment rates. Researchers on this project join forces to reveal how campuses are organized to promote student success. Through an institutional case study and retention “effort mapping,” a novel form of inquiry, researchers will provide a comprehensive portrait on how one exemplar institution works to ensure the degree probability of low-income, first generation, and underrepresented minority students. Some typical campus programs have weak evaluative data and other initiatives are often unconnected with retention and degree outcomes. This session will emphasize how campuses can provide better evidence for new and existing practices. This session should particularly benefit participants invested and concerned in the success of low-income, first generation, underrepresented minority students, as well as students, practitioners and administration who have an active role in retention and graduation initiatives.

SYLVIA HURTADO, Professor, THESA AMBO, Doctoral Candidate, JOSEPH RAMIREZ, Doctoral Student, and ADRIANA ALVARADO, Professor—all of the University of California, Los Angeles; RONA HALUALANI, Professor, San Jose State University

Equitable, Entrepreneurial Practices for Funding Inclusive Excellence through Universal Global Learning

Marina Room

The spring 2016 issue of Liberal Education called for responses to two foundational questions about inclusive excellence: how do we prepare students to “take responsibility for the future of a shared and diverse democracy” and how can institutions take shared responsibility for fostering inclusive excellence? Global learning leaders in three institutions—a large, urban, research HSI, a medium-sized HBCU, and a small liberal arts college—discuss how they make excellence inclusive through universal global learning and reveal how they and others advance this goal through equitable, entrepreneurial funding practices. Learn how to think like a CFO to diversify your revenue streams and identify alternative funding sources. Advance your mission by leading up and collaborating with colleagues to secure the financial resources necessary to provide global learning to all.

HILARY LANDORF, Director, Global Learning Initiatives, and STEPHANIE DOSCHER, Associate Director, Global Learning Initiatives—both of Florida International University; ANTHONY PINDER, Assistant Vice President for Internationalization and Global Engagement, Emerson College; JEWELL WINN, Executive Director for International Programs and Deputy Chief Diversity Officer, Tennessee State University
Rebuilding the Public Trust

Garden Room (Atrium Level)

While both the erosion of public trust in higher education as a public good and the consequences of that erosion are well documented, the efforts of the academy to rebuild the support it once enjoyed have had only limited success. Far too often, we have continued to develop learning outcomes that are neither clear nor assessable and to award degrees and other credentials that promise little and deliver less. An effort to rebuild the public trust must begin with our “coming clean” about what we offer to students and what we enable them to accomplish. That requires clear learning outcomes for degrees and other credentials regardless of field. It assumes similar clarity with regard to program-level and course-level outcomes. In short, it requires a national commitment to intentionality and transparency. Engaging all participants in attendance, this panel will consider strategies that could lead to just such a commitment.

PAUL GASTON, Trustees Professor, Kent State University; NATASHA JANKOWSKI, Director, National Institute for Learning Outcomes Assessment; AARON THOMPSON, Interim President, Kentucky State University; MARY PETRISKO, President, WASC Senior College and University Commission; DEBRA HUMPHREYS, Vice President for Strategic Engagement, Lumina Foundation

Substantive Change in Southern Liberal Arts Colleges: Scope, Type, Sources, and Implications

Pacific B/C

The purpose of this session is two-fold. First, facilitators will present findings of a descriptive study on the scope and types of substantive changes proposed between 2010 and 2015 by more than 150 liberal arts colleges and universities located in the U.S. Southeastern region. Differences in change dynamics within the liberal arts institutional sector by selected variables (e.g., governance control, HBCU status, U.S. News & World Report ranking) will also be outlined. Second, the session participants will engage in a structured interactive exercise to identify key reasons and goals for the substantive changes occurring in liberal arts schools as well as to forecast major implications of these changes for organizational evolution and sustainability in the liberal arts institutional sector.

NURIA CUEVAS, Vice President, ALEXEI MATVEEV, Director of Training and Research, and KEVIN SIGHTLER, Coordinator of Substantive Change—all of the Southern Association of Colleges and Schools Commission on Colleges; COURTNEY SANDERS, Doctoral Assistant, James Madison University

Strategic Use of Your Center for Teaching and Learning

Pacific H/I

Educational developers think of themselves as being “at the table” and playing a central role in campus-level change. However, an old perception of Centers for Teaching and Learning (CTL) as shops to “fix” problems or remediate poor teaching persists. As we work to find common ground and consider how to strategically utilize CTLs, a starting place might be initiating conversations with stakeholders at all levels (e.g., presidents, provosts, deans, chairs, faculty governance leaders, etc.) about the possible roles of CTLs in the identification, development, implementation, and assessment of educational initiatives.

SUZANNE TAPP, Executive Director, Teaching, Learning, and Professional Development Center, and MICAH LOGAN, Associate Director, Teaching, Learning, and Professional Development Center—both of Texas Tech University; DEBRA RUDDER LOHE, Director, Reinert Center for Transformative Teaching and Learning, St. Louis University

This session presented by the POD Network

New Colleges Centered on Learning and Connected with Communities

Pacific D/E

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, grounded in community.

SCOTT E. EVENBECK, President, Stella and Charles Guttman Community College; ADAM BUSH, Provost, College Unbound
Noon – 1:30 p.m.

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR

Building and Sustaining Allies for Turbulent Times

Waterfront CDE (Atrium Level)

MICHELLE ASHA COOPER, President, Institute for Higher Education Policy (IHEP)

AAC&U thanks USA Funds for their generous support of this event.

1:30 – 2:30 p.m.

CONCURRENT SESSIONS

WILEY

Becoming a Student-Ready College: A New Culture of Leadership for Student Success

Grand Ballroom B

The national conversation asking “Are students college-ready?” concentrates on numerous factors that are beyond higher education’s control. Becoming a Student-Ready College flips the college readiness conversation to provide a new perspective on creating institutional value and facilitating student success. Instead of focusing on student preparedness for college (or lack thereof), this book asks the more pragmatic question of what are colleges and universities doing to prepare for the students who are entering their institutions? What must change in an institution’s policies, practices, and culture in order to be student-ready? The authors of Becoming a Student-Ready College will offer practical strategies and a real-world framework for institutional change.

TIA BROWN MCNAIR, Vice President for Diversity, Learning, and Student Success, and SUSAN ALBERTINE, Senior Scholar—both of AAC&U; MICHELLE ASHA COOPER, President, Institute for Higher Education Policy; NICOLE MCDONALD, Strategy Officer, and THOMAS MAJOR, JR., Corporate Counsel—both of Lumina Foundation

This session is sponsored by Wiley/Jossey-Bass

Faculty of the Future: Voices from the Next Generation

Pacific H/1

AAC&U welcomes the 2017 recipients of the K. Patricia Cross Future Leaders Award:

ILEANA CORTES SANTIAGO, Literacy and Language Education, Purdue University

PETER DELNERO, Biomedical Engineering, Cornell University

MONA ESKANDARI, Mechanical Engineering, Stanford University

BRIAN HENDRICKSON, Rhetoric and Composition, University of New Mexico

ALEXANDRA MATHWIG, History of Art and Architecture, Brown University

KERI RODGERS, Educational Studies, Ball State University

DANICA SAVONICK, English, CUNY Graduate Center

HEATHER WOODS, Communication, University of North Carolina, Chapel Hill

MODERATOR: L. LEE KNEFELKAMP, Professor Emeritus, Teachers College

Taskstream SPONSOR SESSION

Pursuing and Maintaining Excellence in Assessment

Seacliff A

In 2016, ten colleges and universities were recognized as the inaugural recipients of the Excellence in Assessment Designation (EIA), sponsored by several organizations, including AAC&U and NILOA. The EIA recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment, and focuses on campus processes and uses of assessment outcomes. Join Mills College, a 2016 EIA Designee, to learn how they approach institution-wide learning across their academic, co-curricular, and core programs; engage their Assessment Committee to create and support a cohesive strategy for learning assessment; and use Taskstream to centralize assessment and align learning goals to target assessment processes at the institutional level.

ALICE KNUDSEN, Director of Institutional Research, Planning and Academic Assessment, Mills College; COURTNEY PEAGLER, Vice President, Taskstream

This session is sponsored by Taskstream

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

Bayview Room A

The 29 member institutions of the Council of Public Liberal Arts Colleges serve a large number of first-generation, transfer, returning students, and 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.

MODERATOR: SUZANNE SHIPLEY, President, Midwestern State University

RENEE WACHTER, Chancellor, University of Wisconsin-Superior; DONNA PRICE HENRY, Chancellor, University of Virginia’s College at Wise; ANNE HUOT, President, Keene State College; PETER MERCER, President, Ramapo College of New Jersey

This session is presented by the Council of Public Liberal Arts Colleges
EYP/SPONSOR SESSION

Leveraging Research to Transform STEM Teaching and Research Environments

Seacliff B

Continuous innovation drives the design of STEM facilities. Over the course of several projects, EYP collaborated with its college and university clients to quantify the impact of these enhanced facilities on faculty and student recruitment and retention, effectiveness of STEM teaching, research productivity, facility safety, and enhanced collaboration. This significant research was then fed back into the next STEM facility designs, effectively shaping the solutions. This type of successful partnership transforms teaching and research environments that celebrate a college or university’s science and engineering community. During this dynamic session, expert presenters will take a deep dive into the research process, focusing on the comparison of pre-occupancy and post-occupancy surveys for Trinity University’s Center for the Sciences & Innovation, a facility that integrates engineering into the heart of the sciences. Session leaders will reveal lessons learned and share how we synthesize these results into new STEM projects. Attendees will leave the session with strategies for similar undertakings on their own campuses.

LEILA KAMAL, Vice-President for Design & Expertise, and TONI LOIACANO, Academic & Science Planning Expert—both of EYP Architecture & Engineering; KELLY G. LYONS, Associate Professor of Biology, Trinity University and CSI Building Committee Member

This session is sponsored by EYP Architecture & Engineering

Making the Case for a Liberal Education: An Examination of Challenges from Abroad

Regency Room

From the historic American universities in Beirut and Cairo to the non-American, home-grown institutions in Hong Kong (Lingnan University) and Saudi Arabia (Effat University), we can see that liberal arts institutions abroad thrive in environments that have historically been much more vocationally focused than the US. This first half of this session will outline some of the most salient explanations, including claims for career development, the role of non-profit institutions in for-profit or bureaucratic higher education landscapes, the social-intellectual developmental aspects of holistic learning environments, and the ways this type of education can be framed as a part of larger strategy on combatting violent extremism. The second half will share the findings of research at The American University in Cairo that show that the learning outcomes of liberal arts are ideal for designing curricula and learning that enhance the identity construction process of students in meaningful ways. The audience will be invited to discuss their insights on how such curricula can impact holistic identity development, and prepare them for unscripted problems in an ever-changing world.

GHADA ELSHIMI, Associate Dean of Undergraduate Studies, and TED PURINTON, Dean, Graduate School of Education—both of American University in Cairo

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

Engaging Faculty in Curriculum and Assessment: What Works (and What Doesn’t)

Golden Gate Room

This seminar will engage participants in a discussion of the question “How do we engage overworked, underpaid faculty—in particular contingent faculty—in innovative teaching practices to improve student learning?” With the paradigm shift in teaching and learning models, the emergence of new technologies, the challenge of educating a new and diverse student population, and the public concern over the quality and value of higher education, the importance of faculty engagement in curricular revision, pedagogical improvement, and student learning assessment is clear. CSU Fullerton has been responded to this recommendation by intentionally engaging faculty collaboratively and transparently in our curricular, pedagogical, and assessment efforts. We will open the session by briefly introducing our efforts (some successful, some not), and engage participants in a discussion to share best practices, learn from each other’s experiences, and work towards potential solutions to the question.

ALISON WRYNN, Director, Undergraduate Studies & General Education, and SU SWARAT, Director, Assessment and Educational Effectiveness—both of the California State University, Fullerton

Innovative Practices and Fruitful Collaborations: In Support of Curricular Coherence and Integrative Advising

Pacific F/G

Supported by grants from the Teagle Foundation, six institutions began in 2014 a robust collaboration on initiatives designed to offer students structured ways to create coherence across their educational experiences. The initiatives fall into three categories: structuring curricular connections, strengthening integrative advising, and using technological tools in support of the first two. Sharing our knowledge, expertise and technological resources with each other at every step, we launched new programs that built on existing achievements at each institution. This session will highlight several of these initiatives, why we chose them, and the challenges we encountered. But that is only part of the story. We will also talk about the tremendous value of our collaboration and what we have learned by working with each other. We will invite members of the audience to share with one another their own experiences with innovative initiatives and collaboration across institutions.

JOYCE BABYAK, Dean of Studies, Oberlin College; ERIC BOYNTON, Professor of Philosophy and Religious Studies and Director of Interdisciplinary Studies, Allegheny College; HENRY KREUZMAN, Dean for Curriculum and Academic Engagement, The College of Wooster; JIM PLETCHER, Associate Provost, Denison University
Preparing and Facilitating Faculty Leadership to Further Undergraduate Research Expansion: The View from Presidents and Provosts

Grand Ballroom C

The panelists for this discussion are college presidents and provosts dedicated to the practice of undergraduate research (UR) at their institutions. They demonstrate a strong commitment to UR, have addressed challenges of UR program implementation, and have successfully developed sustainable infrastructure, policy frameworks, and/or cultural contexts for undergraduate research at their institutions. They will share lessons learned on how to create faculty, staff, and student reward and incentive systems, align funding priorities to support engaged learning, and involve faculty governance and leadership in creating and navigating institutional change processes to increase UR.

JOANNE ALTMAN, Director of Undergraduate Research and Creative Works, High Point University; ROYCE ENGSTROM, former President, University of Montana; ELIZABETH PAUL, President, Capital University; GEORGE SHIELDS, Vice President for Academic Affairs and Provost, Furman University; SEAN DECATUS, President, Kenyon College

Finding a Balance: Purposeful Mathematics Pathways

Pacific N

Presenters will share the elements of a FIPSE-funded First in the World Project that developed a new rigorous P-20 pathway in statistical reasoning that is better aligned with and more applicable to students’ majors. The conceptual framework underlying the statistics pathway features quantitative reasoning that is just as rigorous and challenging as the traditional algebra-based mathematics. Furthermore, presenters will share their expertise and insights on consensus building in institutional and multi-institutional academic policy development in a variety of institutional settings, as well as best practices around building institutional capacity for continuously encouraging and assessing student success.

NANCY SHAPIRO, Associate Vice Chancellor for Education and Outreach & Special Assistant to the Chancellor for P-20 Education, and DEWAYNE MORGAN, P-20 Director—both of the University System of Maryland

DISCUSSION SESSION

Engaging Adjunct Faculty in the Student Success Movement

Seacliff C/D

This session focuses on emerging practices at six Achieving the Dream Leader Colleges participating in our new grant-funded learning initiative, Engaging Adjunct Faculty in the Student Success Movement. This project seeks to identify scalable strategies that build institutional capacity to better integrate and engage adjunct faculty members in the student success agenda, and to understand and address opportunities and challenges faced by colleges engaging part-time faculty. Participants will discuss each of the practices presented and will consider how these could be implemented at a range of institutions. Attendees will brainstorm opportunities for more deeply engaging their adjunct faculty in the student success agenda as well as anticipate possible barriers to change. Participants will leave with a list of emerging practices and a draft action plan to begin planning for work in this area.

JONATHAN IUZZINI, Associate Director of Teaching & Learning, and RACHEL SINGER, Senior Fellow—both of Achieving the Dream

Exit, Voice, and Equity: Collaborating to Measure the Causes & Costs of Faculty Turnover

Bayview Room B

Can a president or provost find out in one phone call how many faculty members the institution lost in the last five years? How that compares to peer benchmarks? Whether the hemorrhaging is worse by gender, race, discipline? Whether the reasons they leave are universal or particular? Such data are elementary to admissions and development officers; they know precisely where students and donors came from, where they went, and why. The answers for faculty—despite so much attention paid to diversifying their ranks—are more elusive. With a focus on engagement and equity-minded practices, this session brings to light new methods for understanding and intervening in faculty turnover. Representing the perspectives of scholarship, system-wide university practice, and liberal arts college leadership, panelists will share unique insights for institutions struggling to retain a diverse professoriate. An active learning exercise will leave participants with a policy briefing to share back on campus.

KIERNAN MATHEWS, Executive Director & Principal Investigator, The Collaborative on Academic Careers in Higher Education, Harvard University; SUSAN CARLSON, Vice Provost for Academic Personnel and Programs, University of California, Office of the President; PATRICK REYNOLDS, Former Dean of Faculty, Hamilton College, and Visiting Practitioner, The Collaborative on Academic Careers in Higher Education, Harvard University

Black Student Activism at HBCUs: Historical and Comparative Perspectives

Marina Room

Researchers from UCLA’s Higher Education Research Institute (HERI) and the Penn Center for Minority Serving Institutions come together to discuss data situated within the historical literature on political activism at Historically Black Colleges and Universities (HBCUs), as well as within historical HERI data on student activism. The ability to break out 50 years of empirical data by a number of demographic and institutional characteristics, combined with the historical and social context of student activism, allows for a uniquely enriched discussion on political activism at HBCUs. Investigating the civic dispositions and political ideologies of Black students at HBCUs is not only a timely topic, but also a necessary one if we are to understand the future political engagement of an increasingly diverse nation.

ELLEN STOLZENBERG, Assistant Director, Cooperative Institutional Research Program, and HILARY ZIMMERMAN, Research Analyst—both of the University of California, Los Angeles; MARYBETH GASMAN, Professor and Director, and ANDRÉS CASTRO SAMAYOA, Assistant Director for Assessment—both of the Penn Center for Minority Serving Institutions, University of Pennsylvania; MICHAEL SORRELL, President, Paul Quinn College
Interdisciplinary Capstones for All Students

Pacific J/K

Capstone experiences are a high-impact practice giving students the opportunity to integrate and apply their prior learning. Although capstones are most commonly disciplinary in nature and built to serve majors, some institutions offer interdisciplinary capstones to integrate learning from across the college experience. This session will explore the goals, benefits, and challenges of offering interdisciplinary capstone experiences for all students by examining models from four institutions. Although these schools represent a range of institutional sizes and types, each has a well-established interdisciplinary capstone program with valuable lessons to offer other institutions. This session could be relevant to anyone interested in capstone experiences, interdisciplinarity, general education reform, or integrative learning.

JEFFREY COKER, Director of Elon Core Curriculum and Associate Professor of Biology, and EVAN GATTI, Associate Director of Elon Core Curriculum and Associate Professor of Art History—both of Elon University; ELIZABETH BEAULIEU, Dean of Core Division and Associate Professor, Champlain College; NATALIE MCKNIGHT, Dean of College of General Studies, Boston University; SEANNA KERRIGAN, Capstone Program Director, University Studies, Portland State University

ACAD SESSION

“Drinking from the Firehose”:
Two African-American Deans Reflect on Their Leadership at Private Colleges/Universities in the Midwest and Southern California

Pacific D/E

Two African-American male administrators will present the case for creating an authentic voice and narrative perspective as Academic Deans. They argue, to be successful administrators of color, their roles require staying in front of nuanced complexities on a range of responsibilities and decision-making which impact multiple constituencies. The 90-minute session is intended to engage academic administrators at the associate dean, associate provost, dean, and provost levels.

LAWRENCE T. POTTER, JR., Dean, College of Arts and Sciences, University of La Verne; KENDRICK BROWN, Dean, College of Arts and Sciences, University of Redlands

30-MINUTE SESSIONS

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

DISCUSSION SESSION

Every Campus a Refuge—A High-Impact Community of Practice

Marina Room

Inspired by Pope Francis’ call on every European parish to host one refugee family, Guilford College’s Every Campus a Refuge initiative advocates for temporarily housing refugees on campuses and assisting them in resettlement. Thus far, Guilford has hosted and assisted in resettling two Syrian families and a Ugandan. The program is an inclusive, collaborative, and transformative community of practice with rich asset-based, discipline-based, and place-based educational components. Utilizing the skills of diverse community members, the initiative intervenes directly in the refugee crisis, educates participants about local and global concerns, and engages them in responsible place-based problem-solving that connects them with people from differing backgrounds and perspectives. This “radical hospitality” speaks to the institution’s commitment to compassion and shapes positive public narratives around refugees and immigrants. This discussion will outline the project’s work—including challenges and lessons learned—and allows attendees to explore adapting this flexible initiative to their campuses.

DIYA ABDO, Associate Professor of English, Department Chair, Founder/Director of Every Campus a Refuge, Guilford College

Creating Opportunity: Building Student Success, Investing in Local Communities

Pacific B/C

The ecosystem of higher education has the opportunity to make a dual investment in both our students and our communities through high-impact learning practices embedded within the community. This discussion will be led by practitioners from a community college, a highly selective liberal arts college, and a Research I university, all of which are located in one metropolitan region. As our institutions pursue equity-mindedness, high quality high-impact practices are critical as research demonstrates they are especially meaningful for students from historically underserved populations. To increase opportunity for all our citizens, higher education must be a public good, equipping students to solve complex social problems and contribute to a diverse and ever changing landscape. Learn and share about how institutions are facilitating the diffusion of liberally educated students into communities as volunteers, interns, and engaged learners, preparing to put what they learn in our institutions to work in society.

KATHLEEN LEE, Associate Director, Career Services, Virginia Commonwealth University; SYLVIA GALE, Director, Bonner Center for Civic Engagement, University of Richmond; SCOTT JOHNSON, Associate Provost, Student Academic Initiatives, University of Richmond; MICHAEL ROGERS, Assistant Director, Student Activities and Leadership, Richard Bland College
SEMINAR SESSION (Participation limited to 25; please arrive early)

**Best Practices in Framing Liberal Education**

Golden Gate Room

This seminar will ask seminar participants to concisely present their most effective way of framing liberal education, stressing the language they use and the mechanisms they employ on campus to convince prospective students and their parents to pursue study of the liberal arts and sciences. Special emphasis will be given to what message works best at this point in time in different institutional types, ranging from private liberal arts colleges to public research universities.

**MATTHEW MOEN**, Dean, College of Arts & Sciences/Lohre Distinguished Professor, University of South Dakota

**RESEARCH SESSION**

**Academic Peer Leaders: Resurgent 20th-Century Activity Leads to Gains in 21st-Century Outcomes**

Pacific H/I

This session will share quantitative and qualitative results from a national survey of peer leadership experiences administered by the National Resource Center for The First-Year Experience and Students in Transition. The presentation will draw from these data to identify common characteristics and promising practices for peer leader programs, illustrate the growing use of peer leadership in the academic sphere of the undergraduate experience, and show the relationship between involvement in peer leadership and students’ perception of gains on 21st Century learning outcomes. Survey results and student quotes will be used to explore implications for campus peer leader programs, the identification of best practices, and future research.

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

**College Debate 2016: How Students Use Social Media to Engage their Peers in the Presidential Election**

Pacific J/K

College Debate 2016 (CD16) was a national, non-partisan social media program designed to empower young voters to identify issues and help influence the national debate during the U.S. presidential election. As a voter education partner for the Commission on Presidential Debates (CPD), Dominican University of California developed and led CD16. Approximately 150 students from all 50 states and DC served as delegates. This panel features three of the student delegates, who will describe how they engaged their peers, friends, and classmates using Facebook, Twitter, Instagram, and Snapchat. The multimedia presentation will also feature videos from the June training, student social media posts, and the September Town Hall.

**HANNA RODRIGUEZ-FARRAR**, Vice President for Public Affairs and University Relations, PAUL RACCANELLO, Dean of Student Affairs, and TALIA GONZALEZ, Student and CD16 Delegate—all of Dominican University of California; **PRATHM JUNEJA**, Student and CD16 Delegate, University of Notre Dame

CONCURRENT SESSIONS

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

Grand Ballroom C

AAC&U’s project, Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success, supports thirteen institutions from diverse institutional types in the design, implementation, and assessment of campus plans to more equitably advance student learning and achievement. Featuring campus leaders from three institutions of varying type, the panel will discuss approaches to designing and implementing 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.

**MODERATOR: LORENZO L. ESTERS**, Vice President, Philanthropy, USA Funds

**DANA GARRICAN**, Associate Provost for Planning and Assessment and Associate Professor of Biology, Carthage College; **SONJA MONTAS-HUNTER**, Assistant Vice Provost, Student Access and Success, and **JAFFUS HARDRICK**, Vice President of Human Resources—both of Florida International University; **RICHARD PRYSTOWSKY**, Provost, Lansing Community College; **TIA BROWN MCNAIR**, Vice President for the Office of Diversity, Equity, and Student Success, AAC&U

This session is sponsored by USA Funds.

**Practice for Life: Making Decisions in College**

Seacliff C/D

College offers practice at making decisions that build foundational skills, habits, and values associated with liberal education, such as openness to new ideas, appreciation of difference, ability to make connections, and problem solving. How students respond to decision making in college is essential to understanding the processes that shape the aspirational outcomes of liberal education. Drawing on college and post-college interviews with over 200 students who attended seven colleges, we discuss five areas of decision making that offer practice at becoming liberally educated—managing time and balancing commitments, developing personal support networks, establishing a sense of home in unfamiliar places, asking for advice, and seeking intellectual engagement. The decisions students make in college are important practice for becoming liberally educated, yet they are also important practice for creating a meaningful adult life. We conclude by discussing how to help students view decisions as opportunities for self-reflection and change so as to make them more active participants in their liberal education.

**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—both of Bowdoin College
SEMINAR (Participation limited to 25; please arrive early)

The Dynamic of Dialogue in America’s Global Future

Pacific M

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, The Aspen Institute

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

Risk-Taking, Freedom, Safety, and Well-Being: Dimensions of an Engaged Campus Culture

Bayview Room A

This session will explore how, in a time of increasing divisiveness, institutions can address trigger warnings, foster spaces of creative safety, respond to gun violence, maintain commitment to the well-being of intersectional students, and support progressive activism—and yet remain uniquely positioned environments of higher learning with the duty to challenge preconceived ideas and uphold open dialogue and intellectual risk. As higher education can be open and welcome belonging, it has the inseparable responsibility to look beyond the immediate to the longer term promise it makes to students and to a democratic society—to link opportunities for individual liberation, identity, and meaning to its unique role to challenge ignorance and intolerance; to put at risk finding agreement, if the casualty is truth or social justice; to being contrarian, if convention and power offer to replace learning with training and indoctrination; and to recognize that if self-interest is divorced from a commitment to the common good, that the hope of democracy is replaced with the fear of tyranny.

MODERATOR: BARRY SCHWARTZ, Lecturer, Haas School of Business, University of California Berkeley

REBECCA HERZIG, Christian A. Johnson Professor of Interdisciplinary Studies, Bates College; JONATHAN METZL, Director of the Center for Medicine, Health, and Society, Vanderbilt University; MONA PHILLIPS, Chair and Professor of Sociology and Anthropology, Spelman College

This session is presented by Bringing Theory to Practice

INFORMATION SESSION

Building Pathways and Partnerships for Successful Internships

Pacific A

Internships are among the most sought-after of the high-impact practices. At their best, internships provide authentic, unscripted experiences in which students synthesize the learning outcomes they achieve on campus and apply them toward new learning in off-campus, professional settings. To achieve the full potential of internships, we must work across the curriculum and co-curriculum—including with internship hosts—to build intentional pathways for internships that emphasize broad and integrative learning. In this session, participants will discuss multiple intentional pathways—across the curriculum and co-curriculum—for meaningful internship learning experiences. Additionally, we will identify multiple opportunities to partner with internship hosts to ensure that internships are meaningful occasions for integrative learning.

ALAN W. GROSE, Senior Director, Academic Affairs, SHERROD WILLIAMS, Director, Academic Internship Program—both of The Washington Center for Internships and Academic Seminars

SPONSOR SESSION

Using IDEA’s Student Ratings of Instruction (SRI) as an Indirect Measure of Impact of a Center for Excellence in Teaching and Learning

Seacliff B

Centers for Teaching and Learning (CTLs) rely on assessment of faculty programming to demonstrate teaching and learning impact. Unfortunately, the most common CTL impact measurements are counts of faculty participation and satisfaction surveys. At Oklahoma City University, we utilize student ratings of instruction (SRIs) as a meaningful measure of the impact of our faculty development curriculum. The study’s data supported the use of SRI data to guide and sustain performance, guide how SRIs can be interpreted and implemented more effectively, and provide examples of how SRI data are used to drive faculty development and teaching improvement.

PAUL GEBB, Director of the Center for Excellence in Teaching and Learning and Associate Professor of Dance and Entertainment, Oklahoma City University; KEN RYALLS, President, IDEA

This session is sponsored by IDEA
DISCUSSION SESSION

Faculty Development in the Age of Evidence: Advancing Faculty Preparation and Engagement in Learning

Pacific F/G

Increasingly, centers for teaching and learning are asked to address a wider range of institutional priorities in areas such as the scale-up of evidence-based teaching practices, a firmer commitment to diversity and inclusive excellence, promotion of digital learning opportunities, and deeper engagement in the assessment of student learning. Centers are also pressed to support a wider range of faculty—new, mid-career, senior, tenured, non-tenured, contingent, visiting, and adjunct instructors. While faculty development theory, research, and practice provide a base from which to lead, emerging challenges require new data and deliberations. Drawing on findings from a 2016 large-scale study of faculty developers, this interactive session will raise provocative questions about how faculty development programs can more effectively prepare and engage faculty members in improving learning. Participants will leave with ideas for new initiatives and directions that advance conference thematic priorities and align with both faculty and institutional needs and goals.

ANDREA BEACH, Professor and Co-Director, Center for Research on Instructional Change in Postsecondary Education, Western Michigan University; MARY DEANE SORCINELLI, Inaugural Distinguished Scholar in Residence, Weissman Center for Leadership, Mount Holyoke College; ANN E. AUSTIN, Assistant Provost for Faculty Development and Professor of Higher Education, Michigan State University; JACLYN RIVARD, PhD student in Organizational Leadership, Policy, and Development, University of Minnesota

Communicating the Values and Value of Liberal Education in the 21st Century

Bayview Room B

Panelists will discuss how three Boston-area liberal arts colleges within major research universities are evolving their approaches to educating undergraduates, developing new ways to communicate the value of their brands, and working together to reaffirm the vital role for the liberal arts in the global society of the 21st century. Topics will include: experiential learning as a way to build bridges from the liberal arts to the (rapidly evolving) workplace; developing and promoting an authentic, compelling liberal arts brand; the rewards of inter-institutional partnerships to share ideas and promote the liberal arts; putting diversity and social justice at the center of the liberal arts; promoting the humanities; and how liberal education is being changed by the globalization of knowledge and student populations. Panelists will discuss initiatives that are working, those that are not having anticipated impact, and what factors might cause some efforts to succeed while others do not.

ANN CUDD, Dean of Arts & Sciences and Professor of Philosophy, and JEREMY SCHWAB, Director of Integrated Marketing & Communications—both of Boston University; SUSAN BIRREN, Dean of Arts and Sciences; Professor of Biology, and ELAINE WONG, Senior Associate Dean of Arts and Sciences for Undergraduate Education—both of Brandeis University; UTA POIGER, Dean, College of Social Sciences and Humanities and Professor of History, and CHRIS GALLAGHER, Associate Dean of Teaching, Learning, and Experiential Education, Professor of English—both of Northeastern University
Rapid Prototyping of Work and Culture in America

Don’t know what career path to take? How about try 5 Jobs in 5 States in 5 Weeks! And earn college credit. Come listen to how students are finding their purpose and exploring the world around them.

Daniel Sediqui, Founder/Director of Living the Map

S/He’s Just Not That into You: Why Employers Think Students Are Ill-Prepared

Colleges are no longer meeting the desired demands of the labor market—or so employers say. But is it a true skills gap, or is the gap in students’ ability to translate the value of their college experience? This presentation will draw on neoliberal theories and labor market research that suggests the latter to argue that the way to make college great again, is through giving students the tools to reflect on and articulate the competencies and skills they develop through their curricular and cocurricular experiences.

Kimberly Elias, Engaged Learning Tools Coordinator, University of California, San Diego

Call the Manager! Lessons from the Sales Floor: Redefining Customer Service in Higher Ed and Fulfilling the Promise of Liberal Ed

This presentation explores the customer service model currently operating in higher education by examining both the customer and the product. It questions who the customer actually is in higher education—the student, the parent, the employer—and challenges attendees to view the ultimate customer as the public. Argued is that the public is best served by graduates who have been liberal educated with a skill set that allows them to effectively work independently and collectively, and who consider community engagement as an expectation of citizenship while being globally literate.

Yan Searcy, Associate Dean, School of Health and Human Services, Southern Connecticut State University

That Je Ne Sais Quoi: Cultural Capital and College Credentials

What is the value of a college degree? In what ways does a college degree provide cultural capital, that set of dispositions, attitudes, rhetorical ability, and cultural competencies that an individual can subsequently exchange in society for social and economic mobility! More than vocational training, a college education has been charged with providing graduates with “savoir faire,” the ability to translate knowledge in multiple social and economic contexts, although not all students gain the same ease in navigating society from their college experiences.

Jane Jensen, Associate Professor, University of Kentucky

Transformative Conversations: #AACU17 @Twitter

This presentation will invite you to join the Annual Meeting’s lively Twitter channel #AACU17. On Twitter, you can Tweet about the panels you attend, learn what you missed at other panels, pose questions, share links, connect with new people, and bring the insights of the meeting to colleagues on campus and worldwide. A quick Academic Twitter jump start guide will be available for those new to Twitter, including strategies and best practices for higher education leaders on social media.

Andrea Rehn, Associate Professor of English/Co-Director, Digital Liberal Arts Center, Whittier College

HEDS UP SESSION (a series of 10-minute presentations in the spirit of "TED Talks")

Grand Ballroom B

Moderator: Amy E. Jessen-Marshall, Vice President for Integrative Liberal Learning and the Global Commons, AAC&U

2:45 – 4:00 p.m
What is the Future of Faculty Development?

Marina Room

A recent discussion on the Professional Organizational Development (POD) listserv about the future of faculty development generated numerous responses. This discussion will invite participants to continue the conversation about what constitutes high-impact faculty development now and in the future. Sharing successes and challenges from individual campuses as well as evidence-based practices can help us prepare to meet shifting needs. Possible topics include less reliance on general workshops and more requests for custom-programming; greater emphasis on inclusive pedagogies; the need for more instructional design support; interest in microcredentials; and meeting the needs of particular audiences (adjunct faculty, online faculty, faculty approaching retirement). Faculty development is highly contextual and audience dependent and this will be an opportunity to consider context as well as programming.

MARGARET DEBELIUS, Professor, Director of Faculty Initiatives, Georgetown University
DISCUSSION SESSION

Learning Side-by-Side: Co-Creating New Knowledge Together Within Today’s Modern Universities and the Community

Pacific B/C

Side-by-Side is a unique course format that brings college students and community residents together in classes taught by faculty. The goal of the courses is to create a mutually respectful learning environment where everyone can learn from each other and benefit from the experiences and perspectives of their classmates. This distinctive course format equalizes both groups within the same class, providing a rare opportunity for community members to be invited as contributors of knowledge and academic peers of college students. Side-by-Side allows people to connect in meaningful ways as thought-partners, scholars, and advocates for social justice. Research has demonstrated that unique 21st-century skills emerge from this pedagogy. Moreover, many institutions, particularly in urban areas, struggle with sharing space with longtime residents. Opportunities to engage the community and university are valuable and may be achieved through the Side-by-Side course format.

CYNTHIA RICKARDS, Assistant Teaching Professor of Criminology & Justice Studies, Sr. Assistant Dean for Community Engagement, Side-by-Side University Coordinator, JENNIFER KEBEA, Executive Director of the Lindy Center for Civic Engagement, LUCY KERMAN, Senior Vice Provost, University and Community Partnerships, and CICELY PETERSON-MANGUM, Executive Director, Dornsife Center for Neighborhood Partnerships—all of Drexel University

RESEARCH SESSION

High-Impact Practices and Students of Color: Investigating the Hypothesis of Harm

Pacific H/I

Concerns have been raised that high-impact practices may create opportunities for impactful but highly negative experiences for students of color by creating situations in which students may be exposed to microaggressions and other racist behaviors. To test the hypothesis of negative HIP impact for students of color, we investigated three related questions using data from the 2015 administration of the National Survey of Student Engagement: 1) Do students of color who participate in HIPs evidence lower perceptions of campus support than their peers who did not participate in HIPs?; 2) Do students of color who participate in HIPs evidence lower perceptions of quality of interactions with others on campus, and faculty in particular, relative to their peers who did not participate in HIPs?; 3) Do students of color who participate in HIPs evidence lower perceptions of campus support than their peers who did not participate in HIPs?; and 4) Do students of color who participate in HIPs evaluate their overall educational experience less favorably than their peers who did not participate in HIPs?

ALEXANDER MCCORMICK, Associate Professor and NSSE Director, Indiana University Bloomington; JILLIAN KINZIE, Associate Director, and ROBERT M. GONYEA, Associate Director—both of the Indiana University Center for Postsecondary Research

SESSION FOR PRESIDENTS

Roundtable Discussions

Garden Room (Atrium Level)

How should campus leaders balance calls for “trigger warnings,” safe spaces, and the removal of controversial memorials and mascots against alumni charges of erasing the past due to politically correct capitulation under the guise of a commitment to diversity and inclusion? Under what circumstances, if any, should an unwillingness to hear certain voices be tolerated on campuses? How should we respond to accusations that liberalism is killing liberal education and that this “snowflake generation” is undermining academic integrity?

FACILITATORS: GRANT CORNWELL, President, Rolls College; REBECCA CHOPP, University of Denver; SEAN DECATUR, President, Kenyon College; GENA GLICKMAN, Manchester Community College; ALEX JOHNSON, President, Cayahoga Community College; ELSA NURÉZ, President, Eastern Connecticut State University; LES WONG, President, San Francisco State University

CONCURRENT SESSIONS

everspring

SPONSOR SESSION

Addressing the “Wicked Problem” of Student and Faculty Engagement: ePortfolio as Community and Network

Seacliff A

How can ePortfolios be leveraged to address the challenges of maintaining high levels of student engagement in online programs? Replicating a high-contact educational experience into the online environment is a wicked problem for liberal education. As courses move online and faculty find themselves competing with “screen time” for students’ attention, instructors can feel at a loss for how to connect with their students and with one another to create the level of community and network that they associate with terrific outcomes. We report on the effort of three universities that extended ePortfolio tools creatively to fashion curriculum spaces that encourage multidimensional engagement. Students not only collect artifacts, but also connect and engage with one another throughout the program. With these new approaches, faculty are inventing ways to take advantage of digital tools in building real-world relationships. Student satisfaction surveys report significantly higher positive ratings of course quality, interactions, and persistence.

MICHELE JACKSON, Associate Provost for University eLearning Initiatives, College of William & Mary; KAREN BALDERSCHWEILER, Chief Learning Officer, Everspring

This session is sponsored by Everspring
DISCUSSION SESSION
Revealing Value: New Directions for Assessing the Impact of Undergraduate Research
Pacific F/G

In this highly-interactive session, experts in undergraduate research assessment and faculty development will summarize the state of scholarship on undergraduate research (UR), particularly for underrepresented students, as well as the types of professional development routinely offered to faculty who seek to improve their UR mentorship and incorporate research-based elements into curricula. Participants will discuss the following salient questions: 1) How can UR practitioners engage in rigorous research investigation on the impact of UR?; 2) How can we take a longitudinal approach to assessing the long-term value of the undergraduate research experience, with capacity to disaggregate by student populations and institution types?; and 3) What are some tantalizing domains of new scholarship that will enliven and inform future research and discourse concerning the value of undergraduate research? The dialog surrounding these questions will be used to facilitate assessment planning at participants’ campuses and to build collaborations for assessment across institutions.

SUSAN LARSON, Chair, Division of Science and Mathematics, Concordia College— Moorhead; HEATHER HAEGER, Assessment and Educational Research Associate, California State University, Monterey Bay; ELIZABETH AMBOS, Executive Officer, Council on Undergraduate Research; ANNE BOETTCHER, Undergraduate Research Institute and Honors Program Director, Embry-Riddle Aeronautical University; ROGER ROWLETT, Gordon and Dorothy Kline Professor of Chemistry, Colgate University

This session is presented by the Council on Undergraduate Research

Multiple HIPs and Integrated Learning: Considerations for Coherence, Equity, and Quality
Grand Ballroom B

As campuses invest significant human and fiscal resources to provide support, implement high-impact practices (HIPs), and create meaningful learning opportunities for students from orientation to graduation, there is a need to create a seamless approach to the administration of HIPs across the graduate experience. A truly integrated approach to support structures, curriculum, and pedagogical practices has the potential to: increase the relevance, accessibility, and effectiveness of HIPs for students; streamline the delivery of services, increase the quality of HIPs, and create economies of scale at the institutional level; and respond to the call to treat high-impact practices “as a set of effective tools rather than as discrete experiences…to conceptualize the collective impact [of] these practices…on student success and learning” (Finley & McNair, 2013, p. 1). This session draws upon national data and institutional case studies that highlight the connections between HIPs toward the creation of a coherent and integrated institutional approach to enhance student transition, learning, development, and success.

KEVIN EAGAN, Assistant Professor in Residence and Director of the Cooperative Institutional Research Program (CIRP), UCLA; JENNIFER R. KEUP, Director, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina-Columbia; JILLIAN KINZIE, Associate Director of the Center for Postsecondary Research & NSSE Institute, Indiana University; ANDREW K. KOCH, Executive Vice President & Chief Academic Leadership & Innovation Officer, John N. Gardner Institute for Excellence in Undergraduate Education; TIA BROWN MCNAIR, Vice President of Diversity, Equity, and Student Success, AAC&U

Reimagining Higher Education for the New Majority
Bayview Room A

More traditionally underrepresented students—such as first-generation, low-income, non-traditional age, and minority students of color—are on campuses than ever before. Despite the unique strengths and the valuable experience and perspective they bring, these students struggle when they encounter inequalities and prejudice on campus, unfamiliar systems, difficulties in finding professors responsive to them, and overt political racism. Such conditions are the antithesis of ones in a campus culture that fosters well-being. While some institutions recognize the importance of well-being for these students, and genuinely want them to flourish, they often respond with bridging programs which seek to help ease students’ transition. While well-meaning, such programs may serve to hinder that which they wish to promote by identifying these students as “other.” We need to reimagine a higher education wherein immersive programs, pedagogies, and campus cultures that value and embrace first-generation, students of color, adult learners, and other emerging scholars are the expected norm.

MODERATOR: BARRY CHECKOWAY, Professor of Social Work and Professor of Urban Planning, University of Michigan

CHAD BERRY, Academic Vice President and Dean of the Faculty, Berea College; DAVID SCOBEE, Visiting Scholar, University of Michigan; ADRIANA ALDANA, Assistant Professor of Social Work, California State University, Dominguez Hills

This session is presented by Bringing Theory to Practice

Engaged Learning at Scale—Scaling Up High-Impact Practices for All Students
Bayview Room B

There are well-documented disparities regarding access to engaged learning opportunities and well-known challenges to scaling up high-impact teaching practices across the curriculum and cocurriculum. How can institutions support sustainable and effective changes to better incorporate high-impact practices and ensure that all students are given opportunities for engaged learning experiences? This session will share inter-institutional perspectives on this challenge, drawing on experiences of large engaged learning initiatives that have been featured in the national press and are at different stages in their implementation. Panelists represent several research universities (public and private, large and small) encompassing a range of organizational perspectives. The session will begin with audience discussion around definitions of engaged learning and scale-up practices, followed by the panel’s perspectives on challenges and strategies for mitigating them, ending with extensive follow-up discussion.

JAMES HOLLOWAY, Vice Provost for Global and Engaged Education & Arthur F. Thurnau Professor, Nuclear Engineering and Radiological Sciences, and STEPHANIE KUSANO, Assessment & Evaluation Postdoctoral Research Associate—both of the University of Michigan; RANDY BASS, Vice Provost for Education and Professor of English, Georgetown University; RICHARD KIELY, Director of Engaged Learning and Research, Cornell University; MARY WRIGHT, Director of the Sheridan Center for Teaching and Learning, Brown University
Thursday, January 26

4:15 – 5:30 p.m. (continued)

SPONSOR SESSION
Technology to Support Integrated Learning and Deep Student Engagement in a STEM Department

Seacliff B

A successful undergraduate experience that leads to graduation requires much more than a curricular plan. Meaningful engagement with academic advisors results in access to a holistic, integrated learning process that adds value to the student’s education while increasing success, satisfaction and retention. To facilitate these goals with increased efficiency, Cornell University’s Office of Undergraduate Biology, which serves the largest major at Cornell, uses AdviseStream. AdviseStream connects students and advisors, while tracking and managing advising data. Advisors are able to engage with and track individual students, targeted groups, or manage large cohorts of students. Using AdviseStream, Cornell students can schedule an advising appointment, ask for advice, explore course planning options, apply for a limited access program or prepare for a medical school application campaign. In this session, we will discuss the synergy of expert in-person advising with cutting edge technology.

BONNIE COMELLA, Director of Advising and Assistant Dean, College of Arts and Sciences, Cornell University; JUSTIN CROWLEY, Executive Director, AdviseStream, Inc.

This session is sponsored by AdviseStream

DISCUSSION SESSION
Discoveries from the Faculty Collaboratives

Pacific J/K

AAC&U’s Faculty Collaboratives project is building a sustainable infrastructure for faculty leadership connected to LEAP and the Degree Qualifications Profile (DQP), conducting this work in ten LEAP States. Five of the states are creating resource and innovation hubs focused on faculty professional learning, and another five states are making plans for such work. Designed to help faculty leaders and newcomers make sense of and participate in large-scale student success, equity, and attainment initiatives aligned with LEAP and the DQP, the project intends to serve a faculty or “faculties” in the midst of change. Following a panel discussion of the first phase of the project—building hubs, networking, and making outreach in California, Indiana, Texas, Utah, and Wisconsin—the session will offer roundtable discussions with representatives from all ten states involved in the project, including Kentucky, Massachusetts, North Dakota, Oregon, and Virginia. The project is made possible with support from Lumina Foundation.

SUSAN ALBERTINE, Senior Scholar and Director, LEAP States, AAC&U; TERRY DI PAOLO, Executive Dean of Online Instructional Services, Dallas County Community College District; DANIEL MCMENEMY, Professor and Associate Department Head, Department of History, Utah State University; KEITH ANLIKER, Senior Lecturer, Chemistry and Director of Laboratory & Curriculum Support, Indiana University - Purdue University Indianapolis; CHRISTINA CHAVEZ-REYES, Professor and Chair Department of Liberal Studies, California State Polytechnic University, Pomona; TIMOTHY M. DALE, Associate Professor of Political Science, University of Wisconsin, La Crosse

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

Using Hybrid and Online Learning Communities to Transform Critical Thinking and Biases

Golden Gate Room

Students cannot hide in the back of the room in a hybrid or online class. The potential of online education is that well designed questions and assignments can support students in a safe environment which in turn will lead them to deeper thinking and self reflection on issues that they may not be comfortable discussing face to face. But technology is not pedagogy. Poorly designed on-line classes do more harm than good. Seminar participants will 1) self assess their beliefs on the potential of hybrid and online courses; 2) discuss the misconceptions that they may bring to the design of on-line coursework; and 3) consider the potential that on-line student communities have in reducing biases and identifying blind spots in themselves and their students.

JEFF LINN, Associate Professor and Chair of Educational Administration, State University of New York at Brockport

Perilous Times: Preparing Students Across Sectors for Civic, Ethical, Moral Learning

Grand Ballroom C

Colleges and universities have developed various approaches to enhancing civic, ethical, and moral responsibility in a pluralistic society, though not often grounded in research. This session shares cross-sector, evidence-based practices to promote civic and moral learning across general education in two community colleges and special programs at two research universities. This session details grantee work from the Teagle Foundation’s “A Larger Vision for Liberal Education: Education for Civic and Moral Responsibility” initiative. Panelists will share tools, results, and programmatic lessons learned from their projects. The session will feature a short panel followed by small-group discussions, framed by guided questions, that will enable participants to replicate and adapt these tools, results, and lessons learned to their campus and community.

SUSANNE SHANAHAN, Co-Director, Kenan Institute for Ethics and Associate Research Professor, Sociology, Duke University; JAY BRANDENBERGER, Associate Director, Research and Assessment, Center for Social Concerns, University of Notre Dame; LIZ DIGIORGIO, Assistant Professor of Art and Design, Queensborough Community College of CUNY; ROBERT FRANCO, Director, Planning, Research, and Grants, Office for Institutional Effectiveness, Kapi’olani Community College; ANNIE BEZBATCHENKO, Program Consultant, Teagle Foundation
RESEARCH SESSION

Liberal Education and General Education in China

Pacific N

This panel will examine the deep roots and resurgence of liberal education and general education in China from various perspectives. It includes both a philosophical exploration of the liberal arts tradition in the West and Confucian tradition in the East, and a practical description of how curriculum reforms at Chinese universities, which center around suzhi, have been affected by the Western concepts of liberal and general education. It also includes three empirical studies: a qualitative case study of the Yuanpei Academy at Peking University, which is an institute-wide curriculum innovation implemented in 2007; one quantitative study of 1,500 college graduates from 28 universities in Beijing and how their general skills are related to their employability; and another quantitative study of 500 students from 8 universities in Gansu Province, and how integrating the culture and history of ethnic minorities into general education curriculum affect ethnic minority students.

BAOYAN CHENG, Associate Professor, University of Hawaii at Manoa;
HAISHAO PANG, Professor, Beijing Institute of Technology; WANYING WANG, University of British Columbia; AIAI FAN, Associate Professor, Graduate School of Education, Peking University

Reinvigorating California’s Master Plan for Higher Education

Seacliff C/D

This session offers a proposal to reinvigorate California’s 1960 Master Plan for Higher Education. Many policymakers and college and university leaders assume that returning to the Master Plan would be unrealistically expensive. Representing faculty at the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC), the panelists will demonstrate how California could restore tuition-free, high quality, appropriate, and accessible higher education by reinvesting in the Master Plan. Data show that this could be achieved at a surprisingly low cost to the state’s citizens, just over $40 annually for the median household. They argue that privatization strategies that shift the cost of higher education from taxpayers to individual students and their families have led to exploding costs and skyrocketing student debt, but that, when adequately funded, the Master Plan worked and can work again.

HENRY REICHMAN, First Vice-President, American Association of University Professors (AAUP); STANTON GLANTZ, Professor of Medicine, University of California at San Francisco and President, Council of University of California Faculty Associations; JENNIFER EAGAN, Professor of Philosophy and Public Administration, California State University, East Bay and President, California Faculty Association; RICHARD HANSEN, Instructor of Mathematics, De Anza College and former President, the California Community College Independents

Every Student a Changemaker: Fostering Environments and Pathways for High-Impact Learning Through Social Innovation and Change

Pacific H/I

Never before has higher education had the moral and ethical responsibility to engage students in creating meaningful change. In the face of political and community crisis, students desire a framework to leverage their education to develop innovative solutions to pressing social challenges. Colleges and universities that foster and connect multiple developmental pathways and practices for high-impact learning around social innovation will lead the way in graduating students who are prepared to engage as leaders and citizens. Launched in 2008, Ashoka U offers the Changemaker Campus designation to leading institutions who share the vision for higher education to become the next global driver of social change by transforming the educational experience into a world-changing experience. Join Ashoka U Changemaker Campuses in a panel discussion on how to transform liberal education through the lens of community engagement, social innovation, and global learning through a shared philosophy of “every student a changemaker.”

MARINA KIM, Co-Founder and Executive Director, Ashoka U; MICKI MEYER, Lord Family Assistant Vice President for Student Affairs & Community, Rollins College; STEPHANIE DOSCHER, Associate Director, Office of Global Learning Initiatives, Florida International University; ERIC POPKIN, Associate Professor of Sociology and Director of Global Social Innovation Programs, Colorado College; JEAN-PAUL BOUDREAU, Professor of Psychology and Special Advisor & Executive Lead, Social Innovation, Ryerson University

Communicating Value through Sustainable Business Models

Regency Room

Sustainable higher education business models lay the foundation for financial longevity, lower costs, and promote a high return on investment for constituents. But what do “sustainable business models” look like? In this session, AGB Institutional Strategies discusses the macro trends influencing the future of higher education and how institutions can use these trends and other methods to implement business models that promote the value and survival of liberal education.

JIM HUNDRIEser, Associate Managing Principal, Association of Governing Boards Institutional Strategies
Thursday, January 26

**DISCUSSION SESSION**

“Someone Who Looks like Me”: Promoting the Success of Students of Color by Promoting the Success of Faculty of Color

Marina Room

Five liberal arts colleges have created an annual multi-day workshop to support faculty of color and to engage White faculty as allies in ensuring their success. We describe our workshop and lead a structured discussion in which participants evaluate their home institutions’ current efforts and untapped opportunities. We then explore how partnerships with nearby colleges and universities can enable faculty members of color to: a) better articulate the invisible labor in which they engage to support students of color; b) expand their sense of community when URM faculty are few on their campuses; c) better understand the strengths and shortcomings of their home institution’s approach to inclusive excellence; d) better engage with administrators and faculty in leadership positions to effect change on campus; and e) identify White allies who will work to alleviate the effect of the cultural tax and assist in the recruitment and retention of an increasingly diverse faculty.

Lisa Perfetti, Associate Dean for Faculty Development and Professor of French and English, S. Brooke Vick, Associate Professor of Psychology, and Kazi Joshua, Vice President for Diversity and Inclusion and Chief Diversity Officer—all of Whitman College; Michael Benitez, Chief Diversity Officer and Dean of Diversity and Inclusion, University of Puget Sound; Mary James, Dean for Institutional Diversity and A. A. Knowlton Professor of Physics, Reed College

**DISCUSSION SESSION**

Hybridizing Pedagogy for the Urban-Educated Millennial: Tapping into Potential Pummeled by “Forces” Higher Ed Can Counteract

Pacific B/C

The humanistic ability to communicate effectively is the most basic offering that a college education should provide for a matriculating student. It is also critical that urban-educated millennials can see themselves in the material they are exposed to at the college level and that a more flexible approach to achieving college level outcomes is used as they enter the University system. Audience members will learn about a hybrid pedagogy—selective elements of Process Pedagogy and Afrocentric Pedagogy—and discuss how the first-year experience of a pilot course at a HBCU led the facilitators to formalize it. Audience members will also discuss data from the first three semesters of the course that indicate how students are responding to this pedagogy. Discussion will be framed by the idea that this hybrid pedagogy positions students for greater success and higher retention of the 21st-century urban student.

Laura Dorsey-Eolson, Associate Professor, Angela Verelle, Lecturer, Baruti Kopano, Associate Professor, Adam Mekler, Associate Director, and Rod Carveth, Assistant Professor—all of Morgan State University

**ACAD SESSION**

Succeeding in the Search Process

Pacific D/E

To succeed in securing a dean’s position or a presidency, talented and experienced candidates need to understand the search process. This session will be devoted to all the aspects of applying for a new position, including: assessing your strengths, knowing if you are prepared, knowing how to be a good internal candidate, knowing how to work with search consultants, preparing application materials, the interview process, and the final negotiation.

Robert Holyer, Senior Consultant, AGB Search

5:30 – 7:00 p.m.

**HOSTED RECEIPTIONS**

**RECEPTION**

The New American Colleges and Universities, Consortium of Innovative Environments in Learning, and Imagining America: Artists and Scholars in Public Life

Waterfront A/B (Atrium Level)

The New American Colleges and Universities, Consortium of Innovative Environments in Learning, and Imagining America: Artists and Scholars in Public Life invite friends and colleagues to our jointly hosted reception to honor William Sullivan, author of “The Power of Integrated Learning.” All are welcome.

**RECEPTION**

Harvard Graduate School of Education

Pacific L (on Pacific Concourse Level)

The Harvard Institutes for Higher Education welcomes all friends and colleagues.
7:00 – 8:30 p.m.

ACAD Members’ Breakfast and Business Meeting
Pacific D/E

Networking Breakfast
Designing Intentional Pathways to Make Excellence Inclusive
Waterfront A/B (Atrium Level)

WELCOMING REMARKS: TIA BROWN McNAIR, Vice President for Diversity, Learning, and Student Success, AAC&U

ROUNDTABLE DISCUSSION LEADERS

- MARY CARNEY, Director, Center for Teaching, Learning, and Leadership, University of North Georgia
- KATHLEEN LANDY, Assistant Dean for Teaching & Learning, Queensborough Community College–CUNY
- CYNTHIA MENDIOLA-PEREZ, Associate Vice Chancellor for Student and Program Development, Alamo Colleges
- KRISTY MICHAUD, Director, Office of Student Success Innovations, California State University, Northridge
- PATRICIA B. PARMA, District Director of Student Success Initiatives, Alamo Colleges
- RICHARD J. PRYSTOWSKY, Provost and Senior Vice President of Academic and Student Affairs, Lansing Community College
- ADELINA S. SILVA, Vice Chancellor for Student Success, Alamo Colleges
- JESSICA WILKIE, Schools Implementation Leader, Monroe Community College

8:45 – 10:00 a.m.

CONCURRENT SESSIONS

Critical STEM Leadership for Such a Time as This
Session I
Bayview Room B

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. 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, Professor, Critical Culture, Gender, and Race Studies, Washington State University

This session is presented by Project Kaleidoscope (PKAL)

The Whole Student: Intersectionality and Well-Being
Bayview Room A

BTtoP asserts that one of the fundamental purposes of higher education is the personal growth and realization (the well-being) of all its stakeholders, including faculty and staff, and particularly students. Through deep engagement in learning, civic experiences, and diverse discourse, higher education provides the unique opportunity for students to realize their full potential and to flourish. At a time of increasing diversity, complexity, and change within higher education—as well as political discord—exploring intersectionality as a framework for understanding the whole student is not just illuminating, but practically relevant. Serving as a precursor to the BTtoP May 2017 National Conference of the same title, this session will seek to examine how institutional values and campus cultures acknowledge or contextualize the intersections of student identity and lived experiences, support them, and challenge them—fostering the development of the “whole student” through the exploration of the very elements that make students whole.

MOdERATOR: LEE KNEFELKAMP, Senior Fellow, AAC&U

LEEVA CHUNG, Professor of Communication Studies, University of San Diego;
JANIE WARD, Chair, Education and Africana Studies Department, Simmons College

This session is presented by Bringing Theory to Practice

7:30 – 8:45 a.m.

PRESIDENTS’ Networking Breakfast

Roundtable Discussions
Waterfront C/D/E (Atrium Level)

This breakfast provides an opportunity for presidents to come together informally to discuss particular challenges, gain advice from colleagues, and exchange best practices around negotiating the complexities and pressures of leadership within the academy.
Advancing Roadmaps for Community College Leadership to Improve Student Learning and Success
Seacliff C/D

The session presents key lessons learned from AAC&U’s project “Advancing Roadmaps for Community College Leadership to Improve Student Learning and Success,” a multi-year, collaborative effort to scale LEAP-based strategies to support guided learning pathways for all students and build partnerships among campuses and organizations committed to improving student learning and success at two-year institutions. Campus representatives from three community colleges will share lessons learned from collaborating to develop and implement comprehensive pathways that promote educational quality, equity, and deeper levels of student engagement. The session will also present AAC&U’s Leap Community College Resource Hub. To support continued, intentional collaboration and resource sharing, the electronic hub invites users to discuss critical questions influencing community college student success efforts and share the most actionable resources with colleagues. This project is funded by the Kresge Foundation.

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

FRANKLYN ROTHER, Dean, Academic and Career Transitions, Brookdale Community College; AUDREY GREEN, Associate Vice President, Academic Affairs, and DENEY PESCARMONA, Dean, Instructional Support and Student Success—both of College of the Canyons; MARK D. WILLIAMS, Director, Career Services and Project Director, Male Student Success Initiative, The Community College of Baltimore County

SEMINAR SESSION (Participation limited to 25; please arrive early)
An Unbridgeable Gap?
Challenges and Opportunities in Restoring Public Trust
Golden Gate Room

Skyrocketing tuition increases and a soft job market for college graduates have led to increasing public skepticism regarding higher education. Such skepticism has encouraged state legislators to continue to slash financial support for higher education. The loss of financial support leads to further tuition increases. What we have is a vicious cycle of skepticism and economic exigency that leads to public distrust of higher education. If there is any hope of restoring significant public trust in higher education, academics and the public must have a “meeting of the minds” in regard to the purpose or value of higher education. The facilitators will lead a conversation about what we as academics value in higher education (particularly liberal education) and how to bridge the gap between what we value and what the public expects. (Links to short articles, suggested for preparation, are available on the mobile app.)

ERIC BAIN-SELBO, Executive Director, Society for Values in Higher Education, Western Kentucky University; KATHERINE JO, Doctoral Student, University of Illinois at Urbana-Champaign; D. GREGORY SAPP, Associate Professor of Religious Studies and Hal S. Marchman Chair of Civic and Social Responsibility, Stetson University

Capitalizing on Capital Projects to Launch a Culture of Innovation and Collaboration
Pacific J/K

Planning for major capital projects can stimulate important discussions about student learning, curriculum, and even academic vision. The cycles for capital projects, however, are far longer than those needed for program renewal or innovation in teaching and research. Without deliberate attention given to sustaining these discussions, the beneficial effects of planning and occupying a new space can dissipate quickly. This panel focuses on capital projects as means for launching and maintaining important partnerships and conversations about the learning environment. Using examples from humanities and social sciences, arts, and sciences, panelists from four leading liberal arts colleges discuss early experimentation and planning, strategies to maximize the opportunities presented by new spaces and assess the impact of the building on learning, and ways to ensure that capital projects can seed a culture of pedagogical and organizational innovation. Participants will have the opportunity to plan their own strategies for launching and sustaining innovation.

MARCI SORPOR, Provost and Dean of the College, and DANIEL DRESSEN, Associate Provost and Professor of Music—both of St. Olaf College; JAMES SWARTZ, Dack Professor of Chemistry, Director of the Center for Science in the Liberal Arts, Grinnell College; MARIANNE BEGERMANN, Dean of Strategic Planning and Academic Resources, Vassar College; CAROLYN NEUTON, Provost and Professor of Biology, The College of Wooster

Developing the Capacity for Wicked Reflection:
Preparing Students for a Complex World
Marina

There’s a growing consensus that we need to produce “wicked” students. Kuh, Geary Schneider, Hanstedt, and Bass and Eynon all acknowledge the necessity for intellectually nimble graduates who can draw from multiple fields and adapt practices from one area to another as they respond thoughtfully to today’s complex problems. Recognizing the capacity for meta-cognition to deepen student learning and enhance essential dispositional factors, this highly interactive session will explore particular reflective methods that may strengthen student authority. What kinds of prompts might we provide to students? What sorts of questions will lead to a stronger sense of a student’s capacity to engage in the meaningful questions of the day? How might our fields or the level of the student push us to reframe these reflections? Participants should come prepared to think and write, and ready for more than just a little wickedness!

PAUL HANSTEDT, Professor of English, Director of Pedagogical Innovation, Roanoke College; DAVID HUBERT, Assistant Provost for Learning Advancement, Salt Lake Community College
Creating a Learning Ensemble through Applied Improvisation Pedagogy

Pacific L

This interactive and experiential session will introduce participants to applied improvisation as a pedagogical technique. Participants will engage in several exercises adapted from theater theory and practice. These exercises prove valuable for both creating a Learning Ensemble in which learners take safe risks, learn to support one another, and develop skills in adapting to contingency. Participants will leave the session with an understanding of applied improvisation, experience with the pedagogical technique, strategies for incorporating these activities into their classrooms or co-curricular student learning activities, and additional resources on applied improvisation in higher education.

JONATHAN ROSSING, Associate Professor and Department Chair, Gonzaga University

The Multi-State Collaborative: Results and Refinement

Seacliff A

This session will showcase the results from the 2015-2016 Demonstration Year of the Multi-State Collaborative (MSC), the large-scale authentic assessment initiative led by AAC&U and its partner organization, the State Higher Education Executive Officers Association (SHEEO). In addition to providing project-level results, the session will also discuss interrater reliability, validity, and the importance of using improved data visualization techniques to reach beyond the “usual suspects” to share assessment results. Campus representatives will share their own experiences as participants in the MSC, providing candid feedback on the evolution of the project as well as its role in promoting faculty engagement, assignment design, and rich conversations about teaching and learning on campus. Finally, the session will discuss changes made to the MSC during the current Refinement Year (2016-2017) and future directions.

TERREL RHODES, Vice President for Quality, Curriculum, and Assessment, and KATE MCCONNELL, Senior Director, Research and Assessment—both of AAC&U; JULIE CARNAHAN, Vice President, State Higher Education Executive Officers; LISA FOSS, Associate Vice President for Strategy, Planning & Effectiveness, St. Cloud State University

Guided Pathways to Complete General Education at a Four-Year Institution

Pacific H/I

This session will describe how a guided pathway can be structured to serve diverse students at a four-year institution. Both adult transfer students and first-time first-year students benefit from the guidance they receive from our general education program that includes all four years of study and numerous high-impact practices. It was designed with equity-minded principles by faculty, administrators, and staff. We will share results from our planned assessment of practices that were implemented with the first two student cohorts and identify suggestions for improvements based on data analysis.

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

Building a Productive Culture of Teaching and Learning: Contributions from Faculty Development

Pacific F/G

Faculty development programs can promote a productive culture of teaching and learning. A mixed-methods study funded by the Spencer Foundation at a large public university and a small liberal arts college offers answers to criticism that American higher education has lost its way. Findings show that making substantial, sustained faculty learning visible—and connecting that learning to student outcomes—will have measurable effects on the larger institutional culture. The session explores specific connections between programs for faculty related to critical thinking, writing across the curriculum, and quantitative reasoning that demonstrate growth in teaching and related improvement in student learning. Among the findings are surprising implications for faculty in varying types of appointment and career stage, and the extended learning that sustained faculty development can produce. Methods include faculty interviews, analysis of course materials, analysis of student work, classroom observation, workshop evaluations, and HERI survey data.

CAROL RUTZ, Director, Writing Program, and CATHRYN MANDUCA, Director of the Science Education Resource Center—both of Carleton College; MARY HUBER, Senior Scholar Emerita, Carnegie Foundation for the Advancement of Teaching

Using a Faculty Learning Community to Advance Public Scholarship in Promotion & Tenure Guidelines

Regency Room

Preparing and engaging faculty in community-engaged teaching and research is known to be an effective strategy to support student learning, prepare graduates for their roles in an increasingly diverse society, and enact the public purposes of higher education through faculty work. Yet, the community-engaged dimension of faculty work is often not explicitly valued within formal campus promotion and tenure guidelines. Addressing this gap between a campus mission for civic engagement and formal promotion and tenure guidelines for evaluating faculty work is the purpose of our Faculty Learning Community (FLC) on Public Scholarship. Session participants will hear from three distinct organizational perspectives (i.e., faculty Co-Chair, Senior Vice-Chancellor for Academic Affairs, Executive Director of the Center for Service and Learning), ask questions and discuss both successes and challenges to date, and leave with an understanding of how to adapt or replicate such an FLC approach on their own campus.

JULIE HATCHER, Associate Professor and Executive Director, Center for Service & Learning; MARGIE FERGUSON, Senior Associate Vice-Chancellor for Academic Affairs, ELEE WOOD, Professor and Chair of Museum Studies, School of Liberal Arts, and ROSS SILVERMANN, Professor, Fairbanks School of Public Health—all of Indiana University-Purdue University Indianapolis
DISCUSSION SESSION

In Pursuit of “Digital Well-Being”: A Discussion
Seacliff B

How do we tell the stories of ourselves in this era of ubiquitous computing? How can we (and our students) revise our self-representations as we develop new areas of scholarly specialization and change career aspirations? Which infrastructure, habits of mind, and skills do we and our students need in order to achieve what Helen Beetham terms our “digital well-being”? Drawing on an analogy to Maslow’s “Hierarchy of Needs” model, this session will begin by briefly introducing various layers of digital needs that collectively make digital well-being possible. After this brief introduction, the discussion will offer more questions than answers in order to promote lively consideration among attendees about how to facilitate and enhance digital well-being at their institutions.

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

RESEARCH SESSION

How College Affects Students: Lessons Learned from Recent Evidence
Grand Ballroom B

This research session will discuss the main findings of the third volume of How College Affects Students, which synthesized approximately 2,000 recent studies on how college shapes a wide variety of student outcomes during and after the undergraduate years. We will focus the presentation on two general topics. First, since U.S. colleges and universities have been critiqued for supposedly being ineffective in promoting student learning, we will discuss whether and how students change during the college years. Second, we will discuss the factors within an institution that promote student growth and success, which range from “high-impact practices” to specific classroom pedagogy to peer interactions to broad student success initiatives. Overall, some of our findings are consistent with previous research, but some diverge from previous studies and from mainstream perceptions of effective practices.

NICHOLAS BOWMAN, Associate Professor and Director of the Center for Research on Undergraduate Education, University of Iowa; MATTHEW MAYHEW, William Ray and Marie Adamson Flesher Professor, The Ohio State University; GREGORY WOLNIAK, Clinical Associate Professor and Director of the Center for Research on Higher Education Outcomes, New York University

Religious Literacy and Inter-Faith Dialogue in Liberal Education: Initiatives that Enhance Global and Civic Learning
Grand Ballroom C

Religious literacy and inter-faith dialogue are essential liberal learning outcomes for the 21st century. Inter-faith initiatives grounded in both curricular and co-curricular programs help students bridge diversities in culture and worldview (Correia, Rockenbach, & Mayhew, 2016). Religious literacy, including the in-depth understanding of at least one religious tradition, and skills in inter-faith dialogue develop student appreciation for pluralism (Rockenbach, Mayhew, Morin, Crandall, & Selznick, 2015) and socially responsible leadership (Dugan & Komives, 2010). Panelists briefly describe a variety of approaches to integrating religious literacy and inter-faith engagement and dialogue into curricula and co-curricula and in partnership with off-campus communities and organizations. Discussion groups explore key questions related to creating and sustaining such initiatives, as we explore together ways faculty, academic administrators, and others on and off our campuses can encourage such initiatives, overcome challenges, and promote student learning in relation to civic engagement, global awareness, inclusive excellence, and career-readiness.

ROBBIN CRABTREE, Dean, Bellarmine College of Liberal Arts, Loyola Marymount University; WILLIAM MADGES, Professor of Theology, Saint Joseph’s University; DAVID MENGEL, Dean of the College of Arts and Sciences, Xavier University; JAMES SOUTH, Associate Dean for Faculty, Marquette University

SESSION FOR PRESIDENTS

Shaping the Agenda for Higher Education
Garden Room (Atrium Level)

At the beginning of a new presidential administration, join us for a facilitated discussion of critical policy issues that are likely to impact our institutions. What are the most urgent issues facing us in our sectors, and what key messages should be communicated by both AAC&U member presidents and the organization?

DISCUSSION FACILITATORS: KATHERINE BERGERON, President, Connecticut College, and ED RAY, President, Oregon State University
10:30 – 11:45 a.m.

CONCURRENT SESSIONS

Critical STEM Leadership for Such a Time as This
Session II
Bayview Room B

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 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)

The New Agora:
Classic Texts in a Contemporary Context
Grand Ballroom B

John Dewey described the bedrock of democracy as the conversations we have on the street corner. At the same time, liberal learning as a way of life is associated with the fortunate elites, walled within ever-narrowing and exclusive towers. This panel will highlight the work of three organizations in pursuing inclusive excellence with what are often perceived to be unlikely audiences. How do Great Books work in Title 1 schools in the US, and abroad in places like South Korea and China? How does the discussion of classic texts inform community building among urban rap poets and in Bay Area immigrant communities? How does art promote community and healing amidst encroaching gentrification in San Francisco’s Tenderloin neighborhood? How might liberal learning outside of the academy inform teaching and learning within more formal educational structures? What is the new vocabulary of liberal learning that can help educators at all levels foster thoughtful dialogue that elevates the human personality and enlivens democracy?

PANELISTS: TODD BREYFOGLE, Director of Seminars, The Aspen Institute; JOSEPH COULSON, President, Great Books Foundation; HANMIN LIU, President, and Jennifer Mei—both of the Wildflowers Institute

This session is presented by the Aspen Institute/Wye River Academic Programs

Building Institutional Capacity for Signature and Capstone Work:
Perspectives from LEAP Challenge Consortium Institutes
Regency Room

The panel will focus on AAC&U’s capstone and signature work project, funded by the Arthur Vining Davis Foundations, and will present the ongoing efforts of diverse institutions building integrative learning, capstones, signature work, and culminating experiences on their campuses. This initiative, part of The LEAP Challenge, calls for all college students, not just the most fortunate, to pursue their own “signature work,” integrating and applying their learning to complex problems and projects that are important to the student and society. Over the past eighteen months we have been working as a cohort and have recognized the different models for defining, implementing, and assessing signature and capstone work on our campuses. Our panel aims to address core questions that came up as we proceeded, with each institution providing input into how their campus solved the issue.

NANCY BUDWIG, Senior Fellow, AAC&U and Professor of Psychology, Clark University; MIKE EGAN, Associate Professor of Education, Augustana College; KATHRYN LOW, Associate Dean of the Faculty, Bates College; MICHAEL REDER, Director, Faculty Center for Teaching and Learning, Connecticut College; PATRICK M. HAYDEN-ROY, Associate Provost for Integrative and Experiential Learning, Nebraska Wesleyan University; KRISTI KNEAS, Chair and Associate Professor of Chemistry, Elizabethtown College

SEMINAR SESSION (Participation limited to 25; please arrive early)
The Ripple Effect:
Cultivating Faculty Leadership through Collaboration
Pacific L

How do we develop empathetic educators who make room for multiple perspectives and identities in the classroom? How do we empower faculty to, in the words of Beverly Daniel-Tatum, “affirm identity, build community, and cultivate leadership”? This hands-on, minds-on Seminar Session will model adaptable approaches to collaboration as faculty development. Instead of standing in front of faculty and telling them to engage students, we model engaged pedagogical approaches to facilitating the development of transformative relationships and invite colleagues to engage with each other; to share responsibility for learning; and to consider how equitable and inclusive faculty development strategies enable us to imagine ways to partner with students in the enterprise of deep and integrative learning. These learner-centered activities are designed to build community as the necessary condition for learning, reflection, and personal and pedagogical transformation through structured and sustained faculty development.

SOO LA KIM, Assistant Dean for Graduate Programs, School of Professional Studies, Northwestern University; LOTT HILL, Director, Center for Teaching and Learning, University of the Pacific
DISCUSSION SESSION

Challenges to Liberal Education: Assessment as Bridge, ePortfolios as Illustration

Pacific H/1

Assessment and eportfolio leaders will share their recent discovery of employers’ and alumni’s positive response to explanations of campus work with assessment and touch on what we know of employer response to student eportfolios. After one session, one alumna said “Now I’m even more proud to be a graduate of IUPUI!” How can your institution tap neglected resources from campus assessment practice, eportfolio adoption, or both to help employers better understand the connections between liberal education and professional preparation? Bring your ideas and questions to contribute to an engaging session about how these tools can strengthen employers’ understanding of and advocacy for the value of liberal education.

SUSAN SCOTT, Assistant Director, Office of Institutional Effectiveness, and SUSAN KAHN, Director, Office of Institutional Effectiveness—both of Indiana University-Purdue University Indianapolis

Revising Curricula in the Majors

Seacliff A

With the support of a major grant from The Teagle Foundation, cohorts of department faculty at San Francisco State University were asked to focus serious and searching attention on revising their major curricula. Representatives from twenty different departments including programs in the arts, humanities, social sciences, and sciences participate in a year-long campus-wide learning community on revising different majors’ curricula to best foster student learning. The results of this work have been the development of a campus culture of re-visioning curricula to ensure a clear, sustained focus on student learning and a tool book to assist other faculty in creating department and curricular change. Panelists will share practical lessons and engage the audience in direct application of proven tools for revising curricula in majors.

JENNIFER SUMMIT, Interim Provost and Vice President of Academic Affairs, ELIZABETH BROWN, Director, School of Public Affairs and Civic Engagement, CONNIE ULESIC, Professor and Department Chair, Consumer & Family Studies/Dietetics, and JOCELYN HERMOSO, Associate Professor of Social Work—all of San Francisco State University

RESEARCH SESSION

What is the Value of a College Degree?

Seacliff B

As public concerns grow around college costs, student debt and completion rates, colleges and universities are under increasing pressure to demonstrate the value of higher education. A college degree’s value is often measured in strictly economic terms; however, this presents a narrow picture of the value of college education. Leveraging University of California systemwide survey data and statewide and national data sources, the UC Office of the President’s Institutional Research and Academic Planning department is developing a set of indicators (both economic and non-economic) to more comprehensively demonstrate a college degree’s impact on individual students and the broader public. We will share how we are using the Post Collegiate Outcomes Initiative framework to better understand and communicate the impact of a college degree in areas such as economic well-being, ongoing personal development, and social and civic engagement.

PAMELA BROWN, Vice President of Institutional Research and Academic Planning, KIMBERLY PETERSON, Manager of Academic Planning Analysis, and BRIANNA MOORE-TRIEU, Institutional Research and Planning Analyst—all of the University of California Office of the President

Growing Global Citizens in Homogeneous Soil

Marina Room

At a time when our institutional goals are coalescing around global and cultural competencies, there is—on campuses as well as within the American and European zeitgeist and politics—an increasing vocal position of resistance to these educational goals among some, and a sense of complacency driving the completion of global education requirements among many. In addition, many small liberal arts schools lack the religious, class, race/ethnicity and international diversity to challenge students’ experience of people and perspectives different from their own, and many students lack the financial resources for study abroad. The negative responses to initiatives to internationalize/globalize the campus has led us to seek to identify potentially effective responses to these criticisms. This panel will present best practices of three mutually supportive approaches to address these challenges: on- and off-campus globally connected courses, on- and off-campus international immersion, and internationalization of the curriculum.

LORNA HERNANDEZ-JARVIS, Professor of Psychology, and DEIRDRE JOHNSTON, Professor of Communication—both of Hope College; GABRIELE DILLMANN, Julian H. Robertson Jr. Endowed Professor & GLCA Consortial Languages Director, Denison University; PATRICIA LAMSON, Director, International Programs, Earlham College
DISCUSSION SESSION
Grabbing Third Rails: Courageous Responses to Closing Our Equity Gaps
Seacliff C/D

Higher education institutions continue to face a troubling dilemma: Though many are committed to closing equity gaps and ensuring a quality education for underserved students, many also face “third-rail” challenges that can be quite difficult to overcome. In a world in which faculty have enjoyed a great deal of autonomy and in which teaching is not consistently a high priority, how do we courageously confront problematic teaching that adversely affects students, especially those from underserved populations? In a world in which our sincere commitments to diversity, equity, and inclusion do not consistently eventuate in results that match our commitments, how do we honestly confront problems with our own implicit biases? In a world in which many students’ socio-economic struggles impede their academic success, how do we help to remove barriers to eradicating student poverty? Please join us for a lively discussion of these matters and take away practical advice for overcoming third-rail barriers to student success.

Richard Prystowsky, Provost and Senior Vice President of Academic and Student Affairs, and Sherri Fannon, Professor of Nursing—both of Lansing Community College; Russell Lowery-Hart, President, and Jordan Herrera, Director of Social Services—both of Amarillo College

SEMINAR SESSION (Participation limited to 25; please arrive early)
Big Questions: Religion in the Classroom—Rebuilding Trust
Golden Gate Room

Discord—local and global—between groups, adherents of alternative belief systems, and animosity between whole societies should be decreasing with increased communication, travel, and use of social media. Sadly, it does not seem to be so. AAC&U’s Annual Meeting discussion on “Big Questions in Pedagogy: When Religion Enters the Classroom” has, for the last ten years, brought participants together in lively discussion. We continue this discussion by examining how students can grow intellectually and personally by engaging with questions of religion and religious identity in the curriculum and each other’s lives. Recent studies reviewed in Inside Higher Ed have highlighted discrepancy between students’ expectation of tolerance and their own personal attitudes. The purpose of this seminar is to address ways in which the curriculum, campus life experience, and campus interaction can help shape a more successful experience in higher education that will impact society and its attitude toward the academy.

Norman Jones, Professor of History, Utah State University; Richard Morrill, Chancellor, University of Richmond; Saul Fisher, Executive Director for Grants and Academic Initiatives and Visiting Associate Professor of Philosophy, Mercy College

DISCUSSION SESSION
Redistributing Responsibility: Critical Stakeholders and Student of Color Success
Pacific J/K

As is the case with most support systems for underrepresented groups, the communication around student of color success (if held at all) is all too often assigned to faculty of color and/or staff of color in the student affairs space. While individuals serving in these roles are absolutely appropriate to instruct, service, and support students of color, the effort to recruit, retain, engage and graduate these students is the responsibility of a much wider array of stakeholders. This interactive session will take participants through a mapping exercise that allows mentors, advisors, and other interested parties to gauge the proximity of five key offices—Admissions, Counseling Centers, Student Advising, Institutional Research and Career Centers—to students of color. These offices are directly tied to student success and should be engaged in specific methodologies for ensuring student of color success. Participants will walk away with a self-developed action matrix which outlines steps for engagement of these offices and methods of evaluating the planning and implementation process.

Norm Jones, Chief Diversity and Inclusion Officer, Amherst College

Civic Engagement, Student Agency, and Well-Being: Campus Projects
Bayview Room A

BToP is proud to have contributed grant funding to more than 500 projects on more than 300 institutions of higher education across the world. In 2015, fifteen institutions were awarded $10,000 grants to implement and assess a campus-based two-year research project that would give focused attention to the well-being of students, particularly those traditionally underserved by higher education. The goal was for these unique projects to, through the gathering of evidence, provide justification for best practices for deepening and sustaining the institution’s commitment to whole-person realization—including how these practices were connected to student civic engagement and agency. This session will feature three of those BToP campus grantees, as well as data from BToP’s National Evaluator Ashley Finley, to discuss adaptable and adoptable examples and practices that foster civic engagement, student agency, and well-being in higher education.

Moderator: Ashley Finley, Associate Vice President of Academic Affairs and Dean of the Dominican Experience, Dominican University of California

Julie Owen, Associate Professor of Leadership & Integrative Studies, George Mason University; Joyce Stern, Dean for Student Success and Academic Advising, Grinnell College; Patrick Connelly, Dean of Students and Director of Student Engagement, Landmark College

This session is presented by Bringing Theory to Practice
HEDS UP SESSION (a series of 10-minute presentations in the spirit of "TED Talks")

Grand Ballroom C

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

Inspiration to Innovate: Creating Dynamic Learning Environments for Educational Equity

Are your students graduating in a timely manner? Are you connecting your first-generation students and families to the university experience? California State University, San Bernardino (CSUSB) has an innovative model—a three- to four-week, fully residential, integrated curricular, orientation, and cocurricular experience free to all participants. (Last year’s 2015 summer pilot program of 1,500 students had more than 93% of students advance at least one level in mathematics.) CSUSB will share what it learned about its students, student success, and working together to “innovate for impact” for a large, Hispanic-Serving institution of 20,000 of the CSU system.

ALYSSON SATTERLUND, Associate Vice President and Dean of Students, and TERRY L. RIZZO, Professor and Chair, Kinesiology—both of California State University, San Bernardino

Are You Your Students Dropping Out Because You’re Reinforcing Their Insecurities?

When students worry that they do not belong in college or cannot master coursework, they become easily discouraged and risk dropping out. Their unaddressed fears become self-fulfilling prophecies, playing a critical but neglected role in student retention. The actions college administrators take send powerful messages to students—messages that can either fuel or dispel those anxieties. Multiple rigorous studies with thousands of students have now shown the power of dispelling common fears. Even minor content changes to student orientations or success skills seminars can have dramatic, long-term effects on students’ anxieties and their retention. Buoyed by these results, a new community of researchers and colleges are working together to promote college completion by quelling the fears that so often obstruct it.

DAVE PAUNESKU, Executive Director for the Project for Education Research that Scales, Stanford University

Innovation in Higher Education: What It Is and What It Is Not

Innovation in higher education is harder to spot than innovation in other sectors. What does it mean to be innovative in the context of educating students on a day-to-day basis? Shortly after being recognized as one of the Top Five most innovative education programs in California for our CSin3 program, we came to the somewhat disconcerting realization that we couldn’t articulate—at least not easily—what it was exactly that was innovative about our program. It is our contention that innovation in higher education is defined by the “relevent pursuit of comprehensive and end-to-end student success, without siloing emphasis into one aspect of student experience, without (sometimes blind) allegiance to existing practices, policies and procedures, and willingness to take carefully considered risks in a culture that is extremely risk averse.” The new ideas and program components are means to this end rather than being the defining elements of the innovation.

BONNIE D. IRWIN, Provost and Vice President for Academic Affairs, California State University, Monterey Bay

Innovation Capability as a Graduate Attribute for Liberal Arts Programs

Innovation: the process of generating value by the successful mobilization of new ideas. Innovation Capability: the knowledge, skills, and mindsets to engage effectively with innovation practices and processes as individuals, teams, and organizations. This HEDs-UP is an Innovation Capability journey, illustrating how this program outcome—“for the top 100% of students”—could complement discipline capability and essential learning outcomes for liberal arts. The journey evolves through program scenarios, reframing curricular design and the role of teaching and learning environments.

The scenarios result from an institutional feasibility study, which included a knowledge synthesis of related research evidence, exemplary practices, and promising innovations in Innovation Capability. Each story includes a combination of targeted courses from diverse disciplinary perspectives, experiential learning opportunities from Students as Partners in Learning and Teaching, and faculty modeling of Innovation Capability in our practices (the hardest part!).

THOMAS CAREY, Executive-in-Residence for Teaching and Learning Innovation, British Columbia Association of Institutes and Universities

Transforming Communication: Pivotal Action for Keeping Our Promise and Fueling Our Progress

In the spirit of the election season, there is one “Essential Learning Outcome” campaigning for a spot on the integrated liberal education ticket, inspiring us to imagine a democracy in which a critical mass of liberally educated influence leaders communicates publicly, facilitating transformative, inclusive dialogues related to our most intractable dilemmas. The “oral and written communication” ELO rarely takes center stage among better-known peers, perhaps because educational practices related to this outcome have been constructed in isolation from the other essentials—and perhaps because our expectations for the potential culture-shifting impact of communication have been excruciatingly low. As we observe the emerging normative nature of violence and extremist ideology—and the public discourse that enables such norms to flourish in our democracy—we must courageously consider a freshly focused action plan for keeping our promise and fueling our progress.

LORI CARRELL, Vice Chancellor for Academic Affairs and Student Development, University of Minnesota Rochester
New Majority Alums: Frameworks for Learning with Alumni

Pacific F/G

This session furthers efforts to engage alumni as allies in learning and partners in higher education’s public mission. A panel of thought leaders seeks to put into conversation several analyses and practices vital to learning with former students who are publicly active in the places where they live and work. Our specific goal is to link three educational innovations: 1) socially responsive learning pathways and the life phases associated with them, extending through the student-to-alum transition; 2) developmental phases of intercultural maturity, especially with reference to New Majority grads who are now demarcating diverse forms of alumnihood; and 3) student success and alumni engagement efforts particular to institutional type and role (student, alum, staff, faculty). In order to understand the full arc of student and post-college success, the panelists will work together to map out a lengthened continuum of engaged learning, attentive to transitions in position and identity over time.

JULIE ELLISON, Professor, American Culture and English and Lead Organizer, Citizen Alum, and PATRICIA KING, Professor of Higher Education—both of the University of Michigan; DANIELLE HINRICH, Associate Professor, Communication, Writing, and Arts, Metropolitan State University; MARYBETH GASMAN, Director, Center for Minority-Serving Institutions, University of Pennsylvania; RANDY BASS, Vice Provost for Education, Georgetown University

ACAD SESSION

The State of Shared Governance: Preliminary Results of the 2016 AAUP/ACAD Survey

Pacific D/E

The study of governance requires an understanding of the range of governance practices and how they have changed. ACAD and AAUP have administered a survey on faculty participation in shared governance. We will present results of the survey and compare them to results of surveys administered by the AAUP until 1970 and a 2001 survey sponsored by both organizations.

FRANK A. BOYD JR., Associate Provost, Illinois Wesleyan University; THOMAS MEYER, Vice President Academic Services and Student Development, Lehigh Carbon Community College; HANS JOERG TIEDE, Associate Secretary, Department of Academic Freedom, Tenure, and Governance, American Association of University Professors; MICHAEL DECESARE, Chair, AAUP Committee on College and University Governance, Professor and Chair of Sociology, Merrimack College

ACAD KEYNOTE LUNCHEON

Iteration and Innovation in Education

Grand Ballroom A

As the world gets more connected, it also gets more complex. We now operate on a global scale and our job in education is to help learners develop the knowledge, skills, and abilities they will need to thrive in this new environment. We are preparing them to solve global problems we haven’t defined yet, using technology that hasn’t been invented, in roles that do not exist. To thrive in this new era, learners need to know how to learn, problem solve, iterate, create, collaborate, communicate, and to think critically. What we need more than anything in education is a culture of innovation and iteration in order to build new learning models supported and enabled by technology to foster student focused learning.

JAIME CASAP, Education Evangelist, Google, Inc.

Noon – 2:00 p.m.

PRESIDENTS’ FORUM LUNCHEON

Why Reporters Won’t Pay Attention—Except When I Don’t Want Them To

Waterfront Room C/D/E

SCOTT JASCHIK, Editor, Inside Higher Ed

1:30 – 2:30 p.m.

CONCURRENT SESSIONS

Are You Smart Enough? How Colleges’ Obsession with Smartness Shortchanges Students

Grand Ballroom B

Alexander Astin will explore the many ways in which the obsession with “being smart” distorts the life of a typical college or university, and how this obsession leads to a higher education that shortchanges the majority of students, and by extension, our society’s need for an educated population. Astin calls on his colleagues in higher education to return the focus to the true mission of developing the potential of each student: However “smart” they are when they get to college, both the student and the college should be able to show what they learned while there. Unfortunately, colleges and universities have embraced two very narrow definitions of smartness: the course grade and especially the standardized test. A large body of research shows that it will be very difficult for colleges to fulfill their stated mission unless they substantially broaden their conception to include student qualities such as leadership, social responsibility, honesty, empathy, and citizenship.

ALEXANDER W. ASTIN, Allan M. Carter Distinguished Professor Emeritus of Higher Education and Founding Director, Higher Education Research Institute at the University of California, Los Angeles
DISCUSSION SESSION

Paying Attention to Often Ignored Small Sub-Populations in Assessment Work

Pacific N

A more diverse society has led to a more diverse college-going population and faculty body, but the need for restoring public trust in higher education is especially important for subpopulations that have traditionally been marginalized within the higher education system. Often these groups represent small proportions of an overall population, which can present a variety of challenges when trying to conduct assessments of their experiences. This session explores the challenges and possible solutions for those working toward improving the experiences of small subpopulations. The session will consist of highly interactive discussions focusing on the value of inclusivity in restoring public trust in higher education, reflections on assessing the experiences of small subpopulations, and creating plans for further understanding the experiences of small subpopulations for the purpose inclusive improvement.

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

INFORMATION SESSION

Practice What You Teach: The Faculty Fellows Program

Golden Gate Room

Offered in partnership with AAC&U, the Faculty Fellows program provides a unique faculty development experience, offering faculty from all disciplines the opportunity to pursue their professional, disciplinary, and personal interests in a challenging and dynamic professional environment—and to rejuvenate their work as scholars, teachers, advisers, and educational leaders. Sponsored by their home institutions, Faculty Fellows spend one full semester in the Washington, DC area, interning at agencies, organizations, associations, and other sites related to their professional interests. During their time in Washington, Faculty Fellows also engage with experts in higher education. During this information session, you will learn more about the program from the President of Washington Internship Institute as well as previous Faculty Fellows.

GREGORY M. WEIGHT, President, Washington Internship Institute; PATRICK REYNOLDS, Former Dean of Faculty, Hamilton College, and Visiting Practitioner, The Collaborative on Academic Careers in Higher Education, Harvard University

SPONSOR SESSION:

Building Trust with Big Questions: Connecting Experience, Identity, and Engagement

Seacliff A

Since 2011, Ask Big Questions (ABQ) has trained over 1,100 student leaders, faculty, and staff on 120 campuses in our method of community conversation, engaging over 50,000 students. ABQ is an accessible entry point from which students think critically, explore diverse perspectives, and develop transferrable leadership skills. Beginning with Big Questions sows fertile ground for exploration of issues from personal to societal. These conversations are spaces for individuals to explore their values, predispositions and purpose, while groups build trust and productive communication patterns. ABQ conversation events, workshops and participant guides support students in connecting their experience with diverse viewpoints and constructive engagement. Whether these collaborative conversations originate in academic or student affairs, the resulting skills, habits and insights are applicable across collegiate, personal and professional lives. Session attendees will sample Big Questions, discuss the approach, and consider how ABQ can be an asset in their programming and campus initiatives.

JULIE REED, Senior Director for Partnerships, Ask Big Questions; STEPHANIE KURTZMAN, Interim Executive Director, Gephardt Institute for Civic and Community Engagement, Washington University

This session is sponsored by Ask Big Questions

DISCUSSION SESSION

Creating and Sustaining Politically Engaged Citizens: A Model for Faculty and Leadership Professional Development

Bayview Room A

California Campus Compact (CACC) and the Carnegie Foundation for the Advancement of Teaching created a two-year faculty development program to support service learning for political engagement. The project addressed a potential pitfall of service learning: that students might see service and community participation as alternatives to involvement in the political process rather than as entry points. The CACC Carnegie Service Learning for Political Engagement Faculty Fellows Program brought together faculty members from diverse institutions and from a wide array of disciplines to increase college students’ political engagement and advance service learning by focusing on dilemmas inherent in teaching for political participation. This session will present the fellows project as a model of sustainable and effective faculty development for promoting higher education’s role in civic and political education. Participants in the session will discuss the implications for similar professional development on a single campus or across several.

DAVID DONAHUE, Director, Leo T. McCarthy Center for Public Service and the Common Good, University of San Francisco; CHRISTINE CRESS, Professor, Portland State University; ELAINE IKEDA, Executive Director, California Campus Compact; MARCIA HERNANDEZ, Associate Dean and Associate Professor of Sociology, University of the Pacific; COREY COOK, Dean, Boise State University
Preparing Graduate Faculty for the Work of the Future

Seacliff C/D

How might a renewed vision of shared governance contribute to rebuilding public trust in higher education? Much has been written about the need to rethink faculty governance in light of fiscal austerity, rising tuition costs, and calls for greater institutional nimbleness and disruptive innovation. Meanwhile, the “adjunctification” of the faculty workforce brings its own governance challenges. Unwieldy as shared governance may be, it is also crucial to academia’s distinctive value—and to maximizing student learning and success. This panel explores ideas and approaches within one university, from the viewpoints of different constituents working on renewing its shared governance model. How can shared governance be leveraged to strengthen the institution’s value to the local community? How can contingent faculty’s demands for labor justice contribute to more effective decision-making? How can we communicate the value of our non-corporate organizational model to the publics we serve?

NICOLÁ PITCHFORD, Vice President for Academic Affairs and Dean of the Faculty, LYNN SONDAG, Associate Professor of Art, Chair of Faculty Forum, and ROBIN MCCLOSKEY, Adjunct Professor of Art, Adjunct Faculty Union representative—all of Dominican University of California

RESEARCH SESSION

Supporting Student Career Development: Views from Faculty, Student Advisors, and Career Service Staff

Pacific F/G

In order to build a diverse and highly skilled workforce, how can we empower and support our graduates to effectively communicate the value of their liberal education to employers? What are students’ decision-making process and the ecosystem of resources and supports they draw upon as they seek their first post-undergraduate job? Interviews with University Influencers (UIs)—student advisors, engineering faculty, and career services staff—were conducted at six diverse U.S. institutions guided by two questions: What knowledge, skills, and abilities do UIs perceive as important for undergraduate engineering students during the process of applying to, being considered for, and obtaining a job offer? How do UIs help students gain these knowledge, skills and abilities? Participants will discuss these findings in small group discussions that will directly inform a research-to-practice model to improve career services and advising in engineering and other fields.

ANGELA HARRIS, Fellow, Stanford Introductory Studies Program, and SHERI SHEPPARD, Professor of Mechanical Engineering—both of Stanford University; SAMANTHA BRUNHAVER, Assistant Professor, The Polytechnic School, and IRA A. FULTON, Schools of Engineering—both of Arizona State University; JINNY RHEE, Associate Dean, Charles W. Davidson College of Engineering, San José State University

We Are All Educators: Using LEAP to Engage the Campus in Student Success

Marina Room

This session describes an all-campus LEAP initiative that brings faculty, staff and students together to improve teaching, learning, and student success at a public comprehensive university. LEAP provides a campus-wide organizing framework that communicates the value of a liberal education and that, regardless of job titles, all employees impact student learning in important ways. “We are all educators,” working collaboratively for student success, even during very challenging times. LEAP reinforces the noble work of all employees and comes at a critical time for addressing equity in society and assuring success for students who can most benefit from a transformational education. Our campus transformation will be described, including an analysis of LEAP projects and evidence of impact. Discussion will encourage participants from other campuses to share how they use LEAP and how we can all take this initiative to the next level—“taking a bigger LEAP” for student success.

BEVERLY KOPPER, Chancellor, SUSAN ELROD, Provost & Executive Vice Chancellor for Academic Affairs, and GREG COOK, Associate Vice Chancellor for Academic Affairs—all of University of Wisconsin–Whitewater

DISCUSSION SESSION

Preparing Graduate Faculty for the Work of the Future

Pacific H/1

Many trends are redefining the nature of faculty work in the twenty-first century. Some of the trends include but are not limited to the decline of tenure-track positions, the call for more explicit assessment with demonstrated learning outcomes, and the advancement of lower cost models. Added to this complex picture are the various modalities in which learning takes place—virtual, face to face, and in blended settings. Panelists will discuss these trends as they impact the way faculty work in the future is likely to be designed and carried out. As we look ahead, a key question is how do we prepare graduate faculty for the future that faces them while continuing to carry out our essential disciplinary and learning missions.

ORLANDO TAYLOR, Vice President for Strategic Initiatives and Research, and KATRINA ROGERS, President—both of Fielding Graduate University; PATRICIA ARREDONDO, Visiting Professor, Arizona State University

Launching a New Diversity Office: Success for the Long Term

Regency Room

Many universities across the country are establishing new diversity offices in response to growing student concerns and protests about social justice. But what thought is being given to the role and purpose of these offices beyond the current political climate? How does inclusive excellence and equity-mindedness play into this mix? Where is the student learning piece? Panelists from California State University, Monterey Bay will discuss the path they took to establish their Office of Inclusive Excellence as well as lessons learned. We will also talk about the partnership with our new Sustainability Office and how we are using the intersection of environmental and social justice to enhance student learning and institutional change. The audience will be invited to engage in a conversation on how to best position diversity offices for success.

PATTI HIRAMOTO, Associate Vice President for Inclusive Excellence, Chief Diversity Officer; EDUARDO OCHEA, President, DAN SHAPIRO, Director, Center for Teaching, Learning and Assessment, and LACEY RAAK, Sustainability Director—all of California State University, Monterey Bay

Friday, January 27

Friday, January 27
Improving Low-Income Access and Attainment at Selective Liberal Arts Colleges: Lessons from Successful Colleges

Pacific J/K

Most selective liberal arts colleges struggle to enroll and graduate low-income and first generation students. Between 2011 and 2014, only five selective national liberal arts colleges enrolled more than 30% low-income students while maintaining a graduation rate over 70%. Each of these colleges achieve success without expending disproportionate funds and without lowering admissions criteria, suggesting campus commitment and culture rather than resources are key to enrolling more low-income students. The panelists will discuss key policies and interventions contributing to their success in attracting, retaining, and graduating unusually high numbers of low-income students. Attendees will be invited to consider how to adapt these approaches to their own campus culture, in ways appropriate to their resources, with a particular focus on the challenges they might encounter and strategies to manage these institutional barriers, based on the experience of the presenter institutions and attendees at the panel.

ED WINGENBACH, Vice President and Dean of Faculty, Ripon College; SHEILALI PIÑERES, Vice President for Academic Affairs and Dean of the Faculty, Austin College; FLORENCE HINES, Vice President, Enrollment Management and Dean of Admissions, McDaniel College

RESEARCH SESSION

New Data on Gender Identity: The Experiences of Incoming Transgender College Students

Seacliff B

In line with the conference theme of inclusive excellence, what we know about trans college students is limited. The purpose of this study is to explore the experiences of nearly 700 incoming freshmen at 209 institutions who self-identified as transgender, compared to a nationally representative sample of first-time, full-time freshmen with respect to mental health, financial concerns, and engagement in activism. This descriptive analysis demonstrates the need to collect this data on our students and the need to think in a more sophisticated manner about how we operationalize these demographic variables and how we incorporate the needs of transgender students on our campuses. Session attendees will be invited to share the successes and challenges experienced by their campuses in terms of data collection, policy, and practice concerning transgender students.

ELLEN STOLZENBERG, Assistant Director, Cooperative Institutional Research Program, University of California, Los Angeles; BRYCE HUGHES, Assistant Teaching Professor and Program Leader, Adult & Higher Education, Montana State University

ACAD SESSION

Assistant/Associate Deans—Solving Problems (Before and After They Arise)

Pacific D/E

Associate deans often operate “in-between” faculty and deans in anticipating, averting, and solving operational problems in academic affairs. This interactive session offers case studies on faculty turnover, departmental review, and program transitions. This is a networking and development opportunity for new and veteran assistant/associate deans.

JAMES M. SLOAT, Associate Provost and Dean of Faculty, Colby College; JEFFREY COLE, Associate Dean of the Faculty, Connecticut College; MARGARET IMBER, Associate Dean of Faculty, Bates College; PENNY YEE, Associate Dean of Faculty, Hamilton College
CONCURRENT SESSIONS

Envisioning the Faculty in the 21st Century

Grand Ballroom B

Panelists will examine ideas for intentionally developing faculty roles that will result in institutional models that support both student learning and higher education’s full mission. The ideas are drawn from a recent book—Envisioning the Faculty in the Twenty-First Century. Various authors from the book present their ideas for elements of a future faculty. These models are responsive to challenges and issues that have emerged in recent years and will have viability moving forward. The session will begin with an overview of results from a national survey about new faculty models/roles and some areas of consensus among key stakeholders.

ADRIANNA KEZAR, Professor of Higher Education, and ELIZABETH HOLCOMBE, Researcher—both of the University of Southern California; R. EUGENE RICE, Senior Fellow, AAC&U; LESLIE GONZALES, Associate Professor of Higher Education, Michigan State University; WILLIAM MALLON, Senior Director, Strategy and Innovation Development, Association of American Colleges and Universities; NANCY HENSEL, President, New American Colleges and Universities

Excellence in Assessment Designations:
Lessons from the Field

Grand Ballroom C

This session will feature several campuses who received an Excellence in Assessment Designation in 2016, a new national recognition of campuses that successfully integrate assessment practices across campus to provide evidence of student learning outcomes that are representative of all their students. The campuses will highlight the breadth and depth of their campus assessment work with a focus on sharing promising practices and information on overcoming barriers to implementation.

TERI HINDS, Director, Research and Data Policy, Association of Public & Land-grant Universities; ROSE MINCE, Dean of Curriculum and Assessment, Community College of Baltimore County; JEFF GRANN, Academic Director of Assessment & Learning Analytics, Capella University; ALICE KNUDSEN, Dean of Instruction for Curriculum and Assessment, Mills College

Agents of Reconciliation:
Student Affairs and Liberal Education

Regency Room

Campus and community activism nationally is a call for us to lead and serve our communities differently. Over the past few years, we have seen a rise in campus activism around gender-based violence, racial justice and equity, religious inclusion, and beyond. As educators, we have worked to address these specific content areas through our organizations. What would it mean to recognize the common themes that link the issues we aim to address, and serve as agents of reconciliation? How can we shift our institutional leadership approach, by shifting our organizational leadership approach to be grounded in a social justice frame? We will identify how student affairs leaders and organizations are key partners as agents of justice at our institutions.

MAMTA ACCAPADI, Vice President for Student Affairs, Rollins College; CAROLYN LIVINGSTON, Vice President for Student Life and Dean of Students, Carleton College; ANNA GONZALES, Dean of Students, Lewis and Clark College

Education as the Midwife of Democracy:
Lessons Learned from Bringing Civic Engagement Deep into the Curriculum

Marina Room

The last decade has seen the emergence of a variety of curricular pathways that focus on civic engagement, political engagement and social change and that allow students to acquire the knowledge, skills, understandings and commitments needed to create a more just society. But the creation of curricular structures confronts many challenges and obstacles, and presenters on this panel will share these with the goal of providing guidance on how a variety of higher education institutions might move their curricula in this direction. Panelists will draw on experiences creating and sustaining multi-semester programs, certificate programs, and majors that focus on civic engagement in large public and private universities and a small liberal arts college.

ERIC MLYN, Assistant Vice Provost for Civic Engagement, Duke University; JOHN REIFF, Director Emeritus, UMass Amherst Civic Engagement and Service-Learning, and Founder, Civic Engagement Associates; TANIA MITCHELL, Assistant Professor of Higher Education, University of Minnesota; HOLLY GILES, Professor, Justice and Policy Studies, Guilford College

Making Excellence Inclusive:
Leading for Equity in Challenging Times

Golden Gate Room

In this seminar, participants will consider Inclusive Excellence as a framework to contextualize and guide their work in higher education, in particular with consideration of the current challenging national and international climates. Through the use of individual activities and small group case studies, the seminar aims at providing leaders with ways to utilize Inclusive Excellence as a model of organizational change that can drive dynamic and grounded practices, processes, and policies in higher education.

FRANK TUITT, Associate Provost for Inclusive Excellence and Associate Professor of Higher Education, University of Denver

Accreditation as an Engine for Innovation

Seacliff B

Accreditation conjures a variety of reactions from campus constituencies. Faculty often have a jaundiced view of accreditation, and rightful so—if accreditation efforts are limited to simply keeping the accountability wolves at bay. In contrast, the Quality Enhancement Plan (QEP) with the Southern Association of Colleges & Schools requires institutions to design and implement strategies that will transform “student learning and/or the student learning environment.” As such, the QEP potentially represents an opportunity for campuses to innovate. This session interrogates that hypothesis, sharing results from a comprehensive content analysis of publicly-available QEPs spanning almost 10 years (2007-2015), identifying patterns in theoretical frameworks, high-impact practices, and assessment strategies, while raising questions about what innovation means on a campus.

KATE McCONNELL, Senior Director, Research & Assessment, AAC&U; KIMBERLY FILER, Associate Director for Strategic Initiatives, and PETER DOOLITTLE, Assistant Provost for Teaching and Learning & Executive Director, CIDER—both of Virginia Tech

RESEARCH SESSION

Friday, January 27

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RESEARCH SESSION

Going Global: Assessing Students’ Experiences Using NSSE’s New Global Learning Module
Seacliff C/D

Our rapidly globalizing world demands that colleges and universities expand opportunities for global learning and embrace internationalization as an institutional priority. This session highlights results from the National Survey of Student Engagement’s (NSSE) new Global Learning Topical Module to explore the extent to which student experiences and coursework emphasizes global affairs, world cultures, nationalities, religions, and other international topics and what these experiences contribute to global learning gains. We will explore variation by student characteristics, discuss how campuses are using results to enhance global initiatives, and introduce a collaborative project with the American Council on Education to explore the relationship between students’ experiences and internationalization initiatives undertaken by the institution.

JILLIAN KINZIE, Associate Director, Center for Postsecondary Research and National Survey of Student Engagement, and JAMES COLE, Research Analyst—both of Indiana University Bloomington; ROBIN HELMS, Associate Director for Research, American Council on Education

Networking Change Agents and Researchers to Accelerate Systemic Institutional Change
Pacific F/G

Leaders in higher education are being challenged to better align institutional outcomes and programs to meet societal, environmental, and economic needs. Responding to these challenges requires coordinated, systemic efforts that will result in institutional transformation and change. Both formal leaders, with clear responsibility for leading undergraduate education improvement, as well as informal leaders, those with expertise and influence, have roles to play in systemic change efforts. Change agents, researchers, and leaders have formed a new national, cross-disciplinary group—the Accelerating Systemic Change Network—to connect people, provide resources and expertise, and advocate for tested theories and approaches to institutional change, and for leadership development, evaluation methods, and analysis of the costs and benefits of change. The session will engage participants in discussion of leadership approaches known to help advance institutional goals that expand access to high-impact teaching and learning practices and enhance student learning, persistence and completion.

SUSAN ELROD, Provost and Executive Vice Chancellor for Academic Affairs, University of Wisconsin–Whitewater; ANDREA BEACH, Professor, Educational Leadership, and Co-Director, Center for Research on Institutional Change in Postsecondary Education, Western Michigan University; LINDA SLAKEY, Senior Fellow, AAC&U; and Senior Advisor, AAU and APLU

DISCUSSION SESSION

Responding to the Call for Greater Transparency and Accountability: How Did the University of North Carolina System Do It?
Seacliff A

Colleges and universities are faced with increased calls for accountability and transparency in student learning outcomes. In particular, institutions that participate in the Voluntary System of Accountability must respond by using the NILOA Transparency Framework as a template to publish their student outcome components. This session highlights the process that the University of North Carolina System institutions utilized to agree upon what to publish and transparency in student learning outcomes. In particular, institutions that would be published about student learning. Participants will experience an interactive session that will simulate the process used to synergistically align practices, overcome challenges and demonstrate the strength of the system.

KATHLEEN YANCEY, Kellogg Hunt Professor of English, and ERIN WORKMAN, Assistant to the Writing Program Director and Graduate Student—both of Florida State University; MATT DAVIS, Assistant Professor of English, University of Massachusetts Boston; LIANE ROBERTSON, Associate Professor and Director of Writing across the Curriculum, William Paterson University; KARA TACZAK, Assistant Teaching Professor, University of Denver

The Teaching for Transfer Writing Curriculum: Supporting Student Success through Key Terms and Reflective Practice
Bayview Room A

As a high-impact practice, writing supports student success in entry-level college courses, in writing across the curriculum/in the disciplines courses, in cocurriculars, and in the transition to employment. Drawing on a multi-year, multi-institutional research project focused on a writing curriculum that by design fosters transfer of writing knowledge and practice, this session has two goals. First, the presenters will explain the Teaching for Transfer (TFT) curriculum (located in three interlocking features: key terms, systemic content-based reflection, and students’ development of a Theory of Writing) and explore TFT’s efficacy, proven on one campus and now extended to four campuses, including two Hispanic-serving institutions. Key to their findings are students’ use of anchor terms and students’ concurrent transfer across sites, including workplaces. Second, participants will engage in two interactive activities—one on key terms, another on systematic, content-oriented reflection—helping us to think about, discuss, and design transfer-supporting writing curricula for student success.

KATHLEEN YANCEY, Kellogg Hunt Professor of English, and ERIN WORKMAN, Assistant to the Writing Program Director and Graduate Student—both of Florida State University; MATT DAVIS, Assistant Professor of English, University of Massachusetts Boston; LIANE ROBERTSON, Associate Professor and Director of Writing across the Curriculum, William Paterson University; KARA TACZAK, Assistant Teaching Professor, University of Denver
DISCUSSION SESSION

Globalizing the Liberal Arts:
Provocations for the Future

Pacific N

The AAC&U audience is invited to a discussion about globalizing the liberal arts. The speakers will provide contextual background on their work, sharing three provocative statements based on the following themes: understanding “exported” liberal arts models, defining a global learner, and engaging international faculty and students in integrating global learning across general education. Participants will discuss the provocations in small groups and provide feedback. Outcomes of the discussion will be recorded and shared digitally after the conference.

PATRICK HAGEN, Acting Assistant Provost, University of Wisconsin-Platteville; REBECCA HOVEY, Dean for International Study and Director of the Lewis Global Studies Center, Smith College; JEFFREY BELNAP, Dean of LIU Global College, University Dean of International Education, Long Island University—Brooklyn Center

ACAD SESSION

Telling Your Story in the Noisy Marketplace

Promoting academic programs is challenging in our social media age. Academic Affairs can better collaborate with Marketing and Communications to showcase strong stories for specific audiences. In the liberal arts, we need to stop playing defense and tell rich stories of the utility, passion, and aesthetic worth of the humanities, social sciences and sciences. Session format: case studies and collaboration.

BRENDA BRETZ, Senior Associate Provost for Academic Affairs, and CONNIE McNAMARA, Executive Director of Marketing and Communications—both of Dickinson College; ELIZABETH E. DUNN, Dean of the College of Liberal Arts and Sciences, KEN SMITH, Associate Professor of English and Executive Editor, Wolfson Press, and LEE KAHAN, Associate Professor of English and Associate Dean, CLAS—all of Indiana University South Bend

OPEN DISCUSSION ON INTEGRATING THE ARTS, HUMANITIES, SCIENCES, ENGINEERING, AND MEDICINE (Participation limited to 25; please arrive early)

Golden Gate Room

The National Academies of Sciences, Engineering, and Medicine has launched a study on the mutual integration of the arts and humanities with science, technology, engineering, and medicine in higher education. This study will examine the evidence behind the assertion that mutually integrative educational programs lead to improved educational and career outcomes for undergraduate and graduate students. If you have interest and experience with this topic, have evidence to share on the impact of integrative educational experiences on students, or are interested in learning more about this project, we welcome your participation in this open discussion.

ASHLEY BEAR, Program Officer, Board on Higher Education and Workforce, National Academies of Sciences, Engineering, and Medicine; JAMES COLLINS, Virginia M. Ullman Professor of Natural History and Environment, Arizona State University, and Chair, Board of Directors, AAC&U; JOHN NELLA BUTLER, Professor of Comparative Women’s Studies, Spelman College, and Member, Board of Directors, AAC&U; SUSAN ALBERTINE, Senior Fellow, AAC&U

More information about this study is available via a link on the mobile app or at http://sites.nationalacademies.org/PGA/bhew/humanitiesandstem/index.htm
Redesigning Records and Representations of Learning in the Digital Era

Grand Ballroom B

How can the spectrum of learning, educational success, capacities and skills that are produced by a 21st century liberal education be effectively documented, communicated, and demonstrated to diverse stakeholders? From traditional transcripts to evidence-centered ePortfolios, competency-based badges, and alternative credentials, the challenges and opportunities around what learning higher education institutions decide to represent and how it is decided and implemented has both practical and ethical considerations. How is student accomplishment best represented to various stakeholders? What information from the rich ecosystem of data about educational environments and student behaviors and learning inside and outside the classroom is related to or belongs on an “official” record? In this interactive panel discussion, we will evaluate and refine a framework for representation design by engaging with emerging questions, ideas, and prototypes from the Stanford Registrar, the AACRAO/NASPA Comprehensive Student Record project, and the United Negro College Fund’s Career Pathways Initiative.

HELEN CHEN, Director of ePortfolio Initiatives, THOMAS BLACK, Associate Vice Provost for Student and Academic Services & University Registrar, and MITCHELL STEVENS, Associate Professor of Education and, by courtesy, of Sociology—all of Stanford University; BRIAN BRIDGES, Vice President, Research and Member Engagement and Executive Director, Frederick D. Patterson Research Institute, United Negro College Fund; AMELIA PARNELL, Vice President for Research and Policy, NASPA Student Affairs Administrators in Higher Education

Private Institutions and the VALUE Initiative

Bayview Room A

An important part of the VALUE initiative includes special attention to the independent liberal arts colleges’ and universities’ students and faculty. Two projects, the Minnesota and the Great Lakes Colleges Association (GLCA) Collaboratives, as well as two independent colleges in Missouri (in parallel to the Multi-State Collaborative) have chosen to participate. This session will focus specifically on the unique opportunities and challenges engagement in a large-scale multi-campus assessment project entails for private institutions. The session will include the following: sample aggregate results from the projects; campus perspectives on such initiatives as faculty engagement, making meaning of the results, and implementing change; and a facilitated discussion on how private institutions can leverage projects like VALUE to demonstrate their impact to students, parents, and policy makers.

JULIE TUCKER, Director of Research, Denison University; TERREL RHODES, Vice President for Quality, Curriculum, and Assessment, and KATE MCCONNELL, Senior Director, Research and Assessment—both of AAC&U

DISCUSSION SESSION

Faculty Mentors and Student Success: Research and Discussion

Pacific F/G

The Consortium for Innovative Environments in Learning has committed itself to studying the particular nature of faculty contributions to the lives of student thrivers. We are working to designate best practice in the development of faculty capacity for mentoring, and engagement strategies that assist students to understand thriving relationships and their own responsibilities in initiating meaningful partnerships. If the research base continues to suggest that strategic one-on-one relationships are key to any student success agenda, campus leaders will need to strategically allocate and protect faculty time, and, once again, determine how this important work factors in promotion and rewards decisions. Unlike teaching, research, and service assignments, calls for intentional design in faculty-student relationships are met with a distinctive resistance, and stakeholder education will be crucial in consensus building and innovation. Please join us for crucial conversation about this important emerging research on student success.

JAMES HALL, Executive Director and Professor, Rochester Institute of Technology; JOHN MILLER, Assistant Director, New College, University of Alabama; JACK HERRING, Dean, Fairhaven College, Western Washington University; JULIE E. OWEN, Associate Professor, Leadership Studies, Senior Scholar for Community Engagement, George Mason University

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

Equitable Assignments: A Conversation to Improve Teaching, Learning, and Assessment

Pacific J/K

Intentionally designed assignments, aligned to key outcomes, are critical to student learning and assessment. The National Institute for Learning Outcomes Assessment (NILOA) has developed an Assignment Library that provides resources—including templates, guidelines, collections of existing research and links to other collections of assignments—to inform assignment design and use. However, assignments that emphasize equitable learning experiences have been under explored. We hope that through this roundtable session participants can discuss what faculty members at other institutions are doing in terms of equitable assignments, identify challenges/opportunities, and explore what this emerging area of emphasis might entail and look like. Insights from the session will help to inform the work on equitable assignments. The hope is that lessons learned can lead to more and better assignment designs as the key to realizing a new vision of assessment.

NATASHA JANKOWSKI, Director, and ERICK MONTENEGRO, Research Analyst—both of the National Institute for Learning Outcomes Assessment; MARY-ANN WINKELMES, Coordinator of Instructional Development and Research, University Nevada, Las Vegas
Local Strategies: Creating and Nurturing Collaborative Communities of Practice  

Marina Room

Thoughtful department chairs and deans are always seeking new ways to engage and prepare faculty to teach general education courses. This search can be particularly challenging at professionally-focused institutions where liberal arts courses are sometimes viewed merely as service requirements that students eschew in favor of their major-specific courses. As budgets shrink and competition for resources becomes more intense, it makes sense to look in-house for creative faculty development opportunities. The presenting institutions have successfully integrated rigorous liberal education with professional degree preparation in part by committing to sustained professional development for general education faculty. The leaders of these programs have intentionally built communities of practice that value shared learning and continuous improvement while being innovative and inclusive. The programs are driven by a commitment to high-impact practices, collaboration, formal and informal mentoring, and are characterized by careful attention to cultivating professional identity that transcends disciplinary boundaries.

KRISTIN WOBBE, Associate Dean for Undergraduate Studies, Worcester Polytechnic Institute; ELIZABETH BEAULIEU, Dean, Core Division, Champlain College; DENISE BAUER, Dean, School of Liberal Arts and Food Studies, Culinary Institute of America

DISCUSSION SESSION

Early College Faculty as a New Pathway for PhD Graduates  

Seacliff B

Higher education and secondary education face contrasting staffing crises. Higher education faculty searches have a surplus of qualified candidates, while secondary education struggles to fill teaching positions with high quality candidates. A wealth of candidates for higher education jobs may not seem like a “crisis,” but it is for the many unemployed or underemployed doctoral graduates, as well as for the doctoral programs producing them. Early colleges, when staffed by PhD-level faculty, offer a simultaneous solution for both crises. The seven Bard Early College campuses employ more than 180 early college faculty, predominantly with PhDs. This new early college faculty pathway offers a rigorous, rewarding, and often family-friendly option for PhD graduates. We invite session participants to envision how doctoral-level institutions might develop programs to promote early college faculty careers as an option for their graduates, and how these programs can help all graduates better serve diverse student populations.

JOHN WEINSTEIN, Dean of the Early Colleges, Bard College; WILLIAM HINRICH, Associate Dean of Studies, Bard High School Early College—Manhattan; JOHN ADAMS, Faculty in History, Bard High School Early College—Cleveland; ENA A. HARRIS, Faculty in English, Bard High School Early College—Newark

DISCUSSION SESSION

Place-Based Initiatives in Higher Education: Embracing Tensions in Learning, Research, and Community Development  

Grand Ballroom C

Universities have a tradition of promoting change for the public good. Often understood in a global sense, public good can also be realized locally where institutions of higher education are anchors. Place-based initiatives leverage university resources and their intellectual, political, and economic capital for the benefit of meeting community identified needs. Universities are transformed also, as they develop new capacities around engaging with questions of race, class, and politics. Bringing together constituents with varied interests, place-based initiatives raise tensions, which are at the heart of democratic engagement, among campus and community stakeholders. This session is framed by three institutions with different approaches to place-based work. Using case studies of place-based work, participants will work to identify tensions, describe ways to frame the tension so stakeholders can engage with each other, suggest how university and community partners work together, and share questions or ideas raised for further discussion.

JENNIFER PIGZA, Director, Catholic Institute for Lasallian Social Action, Saint Mary’s College of California; DAVID DONAHUE, Director, McCarthy Center for Public Service and the Common Good, University of San Francisco; JENNIFER MERRITT, Director of Community-based Learning, Santa Clara University

Highest Impact: The Real Hunger Games via Reacting to the Past  

Pacific L/M

Surrender—or starve. The issue is not simple. If Athens surrenders, Sparta will likely slaughter all Athenian men and enslave their women and children. Surrender, too, will bring an end to the Athenian experiment in direct democracy. Some Athenians insist that the survival of the democracy matters more than the lives of the people. Others blame democracy for the city’s defeat. Women and slaves, though excluded from the Assembly, demand to be heard. Beyond the walls, soldiers from Sparta and its allies sharpen their swords and spears. Through it all, as starvation takes a (random) toll, the ideas of Pericles, Socrates, Plato, Xenophon and others inform an ageless debate on matters of life and death—and the fate of a civilization. Come and enter a new world of highest-impact pedagogical innovation through Reacting to the Past, where students explore big ideas and acquire the speaking, critical thinking, leadership and other skills necessary for success in college—and life. “This is a pedagogy that will revitalize your classroom and change you and your students—whatever you teach,” writes Jose Bowen, President of Goucher College.

MARK CARNES, Professor of History, Barnard College; CHARLIE MCCORMICK, President, Schreiner University; ELIZABETH DUNN, Dean, College of Liberal Arts and Sciences and Professor of History, Indiana University South Bend; BRIDGET FORD, Professor of History, California State University, East Bay; JUDITH SHAPIRO, President, The Teagle Foundation

This session is presented by the Reacting to the Past Consortium
A Chair’s Perspective on Shifting Cultural Boundaries

Seacliff A

In higher education, when we move outside disciplinary and cultural boundaries, we often engage in discourses with different audiences that may be outside our comfort zones. These “uncomfortable encounters” provide rich opportunities to reshape conversations, establish new or unusual connections and transform how we communicate with one another and the public at large. The participants in this panel provide case studies of surprising or unusual partnerships that explore the edges of cultural boundaries. Their examples move to the importance of working toward deep cultural shifts in the ways we teach, learn, interact, build, and advocate for the future of higher education.

RAYMONDA BURGMAN, Director of HERS Institutes, University of Denver; CHRISTINE HENSELER, Professor and Chair, Spanish and Hispanic Studies, Union College; LAURA BEARD, Professor and Chair, Modern Languages & Cultural Studies, University of Alberta; CLAUDIA LAMPMAN, Professor and Director, Psychology, University of Alaska Anchorage; ANI YAZEDJIAN, Professor and Chair, Family and Consumer Sciences, Illinois State University

Who Gets to Graduate?

One System, Two Campuses, Two Different Approaches to Student Success

Seacliff C/D

This panel explores varying approaches—and metrics—to student success, focusing on two very different institutions within the University of Texas System: the University of Texas Austin, well known as the System’s flagship; and the University of Texas El Paso, an open-access emerging research university that is 80% Latino and 51% first-generation. As the University of Texas System launches a new student success initiative with ambitious goals, the panelists will address and invite discussion of the following questions: Who gets to graduate? What is the appropriate role of graduation rates in measuring student success? What other metrics are critical? How do resource-constrained universities prioritize, allocate, and fund student success initiatives to ensure equitable access, participation, persistence, and completion? How do they broaden and deepen understanding of student success—what it is, what it takes—among regents, system administrators, policy-makers, and the public.

REBECCA KAROFF, Associate Vice Chancellor for Academic Affairs, University of Texas System Administration; CAROLYN CONNERAT, Associate Vice Provost for Student Success Initiatives, and CASSANDRE ALVARADO, Director of Strategic Initiatives for Student Success—both of the University of Texas at Austin; LOUIE RODRIGUEZ, Associate Vice President for Student Affairs, and DAVID RUITER, Associate Provost for Student and Faculty Success—both of the University of El Paso

Practicing Global Learning in the 21st Century: Four Distinct Views from Across the U.S.

Pacific H/I

Higher Education has recognized the need to prepare students to be successful in an increasingly complex and interconnected world. Global learning is critical to an undergraduate experience and institutions across the country are in different stages of implementing global learning opportunities on their campus. These panelists provide perspectives from four institutions and showcase their unique approaches to global learning initiatives that engage students in high-impact practices throughout their undergraduate experience. Each institution will share examples of successes and challenges in implementing and delivering these programs. During the presentation, participants will have the opportunity to gain critical insights and practical advice for shaping, implementing, and assessing undergraduate global learning initiatives.

JEANNE LOFTUS, Director, Global Leadership Initiative, University of Montana; MARGOT BARUCH, Director, Global Engagement, Douglass Residential College, Rutgers, The State University of New Jersey; SCOTT JUOSTI, Associate Professor of Geography, Interdisciplinary and Global Studies, Worcester Polytechnic Institute; OMAR ALI, Interim Dean and Professor of Comparative African Diaspora History, Lloyd International Honors College, The University of North Carolina at Greensboro

Why 90% Retention Isn’t Good Enough:

Student Success and Diversity at the Selective Small College

Pacific D/E

Student retention issues at selective small colleges are different from those at large institutions, where most work has focused. We describe two highly successful programs from Kenyon and Grinnell, and describe the collaborations and challenges necessary to advance a program from creation, through implementation to dissemination. Kenyon’s KEEP program, a pre-college transition experience for underrepresented students, and Grinnell’s PIE program, an academic recovery program for first years, both provide lessons for institutions small and large.

MARK B. SCHNEIDER, Professor of Physics, Grinnell College; HEATHER LOBBAN-VIRAGON, Senior Associate to the President, SUNY Geneseo; IVONNE M. GARCÍA, Associate Provost, CHRIS KENNERLY, Associate Dean of Students/Director Office of Diversity, Equity, and Inclusion, and THEODORE MASON, Associate Provost for Diversity, Equity, and Inclusion—all of Kenyon College

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

Grand Ballroom A

Grand Ballroom A will be set with roundtables available to all, and we invite participants to use this space to meet with campus colleagues before returning home, organize a roundtable discussion group, or continue conversations from earlier sessions.

Creating a Roundtable Discussion Group

You can announce your discussion at #AACU17, and/or visit the AAC&U Registration Desk and have us add it to the schedule on the mobile app. (Space is available on a first-come/first-served basis.)
5:30 – 7:00 p.m.

HOSTED RECEPTIONS

RECEPTION
Diverse: Issues in Higher Education
Waterfront Room E

RECEPTION
Higher Education Resource Services (HERS)
Regency Room

RECEPTION
Council on Undergraduate Research
Garden Room B

RECEPTION
The Teagle Foundation
Garden Room A

RECEPTION
Council of Colleges of Arts and Sciences
Waterfront Room B

RECEPTION
Washington Internship Institute
Waterfront Room D

RECEPTION
Reacting to the Past Consortium
Waterfront Room A

RECEPTION
Briefing on The Arthur Vining Davis Foundations’ Strategic Plan
Waterfront Room C

AAC&U Welcomes Friends and Sister Organizations

- The Aspen Institute/Wye River Academic Programs
- Association for Authentic, Experiential and Evidence Based Learning
- Bringing Theory to Practice
- California State University System Office
- Campus Compact
- CHANGE Magazine Editorial Board
- Citizen Year
- Consortium for Faculty Diversity in Liberal Arts Colleges
- Consortium for Innovative Environments in Learning
- Council of Colleges of Arts and Sciences
- Council of Public Liberal Arts Colleges
- Council on Undergraduate Research
- Diverse: Issues in Higher Education
- Diversity & Democracy Editorial Board
- Faculty Collaboratives Project
- Harvard Graduate School of Education
- HERS—Higher Education Resource Services
- International Journal of ePortfolio
- Liberal Education Editorial Board
- National Institute for Learning Outcomes Assessment
- National Survey of Student Engagement
- New American Colleges & Universities
- Peer Review Editorial Board
- The Professional and Organizational Development Network in Higher Education (POD)
- Project Kaleidoscope
- Project Pericles
- Reacting to the Past Consortium
- Rumper Deans
- The Teagle Foundation
- The Washington Internship Institute
- Women’s College Coalition
Forum on Digital Learning and ePortfolios

Morning sessions for the ePortfolio Forum are scheduled for 8:00–9:00 am, 9:15–10:15, and 10:30–11:30 am and held concurrently with the Annual Meeting. Annual Meeting registrants are welcome to attend any of these ePortfolio sessions. (See Forum program beginning on Page 56.) Registration for the ePortfolio Forum luncheon and afternoon sessions is available via an additional fee.

7:45 – 9:00 a.m.

TABLE 3

Developing a Global Mindset in the First Year through Experiential Learning

High-Impact education practices that facilitate experiential learning within the first-year seminar hold the potential of perspective transformation and the opportunity to dramatically influence students’ academic, career, and personal paths. Emphasizing diversity and global learning within curricular and co-curricular learning aids students in an exploration of cultures and worldviews different from their own. Kennesaw State University’s University College emphasizes multicultural experiential education for first-year students to enhance their understanding of global issues as they transition into higher education. The Global Fellows immersion program in Italy and the Global Engagement Scholars experience in Washington, D.C., are two such initiatives that give agency to students ‘to do’ and ‘act,’ rather than to passively and transactionally receive information. Here students are empowered by the learning context and can begin to think about how they might exist as a change agent and global citizen in the ever-changing interconnected world.

LINDA LYONS, Director of Strategic Initiatives/Assistant Professor of Education, and SHELBEH NGUYENVOGES, First-Year Global Engagement Seminars Coordinator and Assistant Professor of Education—both of Kennesaw State University; KEISHA L. HOERRNER, Associate Dean and Professor, College of Undergraduate Studies, University of Central Florida

TABLE 4

Designing Blended Courses and Educational Development: Research, Strategies and Resources

Blended learning leverages the best of two modalities to facilitate courses that combine face-to-face interaction with aligned online activities, often with a reduction in face-to-face classroom time. Although this modality has been in use for several years, many administrators need to learn more in order to best assist faculty with blended teaching experiences. Participants will review research on blended learning, outline programming about or in the blended modality, and brainstorm ways to expand faculty audiences through blended teaching and learning programs and services. This roundtable will provide participants with a comprehensive understanding of the current research on blended learning, as well as resources and strategies for developing programming about blended course and program design.

KATIE LINDER, Research Director, Oregon State University
TABLE 5
**Student Success and Engagement:**
The Pace Path to Success through Global and Civic Learning across the Curriculum

Pace University is committed to offering innovative, equity-minded learning experiences for ALL students. Remaining true to its motto of Opportunities, Pace has put civic engagement, experiential learning, cross-cultural understanding, and mentoring at the forefront of its mission. To that end, this roundtable will describe three complementary and intersecting aspects of the Pace Path, which provide transformative experiences to students, faculty, and staff. These include “Glocal” Experiential Learning Opportunities; the Center for Civic Engagement, Action, and Research; and the Peace and Justice civic engagement program. Facilitators will explore how these experiential learning initiatives have deepened the intersection between global and local contexts; strengthened community partnerships; and promoted the collaboration between students, faculty and staff.

**BRIAN EVANS, Assistant Provost and Professor, SUE MAXAM, Assistant Vice President, SOPHIE KAUFMAN, Assistant Dean, MARY ANN MURPHY, Professor and Director, EMILY WELTY, Assistant Professor, and ADELIA WILLIAMS, Associate Provost—all of Pace University**

TABLE 6
**Learning and Leading through Community Engagement**

Salt Lake Community College embodies a commitment to our students and our community. Civic learning and community engagement are central to how we act, how we make decisions, how we determine priorities, and how we assess our student’s success and our success as an institution. Representatives from across the College will lead a discussion surrounding the success and challenges inherent in the rapid evolution of institutional priorities, structural realignment, engaged departments, and assessment strategies, particularly the development of ePortfolio assessment methods as a way to promote student learning that connects college and community.

**LUCY SMITH, Engaged Learning Coordinator, JEN SELTZER-STITT, Community Relations Director, SEAN CROSSLAND, Thayne Center Assistant Director, and EMILY DIBBLE, ePortfolio Coordinator—all of Salt Lake Community College**

TABLE 7
**Strengthening a Summer Bridge Program:**
The University of Michigan Summer Bridge Scholars Program

Each year, the University of Michigan admits approximately 225 new first-year students whereby their participation in a seven-week residential academic program is a required condition of their admittance. Many of these newly admitted students are first-generation college students, underrepresented students of color, and/or hail from underserved schools in rural or urban communities. The Summer Bridge Program, which recently celebrated its fortieth anniversary, underwent a review process in 2013 that strengthened and enhanced the program. The presenters will discuss the impact of institutional and programmatic perspectives on the program’s current features and the implementation of programmatic changes. The presenters will also discuss successes and challenges encountered throughout and will share findings from an ongoing program evaluation.

**BARBARA THOMAS, Senior Research Area Specialist, and HAROLD WATERS, Director, Comprehensive Studies Program—all of the University of Michigan**

TABLE 8
**Relationship between General Education Course Sequence & Retention**

This study demonstrates how one institution integrated general education course sequencing and student retention with data visualization to inform targeted discussions related to student success. General education courses may present barriers to the academic integration of some students, which leads to negative success outcomes. This study uses the data mining technique of market basket analysis to search for associations between student course history and first-year retention. Specifically, those students who complete courses in certain sequences are shown to persist at significantly higher rates than those who do not. Findings were imported into data visualization software (Power BI) to create an interactive report that allows users to examine the likelihood of retention based on course sequencing. This allows decision makers to visually explore and understand factors with the potential to impact retention, resulting in increased understanding of potential issues to student success and targeted retention initiatives.

**RESCHIE HINES, Assistant Vice President of Institutional Research & Effectiveness, and ANGELA HENDERSON, Director of Institutional Research & Effectiveness—all of Stetson University**

TABLE 9
**Building a Better Classroom:**
Improving Student Success Through Faculty Development at the Claremont Colleges

How can colleges in a consortium work together to engage faculty in developing and implementing strategies to improve student learning? This roundtable will share the work of The Claremont Colleges Faculty Diversity Working Group, consisting of faculty and administrators from the Claremont Consortium: the five undergraduate institutions, Claremont McKenna, Harvey Mudd, Pitzer, Pomona, and Scripps Colleges, and the two graduate schools, Claremont Graduate University and Keck Graduate Institute. Members of the working group will provide examples with assessment data on specific faculty development programs and discuss strategies for best practices in working together across institutional structures and barriers to encourage diversity and inclusion initiatives. Attendees will have the opportunity to share their successes and challenges in programming events that faculty find useful and effective for supporting teaching and learning.

**GRETCHEN EDWALDS-GILBERT, Associate Dean of Faculty and Associate Professor of Biology, Scripps College; DARRYL YONG, Professor of Mathematics and Associate Dean for Diversity, Harvey Mudd College; LEE SKINNER, Associate Dean of the Faculty and Associate Professor of Spanish, Claremont McKenna College**
Collaboration is a cornerstone of student and institutional success. Ideally, inclusionary visions of collaboration involve all campus assets working toward common goals. However, university administrators, academic units, and even individual faculty may overlook the library as a valuable partner. Key decision makers are often not aware of the myriad ways librarians can, do, and would like to integrate on campuses. This roundtable will describe how leading study away programs impacts their professional development and well-being; and curricular, programmatic, and institutional factors that integrate study away with students’ other global learning experiences.

**TABLE 10**
Emerging Research and Lingering Questions about Integrating Study Away as Global Learning with the University Experience

Thousands of students participate in study away (e.g., study abroad and off-campus domestic study) for academic credit each year. Global experiences intentionally woven through the curriculum (Vande Berg et. al, 2012) can transform students, educators, and institutions (Brewer, 2009). In turn, scholarship that conceptualizes study away as global learning practices integrated into a university education can lead to higher-impact study away. Drawing from multi-institutional research by 26 researchers from 20 institutions in Canada and the U.S., this discussion session shares snapshots of emerging research on students’ self-efficacy for sociocultural adaptation; faculty perceptions of how leading study away programs impacts their professional development and well-being; and curricular, programmatic, and institutional factors that integrate study away with students’ other global learning experiences.

JESSIE MOORE, Associate Director of the Center for Engaged Learning, and NINA NAMASTE, Associate Professor of Spanish—both of Elon University; LYNETTE BIKOS, Associate Dean, School of Psychology, Family, and Community, Seattle Pacific University; LISA JASINSKI, Special Assistant to the Vice President for Academic Affairs, Trinity University, and Doctoral Student, University of Texas at Austin

**TABLE 11**
Collaborating for Individual and Institutional Success: Libraries as Strategic Campus Partners

Collaboration is a cornerstone of student and institutional success. Ideally, inclusionary visions of collaboration involve all campus assets working toward common goals. However, university administrators, academic units, and even individual faculty may overlook the library as a valuable partner. Key decision makers are often not aware of the myriad ways librarians can, do, and would like to integrate on campuses. This roundtable will describe how one library routinely seeks to establish partnerships with units across campus. Specific collaborative initiatives include the development of active learning opportunities across the curriculum using both digital and physical collections, developing assessment instruments to demonstrate library impact on student success and faculty support, and promoting and distributing scholarship and research data through an institutional repository.

KACY LUNDESTROM, Interim Head of Reference & Instruction, JENNIFER DUNCAN, Interim Associate Dean for Special Collections & Special Collections Librarian, and BECKY THOMS, Head of Digital Initiatives—all of Utah State University Libraries at Utah State University

**TABLE 12**
Promising Practices for Transfer Student Success

Community colleges are increasingly attractive and affordable options for students. Over 80 percent of community college students plan to pursue a bachelor’s degree; however, recent studies show that only 14 percent of these students earn a bachelor’s degree in six years. Transfer student outcomes for students who start in a community college can be a black eye for an institution’s retention and graduation efforts, and yet few institutions focus on tailored programming efforts for these students. Promising practices will be shared from a Hispanic-Serving Institution that created a STEM transfer student pathway with a local community college. Participants will discuss initiatives that reduce roadblocks to transfer student success, including transfer orientation activities, first week programs and tailored advising sessions at the community college and the four-year institution. Participants will also explore the importance of engaging transfer student stakeholders in the development of program initiatives.

DIANE PODOLSKIE, Director, Office of Community Engagement, California State University, San Bernardino

**TABLE 13**
Transformative Experiential Learning (TEL): A Social Justice Model of Leadership and Professional Development for Students

Faculty members from diverse work-integrated learning program areas (Engineering, Pre-Health Professions, and Liberal Arts) will share an innovative conceptual model called Transformative Experiential Learning (TEL). This model engages the tension between social justice competencies and professional development reflection courses. As an equity-minded theory and pedagogical practice, TEL builds student’s capacity for dialogue across difference and prepares them to be inclusive leaders with the skill-sets to thrive within an ever-evolving, multicultural global workforce. Merging professional development preparation, social justice, and leadership with experiential learning provides a dynamic opportunity to provide relevant experience beyond the walls of the classroom.

ROBIN SELZER, Assistant Professor, TODD FOLEY, Assistant Professor, and KEVIN GEIGER, Assistant Professor—all of the University of Cincinnati

**TABLE 14**
Supporting Transfer Students to Increase Success for All

Thirty-seven percent of students transfer between institutions before completing a degree. Explore the diverse challenges faced by institutions with large populations of transfer students; the institutional, pedagogical, and dispositional barriers to student success that lead to only 48% of them completing their bachelor’s degree within 4 years. We will highlight a consortium model that has worked for STEM populations in Georgia, tracing the challenges and successes in bringing it to fruition. The intent is for participants to leave with a plan of action and a larger network to support efforts in their institutions.

SCOTT REESE, Assistant Dean for Curriculum and Associate Professor of Biology, ADRIAN EPPS, Associate Dean for External Affairs and Associate Professor of Educational Leadership, GREGORY FORD, Dean of Natural Science and Physical Education and Associate Professor of Biology, and MARK ANDERSON, Dean of the College of Science and Mathematics and Professor of Chemistry—all of Kennesaw State University
TABLE 15
Strength-Based Education for First Gen Student Success & Leadership

Low-income, first generation students face a unique combination of financial, social, psychological and academic pressures that result in six-year bachelor’s completion rates as low as 10.9% (Pell Institute 2011). At Mills College, where 30 percent of undergraduates are first-gen, a strength-based approach has proven successful in promoting persistence, success and leadership, in particular for first-gen women of color. Mills’ Summer Academic Workshop (SAW) begins with an intensive four-week residential program and continues with “Being The First” workshops, counseling, leadership development, peer support and mentoring. Challenging the deficit model, the SAW program has developed a cohort of proud, visible SAW leaders. The strength-based approach to first-gen success is also integrated into the newly revised core curriculum, and into academic majors. This roundtable will lay out the strength-based framework, share student testimonials and data, and explore strategies to gain institutional support for this work.

JULIA OPARAHA, Associate Provost; AJUAN MANCE, Professor of English and Divisional Dean; MARGARET HUNTER, Associate Provost; and SABRINA KWIST, Assistant Dean of Students—all of Mills College

TABLE 16
Study Abroad in the Age of Global Learning: Models for the Rest of Us

How can study abroad programs work for today’s minority-majority students? Or for students pursuing pre-professional programs, accelerated programs or student athletes? This session will explore a variety of frameworks, approaches, preparations and outcomes that extend the reach of study abroad to the population of students who have not traditionally participated. By examining models that last from two weeks to one year, models that engage first generation students, service learning, clinical placement, and multi-institution cohorts, we will consider outcomes for students and benefits for faculty and intuitions. Participants will map the particular issues in their institutions and raise broader questions for discussion related to student demographics, programmatic and extracurricular barriers, funding, and the benefits of these programs to faculty as well as to students.

SUSAN AGRE-KIPPENHAN, Vice President for Academic Affairs, Dean of Faculty, Linfield College; PHILIP CAVALIER, Provost and Dean of the College, Lyon College

TABLE 17
Transforming the Student Experience: Two Decades of Civic Engagement at Home and Abroad

What is the strategic importance of a humanities or modern languages department’s cultivation of civic engagement programs that bridge disciplines and areas of study? What activities and programs can foster students’ civic engagement and transformative learning locally and abroad? How do these activities better prepare them for future professions in a globalized world? What are the obstacles and challenges that arise from promoting students’ involvement with others in diverse contexts while seeking to balance stability with flexibility? What are promising practices for sustaining community partnerships? With lively visuals and striking examples, this roundtable will share concrete experiences of two decades of fostering students’ civic engagement at home and abroad.

THERESE TARDIO, Associate Teaching Professor, and SUSAN POLANSKY, Teaching Professor—both of Carnegie Mellon University

TABLE 18
Inclusiveness in Undergraduate Research: Advancing Access in Non-Traditional Ways

Research experiences promote intellectual, professional, and personal growth, enhance student learning and retention, and provide undergraduates with critical thinking and problem-solving skills, enabling them to be competitive for graduate and professional schools and today’s job market. All students benefit from research experiences, but those seeking research opportunities are typically high-achieving juniors and seniors in STEM fields. Experts from a community college and a land-grant institution will present innovative programs developed for early engagement of undergraduates in research, participation by the New Majority, and creation of opportunities in non-STEM disciplines. Program approaches to be presented include engagement of undergraduates in research across disciplines and creation of opportunities that target first-year, second-year, and transfer students, students from traditionally underrepresented racial/ethnic groups, and low-income, first-generation students.

SUSANA RIVERA-MILLS, Vice Provost and Dean of Undergraduate Studies; SUJAYA RAO, Director of Undergraduate Research, and SOPHIE PIERSZALOWSKI, Program Director, STEM Leaders—all of Oregon State University; GREG MULDER, Professor, Physical Science, Linn Benton Community College

TABLE 19
Collaboration and Data Required: Building and Strengthening Inclusive Education, Equity-Minded Practices and Policies

Whether interrogating the intersections of class and gender expression or discussing the systemic impact of race in America, our campuses are engaging in complex conversations that challenge us to think critically and respond in a socially just manner. When we pause to consider the larger purpose of higher education, it is incumbent upon us to create inclusive environments that nurture 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 experienced by two institutions as they collaboratively examined data to inform policies, principles and practices which impact learning around issues of diversity and equity.

CURTIS WRIGHT, Dean of Campus Life and Chief Diversity Officer; RUTA SHAH-GORDON, Vice President of Internationalization, Intercultural Affairs and Campus Life, and LILY McNAIR, Provost and Senior Vice President for Academic Affairs—all of Wagner College
TABLE 20
Incorporating Campus-Based Cultural Resources into the Humanities Curriculum

How can we best incorporate the content, mission, and purpose of a campus-based cultural center into the deep humanities resources of a community college, and what are the opportunities, challenges, and impacts of doing so? In 2010, the Kupferberg Holocaust Resource Center and Archives (KHRCA) at Queensborough Community College, CUNY received a transformative challenge grant from the National Endowment for the Humanities to create a national demonstration model on effective incorporation of campus-based cultural resources into the humanities curriculum. Since 2012, four yearlong colloquia of faculty-coordinated events incorporated into syllabi across the humanities have run successfully, and each has been run from a different disciplinary perspective—History, English, Academic Literacy, and Sociology. This roundtable will offer best practices in growing campus-based cultural resources and deepening students’ connections to the humanities through public-private partnerships and campus-wide, faculty-administrator collaboration.

CARY LANE, Assistant Professor, Academic Literacy/English, Queensborough Community College, CUNY

TABLE 21
Establishing High-Impact Practices for All Students: The Signature Learning Experiences Model

How might institutions ensure that all students have access to high-impact practices (HIPs), shown to correlate with self-reported student learning gains (NSSE) and direct learning measures (Wabash National Study)? The question is especially pertinent: Impact is highest for underrepresented groups, yet participation rates are lower. Toward end goals of ensuring access to HIPs for all students and promoting achievement of Institutional Learning Goals, Elizabethtown College instituted a Signature Learning Experience requirement in 2013. To foster thinking about the feasibility of a requirement and strengthening of outcomes at other institutions, panelists will describe the framing, implementation, and assessment of students’ signature work, as well as barriers to implementation of the requirement. Significant outcomes and key findings related to student learning, recruitment, retention, satisfaction, and fulfillment of the requirement will be highlighted as will challenges, including ensuring students’ intentionality in selecting and engaging in experiences that, though required, are meaningful (AAC&U-AVD Project).

KRISTI KNEAS, Dean for Academic Affairs and Faculty Development and Associate Professor of Chemistry, and ELIZABETH RIDER, Senior Vice President for Academic Affairs and Dean of Faculty—both of Elizabethtown College

TABLE 22
LEAP States and Faculty Collaboratives Open Discussion

Participants in the LEAP States initiative who are also working on the Faculty Collaboratives project will share ideas and lead discussion. In principle, LEAP States activities depend on active engagement of all educators. How to support leadership and learning for all educators at scale and in that way advance equity and student success? This considerable challenge will guide the breakfast discussion.

DALE SPLINTER, Associate Professor of Geography, Geology, & Environmental Science, University of Wisconsin-Whitewater; JIM ROBINSON, Director, Teaching and Learning Center, University of Wisconsin-Parkside; DOYLE CARTER, Professor of Kinesiology & Director, Center for Community Engagement/QEP, Angelo State University; CAROLINE GEARY, Associate Professor of Chemistry, University of Wisconsin-Fox Valley; PHYLLIS “TEDDI” SAFMAN, Assistant Commissioner, Utah System of Higher Education

9:15 – 10:15 a.m.

CONCURRENT SESSIONS

NESS AWARD LECTURE

The Aims of Higher Education: Problems of Morality and Justice

Grand Ballroom A

Editors Harry Brighouse and Michael McPherson will discuss their book—The Aims of Higher Education: Problems of Morality and Justice—winner of the 2017 Frederic W. Ness Book Award, which is presented to the book that best contributes to the understanding and improvement of liberal education. The Aims of Higher Education brings together two leading philosophers to think about some of the most fundamental questions that higher education faces. Looking beyond the din of arguments over how universities should be financed, how they should be run, and what their contributions to the economy are, the contributors to this volume set their sights on higher issues: ones of moral and political value.

MODERATOR: GRANT CORNWELL, President, Rollins College

HARRY BRIGHOUSE, Professor of Philosophy, University of Wisconsin–Madison, and MICHAEL McPHERSON, President, the Spencer Foundation—editors of The Aims of Higher Education (University of Chicago Press, 2015)
Predictive Analytics as a Tool to Advance Retention and Academic Success

Pacific H/I

Predictive analytics on data gathered through the admission process to determine the first-semester college GPA and withdrawal risk of incoming students has been conducted for the past seven years at Eastern Connecticut State University, the state's designated public liberal arts university, and this past year at Stonehill College, a private, solely undergraduate, Catholic liberal arts institution of 2,400 students in eastern Massachusetts. The models placed each student into pre-enrollment academic- (i.e., first-semester college GPA) and retention-risk quadrants (i.e., Low Attrition Risk/High Academic Risk; Low Attrition Risk/Low Academic Risk; High Attrition Risk/Low Academic Risk; and High Attrition Risk/High Academic Risk). We will discuss how the models were created, the admission data determined to be the most accurate in predicting academic performance and withdrawal risk, the role the models play within a larger academic success and retention initiative, and issues that should be taken into account when using predictive analytics.

CRAIG A. KELLEY, Dean of Academic Achievement, and BRIAN OLES, Director of Institutional Research & Assessment—both of Stonehill College; CARMEN CID, Dean of Arts and Sciences, Eastern Connecticut State University

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

Pacific F/G

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 2017.

SCOTT JASCHIK, Editor, Inside Higher Ed

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

ACAD SESSION

Seeding Grass-Roots Discussions: Equipping Administrators to Foster Faculty Engagement with Mission, Identity, and External Constituencies

Pacific D/E

In an environment where the distinctiveness of mission identity is more important than ever, getting genuine faculty “buy-in” on institutional priorities is one of the most challenging, and also crucial, aspects of success. Based on a collaborative faculty initiative aimed at understanding one university’s Liberal Arts foundation, this session will give participants a sense of sequenced discussions that focus on commonalities, build on faculty engagement, and eventually incorporate student experience and administrative vision.

SUSAN MOBLEY, Chair, Department of History, Concordia University Wisconsin; BRIAN HARRIES, Director of Core Curriculum Assessment, Concordia University Wisconsin

10:30 – 11:30 a.m.

CLOSING PLENARY

Grand Ballroom A

CHAIR: ELSA NÚÑEZ, President, Eastern Connecticut State University

The Half-Life of Freedom: Race and Justice in America Today

Jelani Cobb will share his up-to-the-moment meditation on the complex dynamics of race in America drawing on the history of civil rights, violence, incarceration, housing, and inequality. He will inspire us to work toward a dream of equity—of genuine democracy—by showing us that the levers of justice are in our hands, and that we can move them in the direction that we see fit. He will challenge us to see the very real role that higher education can play in helping all of our students achieve their dreams of equity. And he reminds us that the only obstacle holding us back is the comforting illusion that we’ve already achieved our goals.

JELANI COBB, Professor of Journalism, Columbia University, and Staff Writer for The New Yorker

Association of American Colleges and Universities

Annual Meeting 2018

January 24-27

Washington, DC
8th Annual Forum on Digital Learning and ePortfolios

EPortfolio as the Eleventh Meta High-Impact Practice for Student Signature Work

SATURDAY, JANUARY 28, 8:00 A.M. – 5:00 P.M.

Opening Plenary
High-Impact ePortfolio Practice: A Catalyst for Student, Faculty, and Institutional Learning
Bayview B

Strong evidence is emerging that ePortfolios when done well are a meta high-impact practice that can encompass all of the other high-impact practices identified as deepening student learning across all of the Essential Learning Outcomes desired by faculty and employers alike. A new resource, the High Impact ePortfolio Practice: A Catalyst for Student, Faculty, and Institutional Learning presents a framework for ePortfolios as high-impact practices and the theme for the Forum.

BRET EYNON, Associate Provost and Assistant Vice President for Academic Affairs; LAURA GAMBINO, Associate Dean for Assessment and Technology at Stella and Charles Guttman Community College

8:00 – 9:00 a.m.

Making Historical Thinking Visible
Seacliff B

The scholarship of ePortfolio pedagogy and the discipline of history both emphasize the importance of active, collaborative learning environments and promote opportunities for student reflection, comprising separate, yet similar, foundations for folio thinking and historical thinking. Students develop folio thinking as they create portfolios—through curation, reflection, connection, integration, and analysis—to make their learning visible. Historical thinking, not unlike folio thinking, requires individuals to critically analyze, contextualize, evaluate, and interpret causal relationships and patterns of continuity and change. Developing these skills provides students with lenses through which they may perceive their present lives and examine current social and political phenomena. This session will explore the intersection of folio thinking and historical thinking by showcasing student ePortfolios created using the Digication platform. The presenters also will share the results of their mixed-methods study that finds the use of various ePortfolio tools to be highly valuable to the development of historical thinking.

JORDI GETMAN-ERASO, Associate Professor of History, ePortfolio Program Coordinator, and KATHERINE CULKIN, Associate Professor of History, Honors Program Co-Cordinator—both of Bronx Community College

9:15 – 10:15 a.m.

If We Knew Then What We Know Now: Data and Lessons from ePortfolio Assessment
Seacliff A

Salt Lake Community College has constructed a robust ePortfolio requirement in general education in order to foster program integration, student intentionality, and deeper learning. We have used our ePortfolio system to assess student attainment of essential learning outcomes, garnering SLCC a commendation from its accrediting agency. We will describe our assessment process, discuss recent data, and share with participants lessons learned on what has (and has not) worked. Participants will learn concrete ideas for how to use ePortfolios to help students and institutions clarify, advance, and demonstrate learning outcomes.

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

Hashtags, Tweets and Status Updates: Social Media as a Precursor to Folio Thinking
Seacliff D

Students today are often deeply engaged in various forms of online communities such as facebook, twitter, and snapchat. While educators often see this as a distraction, social media can be a space where students can cultivate their critical thinking and become a site for civic engagement. Recognizing this space and extending it can be seen as the development of folio thinking, a reflective practice necessary for the creation of effective ePortfolios. The presenters will talk about how students are already engaged in the process of critical thinking and integration using social media, and will share practices that help students make the link between their personal and academic digital spaces.

SONJA TAYLOR, Instructor and Co-Coordinator of Senior Inquiry, University Studies, and CANDYCE REYNOLDS, Professor and Chair, Educational Leadership and Policy—both of Portland State University
EPortfolios and Digital Learning: The Future of Corpus Studies in the Domain of Writing Analytics

Seacliff C

The University of South Florida, in partnership with the University of Pennsylvania and a corporate partner, has developed My Reviewers, a peer-review ePortfolio tool. Presently, thanks to NSF funding, MIT, Dartmouth, NCSU, Penn, and USF are using the tool to research the efficacy of peer-review ePortfolio practices in STEM courses. Thousands of students have used the tool to upload papers, receive feedback from instructors and peers, track their progress, reflect on their learning, and evaluate peers’ reviews. Consequently, the My Reviewers corpus now includes approximately 500,000 marked-up student essays along with hundreds of thousands of corresponding instructor and student critiques and rubric scores. This presentation will report on the interdisciplinary research conducted by specialists in writing studies and corpus linguistics, who are investigating the effects of feedback, collaboration, self-efficacy, self-regulation, and reflection on writing development.

JOE MOXLEY, Director of First Year Composition, University of South Florida; VALERIE ROSS, Director of Critical Writing Program, University of Pennsylvania; KIREET AGRAWAL, Undergraduate Student in Computer Science, University of California, Berkeley

Recording Your Excellent Adventure: Archiving for Transparency and Transfer in Faculty Development

Bayview A

Helping faculty professional development participants to systematically archive materials so that they might later reflect and engage helps foster various habits of mind: persistence, curiosity, and openness (Framework, 2011), as well as problem solving, data collection, and continuous learning (Costa, 2008). The presenters will share a variety of professional development activities that foster an archival habit of mind. Beyond just sharing “what is happening at these institutions,” they will connect activities to ePortfolio scholarship and learning theories as well as share assessment data results. We will also open and close the session with activities that demonstrate archiving, transfer, and transparency.

ROCHELLE (SHELLEY) RODRIGO, Associate Director of Online Writing, Assistant Professor, University of Arizona; MEGAN MIZE, ePortfolio Training and Support Coordinator, Lecturer, Center for High Impact Practices, Old Dominion University

Multi-Institution Collaboration Using WordPress

Marina

When resources are scarce, it makes sense to pool your efforts. Representatives from three institutions will provide an overview of their experience developing a shared Word Press platform for ePortfolio, LMS, and other uses. Presenters represent the range of working-group members: a faculty member, a teaching, learning, and educational technology specialist, an IT specialist, and a dean. Participants will work in breakout groups to learn more about specific elements of this ongoing project, including how to collaborate strategically to produce inexpensive open-source resources for widespread application.

JULIA DENHOLM, Dean, Faculty of Arts and Sciences and kaplay-ay/Sunshine Coast Campus, and AURELEA MAHOOD, Coordinator, Bachelor of Arts with a Major in Liberal Studies—both of Capilano University; VIVIAN FORSSMAN, Director, Centre for Teaching and Educational Technologies, Royal Roads University; BRIAN LAMB, Thompson Rivers University

Who Owns the Academic ePortfolio?
An Inter-Institutional Conversation on Building Student Trust, Agency, and Authenticity

Seacliff A

Campus stakeholders approach the ePortfolio with different expectations. As programs adopt ePortfolios as a high-impact learning practice, institutions need to establish a clear approach to ownership and their goals. If students are the primary ePortfolio owners, what do institutions need to allow for student privacy and sharing? If ePortfolios are a requirement of programs, how can students be motivated to have agency in their accomplishments? As institutions respond to a need to build galleries of student work to show the fulfillment of learning outcomes and accreditation needs, how is student work acknowledged with regard to intellectual freedoms and property? These questions can spark a dialogue around ePortfolios as a vehicle for instilling trust in liberal education as an inclusive experience.

ANDREA TAYLOR, Instructional Designer, Academic Technology, GENIE STOWERS, Professor, Public Administration School of Public Affairs and Civic Engagement; MAGGIE BEERS, Executive Director, Academic Technology, and RACHEL KOW, Student of Liberal Studies and Mathematics—all of San Francisco State University

It’s Not Just a Game: Reflection, Metacognition, Integration and Collaboration through Experiential Learning in The Game Studio

Seacliff B

This session sets out to explore the question—“How do we recognize and learn from portfolio thinking and practice in new, unexpected contexts?” Among the most popular and selective majors at Champlain College are those affiliated with The Game Studio at Champlain College. In The Game Studio, which replicates a workplace setting, students and faculty bring portfolio-like practice to life through authentic, experiential, collaborative, and reflective learning. The presenters will share the unique way that students in The Game Studio imagine, build, and showcase their work and how that learning and creating is mediated by technology and faculty mentorship. They will next ask the audience to discuss questions designed to discover the similarities and differences between Game Studio practice and ePortfolio practice, so that each can inform the other.

ELLEN ZEMAN, Learning Assessment Director, and JONATHAN FERGUSON, Assistant Professor—both of Champlain College
EPortfolios Create Better Students: Similar Students Write and Reflect More in ePortfolios

Seacliff C

We describe the ePortfolio delivery of growth mindset and grit interventions to at-risk college students, comparing responses to ePortfolio, handwritten, and typed response formats by examining conceptual mastery, application of concepts to self, and overall level of response. We found that students produced twice as much content in ePortfolios than other formats. Students completing ePortfolios were also more likely to demonstrate conceptual mastery and to apply core concepts to themselves by describing personal grit, a shifting mindset, and an academic identity, which was present for both URM and non-URM students. Attendees will learn more about the unique benefits of using ePortfolios relative to other forms of academic assignments and leave with an understanding of how to implement evidence-based interventions using ePortfolios.

Karen Singer-Freeman, Associate Professor and Coordinator of Psychology, and Linda Bastone, Chair of the School of Natural and Social Sciences—both of Purchase College, State University of New York

EPortfolios and the WHOLE Learning Organization: Crossing the Threshold for Transformative Learning (for Everyone)

Bayview A

Meyer and Land’s (2003) theory of “threshold concepts”—core concepts that, once understood, transform perception of a given subject—has multiple and intriguing implications for ePortfolio practice, particularly as it relates to documenting learning to make visible the learning organization’s mission and goals and aligning ePortfolio activities to address these. When all units contributing to larger institutional mission goals use ePortfolio initiatives as a unifying point, both conceptually and physically, opportunities for crossing conceptual thresholds emerge across the larger institutional spectrum. We will explore the ways in which ePortfolio practice and threshold concepts can be paired to transform the entire learning organization, and will present case studies to explore how ePortfolios can be used to foster integration across the learning organization in other institutional contexts.

Tracy Penny-Light, Associate Professor of History, Thompson Rivers University, and AACEBL Board Chair; Jordi Getman-Eraso, Associate Professor of History, ePortfolio Program Coordinator, Bronx Community College; Howard Wach, Associate Dean for Leadership and Global Studies, LaGuardia Community College

Assessment Software: Innovative Reporting Structures

Seacliff D

Creating a culture of assessment often is a difficult transition for many institutions. Pepperdine University’s assessment journey proves that changing perspectives is not impossible. This session explores how to build a climate of trust with key assessment contributors at an institution. This, in turn, encourages all stakeholders to feel comfortable sharing data, leading to transparency through reporting. The University will explore how its LiveText assessment platform captured information and provided reporting to document its journey.

Lisa Bortman, Associate Provost for the Office of Institutional Effectiveness and Assessment, Director of Assessment for Seaver College, Pepperdine University; John McGrath, Education Consultant, LiveText, Inc.

This session is sponsored by LiveText

Leaning into the Counter-Intuitive: Seizing ePortfolio Initiatives as a Means to Forward Liberal Arts Outcomes

Marina

Participants will consider ways and means to leverage accreditation and other externally inspired activities to forward adoption of liberal education outcomes through the use of ePortfolios. We will share the specific cases of a regional comprehensive university that used an accreditation mandate to forward a multi-pronged change initiative that incorporated an ePortfolio requirement, as well as findings from an inter-institutional efficacy study of AAC&U VALUE rubrics across two institutions. Discussion will focus on change projects at the course, unit, program, and cross-institutional levels. Attendees will compile a set of recommendations for infusing liberal arts outcomes across the curriculum through the unlikely means of accreditation activities, governmental mandate, or technology adoption. Particular attention will be given to considering and overcoming practical, political, and structural challenges.

Michele Ren, Associate Professor of English, Associate Director of Women’s Studies, Samantha Blevins, ePortfolio Designer, and Erin Webster-Garrett, Director, QEP and SCI, and Professor of English—all of Radford University; Jessica Thomasson, PhD Student in Instructional Design and Technology, Virginia Tech; Brenna Blevins, PhD Candidate in English, University of North Carolina at Greensboro
Research & Assessment—both of Hamilton College

opportunities, and facilitate the attainment of students' educational goals. We expect ePortfolios will increase students' self-awareness, increase accessibility to valuable opportunities, and reflecting on their experiences. We expect ePortfolios on their identity and success through aspects of their Signature Work through ePortfolios as High-impact Practices.

TRACY PENNY LIGHT, Chair, AAEEBL Board of Directors; LAURA MEDIOR-REAL, Student, Stanford University, Digication

A Case Study of Advising with ePortfolios in an Open Curriculum

Seacliff A

Advising students at an institution with an open curriculum (no distribution requirements) presents a number of challenges, such as getting students to balance their passions with the goals of a liberal arts education, ensuring that their decisions are intentional and planful, and demonstrating that students are meeting the educational goals of the institution. This session will describe the strategies and challenges encountered in introducing ePortfolios into advising to help students craft, plan, and document their college journey. Instructional templates were designed to help step students through complex academic planning tasks such as preparing for and returning from study abroad, assembling materials to apply for medical or other health profession schools, designing an interdisciplinary concentration, and reflecting on their experiences. We expect ePortfolios will increase students' self-awareness, increase accessibility to valuable opportunities, and facilitate the attainment of students' educational goals.

PENNY YEE, Associate Dean of Faculty and Professor of Psychology, and GORDON HEWITT, Assistant Dean of Faculty and Director of Institutional Research & Assessment—both of Hamilton College

Beyond Assessment: A Collaborative Inquiry into and Articulation of an ePortfolio Curriculum

Seacliff C

Students, faculty, staff, and administrators value ePortfolios because they foster integrative, deep learning often extending beyond a single course or program. Still, there are very good questions about what curriculum, if any, ePortfolios require. Does it, for example, include how to select artifacts for an ePortfolio? Does it include different ways of reflecting? Perhaps most fundamentally, does it include ePortfolio-making itself? Participants will engage in articulating an ePortfolio curriculum for multiple contexts.

KATHLEEN YANCEY, Kellogg W. Hunt Professor of English and Distinguished Research Professor, Florida State University

Crafting Pathways to Student Success: An ePortfolio Initiative

Seacliff B

This session will explore how UMass Amherst is using ePortfolios to foster student success. We know that: 1) students are more successful when they are intentional in choosing coursework, experiences, and activities that match their interests and goals; 2) students develop competencies and skills during their time in college, even if they don’t realize it; and 3) the habit of reflection is an excellent tool for life-long growth and learning. In the College of Social and Behavioral Sciences, we have developed the “SBS Pathways Initiative,” which—through a series of curriculum touch-points, focused advising, and an ePortfolio—encourages students to choose academic, co-curricular, experiential, and professional development opportunities; reflect on what they are learning and doing; and gain an understanding of the competencies and skills they acquire during college.

JACKIE BROUSSEAU-PEREIRA, Director of Student Success and Retention, University of Massachusetts Amherst

Intersections between ePortfolios and Academic Transcripts: Perspectives from the AACRAO/NASPA Comprehensive Student Record Project

Seacliff D

Academic transcripts that represent only those experiences that occur in formal courses are often seen as incomplete and of limited use to students, employers, and alumni. In contrast, learner-centered ePortfolios provide a platform for students to create a more holistic and authentic record of their educational experiences using evidence in multimedia forms. Participants will see example prototypes from the Comprehensive Student Record project developed by three pilot institutions, and will engage in an interactive discussion exploring the opportunities and challenges for ePortfolios as an extension, supplement, or perhaps a replacement for traditional academic records.

HELEN CHEN, Director of ePortfolio Initiatives and Research Scientist, Stanford University; CATHY BUYARSKI, Associate Dean for Student Affairs and Executive Director of Student Success Initiatives, Indiana University—Purdue University Indianapolis; BRET EYNON, Associate Dean for Academic Affairs, LaGuardia Community College; AMELIA PARNELL, Vice President for Research and Policy, NASPA Student Affairs Administrators in Higher Education

Digital Badging Cocurricular Experiences—Take Two

Bayview A

Awarding digital badges as a way to recognize learning that takes place outside of the classroom through transformative experiences has gone through two iterations—the first one, not so successful. Participants will hear about lessons learned, and the changes made to bring about our current badging system. We are awarding digital badges to measure participation, competency, and mastery in college-wide learning outcomes that include students developing intellectually, personally, and spiritually, ultimately leading to recognition with a Fleur d’Lis pin at graduation and a cocurricular transcript along with the skill set to share these meaningful experiences with future employers.

KRIS LUKE, Director of Academic Technology, Saint Norbert College
1:15 – 2:00 p.m. (continued)

Supporting Integration of Learning, Identity Development, and Assessment: ePortfolios in Capstone Seminars

Marina

This session will explore use of ePortfolios to mediate and support integration of learning, identity development, transition planning, and assessment in senior capstone seminars in three degree programs—English, Neuroscience, and Philanthropic Studies. Presenters will share examples of specific strategies they use to help graduating seniors think integratively about their learning experiences, reflect on how these experiences have shaped their identities, and envision realistic future pathways, as well as examples of assessment strategies. Guided discussion of how these approaches might be adapted to other institutional and disciplinary settings will help participants identify implications of our experience for their own or their institutions’ ePortfolio practices. The needs and voices of new majority students will be a particular focus.

SUSAN KAHN, Director, Institutional Effectiveness, and Director, ePortfolio Initiative, TYRONE FREEMAN, Assistant Professor, Philanthropic Studies, and Director, Undergraduate Program, CYNTHIA WILLIAMS, Director, Student Development, Department of Psychology—all of Indiana University–Purdue University Indianapolis

2:15 – 3:00 p.m.

Remix: Academic Advising ePortfolio Reboot

Seacliff A

This session explores the innovative use of ePortfolios for reflective engagement in student-owned academic planning. The functions of ePortfolio in advising pedagogy and assessment as well as cross-campus communication and collaboration are discussed, along with the importance of student persistence at key developmental points. This session will examine some of the challenges that students have faced during the past five years working with ePortfolios, which have been adopted and discarded in various discrete programs, and how the current iteration of ePortfolio pedagogy is driven by the Office of Academic Advising’s recognition of the value of ePortfolio in bringing together professional and faculty advisors and bridging the curricular and cocurricular in academic planning.

Participants will be invited to discuss challenges on their own campus.

HOLLY AVELLA, Academic Advisor, and JIM FRANK, Professor and Chair of Communication and Media—both of Manhattanville College

Understanding ePortfolio Functions with the Lens of Situated Cognition

Seacliff B

Situated cognition, a vital and current research field, helps us understand the value of ePortfolio and how it captures artifacts from an authentic context, making the learning experience “situated.” EPortfolio practice, therefore, is a process embedded in what situated cognition researchers would call a natural process of learning. Learn how situated cognition helps us understand the power of the ePortfolio idea.

TRACY PENNY-LIGHT, Associate Professor of History, Thompson Rivers University, and Board Chair, AAEEBL

EPortfolios for Integrative Learning: Helping First-Year Students Connect Identity and Learning

Seacliff C

EPortfolios have tremendous potential for helping students deepen and integrate their learning. The first step for most portfolio users is to focus on one aspect of integration such as course content. The use of ePortfolios in Themed Learning Communities offer the opportunity to facilitate integration across multiple boundaries helping first-year students connect what they are learning with their identity, deepen course content, and begin to learn how to integrate learning across courses and disciplines. This session will focus on how the use of an ePortfolio for first-year students went beyond developing identity or deepening course content to become a powerful tool for connecting identity and learning.

CATHY BUYARSKI, Associate Dean for Student Affairs, and AMY POWELL, Director, Themed Learning Communities—both of Indiana University–Purdue University Indianapolis

EPortfolio as an Advising Practice In and Beyond the Classroom at LaGuardia and Guttman Community Colleges

Seacliff D

A high-impact ePortfolio practice extends beyond classroom pedagogy. Recent work at Notre Dame and IUPUI shows the potential of integrating ePortfolio into the process and practices of advising. As we move to next generation ePortfolio practice we must increasingly find ways to link faculty to advisors and peer mentors, joining forces to support students’ progress and development. LaGuardia and Guttman Community Colleges are both taking steps in this direction, using ePortfolio for educational planning and integrating ePortfolio use into the advising process. A team of faculty, advisors, and peer mentors will engage session participants in considering ways to adapt and integrate these practices on their own campus.

LINDA CHANDLER, Assistant Professor of English and Deputy Chair, JUDITH GAZZOLA, Senior Director of Student Advising Services—both of LaGuardia Community College; DANIELLE INSALACO-EGAN, Director of Student Support and Academic Achievement, MARLENE LEO, Student Success Advocate, and NELSON CASTRO, Student Success Advocate—all of Stella and Charles Guttman Community College

After the Leap: Lessons Learned from General Education Revisions and ePortfolio Integration at a Community College

Bayview A

For the 2013–14 academic year, Three Rivers Community College adopted a new set of general education competencies and a college-wide ePortfolio system for collecting general education artifacts. The assessment process involves a five-year assessment cycle during which the college assesses two competency areas per year. The new artifact collection process is overseen by the General Education Committee and the Director of Educational Technology, but exists through student involvement. Making both of these changes created challenges in terms of educating faculty about the use of ePortfolio and regarding the place of general education in the college’s curriculum. Through the challenges and changes, there are numerous substantive benefits, including a focus on learners and college-wide curricular connections. Finally, the ePortfolio platform provides a way for closing the loop for both faculty and learners by providing this portal for evaluating connections and continuing professional development.

MICHAEL STUTZ, Associate Professor, and LILLIAN RAFELDT, Professor—both of Three Rivers Community College
Hello, I’d Like to Join Your Eportfolio Network: Adoption Strategies That Build Confidence in Liberal Education

Marina

Modern ePortfolio systems leverage social media capabilities to help students connect with peers, mentors, alumni, and potential employers, improving students’ employability and raising the institution’s visibility. Institutions that host a gallery of public-facing student ePortfolios are able to reveal “proof” of student competencies across an unlimited range of disciplines, which can support accreditation and help improve the public’s confidence that a liberal education can produce visible and valuable outcomes. Nonetheless, thorough adoption by faculty, students, administrators and employers is key to their effective utilization. We compare micro (artifact) and macro (program) strategies used at two CSU campuses to build institutional buy-in, promote stakeholder adoption, and encourage students to build personally meaningful, high quality representations of their learning. Early results suggest that these micro and macro strategies, coupled with inter-institutional collaborations, help students, campuses, and liberal higher education as a whole reap the benefits of modern ePortfolio systems.

MAGGIE BEERS, Executive Director, Academic Technology, San Francisco State University; DEONE ZELL, Associate Vice President, Academic Technology, California State University, Northridge

3:15 – 4:00 p.m.

LEADing the Way with ePortfolios

Seacliff A

This session focuses on the implementation of ePortfolios in freshman composition courses, and in programs that serve first-generation students. It includes a demonstration of how ePortfolios can enhance student engagement, improve retention rates, and promote a more inclusive writing curriculum. The main claim is that ePortfolios cultivate life-long learning habits of mind for continued academic and professional growth to foster digitally-literate, engaged citizens who are equipped to become the life-long, tech-savvy, self-directed learners that our communities need.

THERESA CONEFREY, Lecturer, Santa Clara University

Enduring Impact:
What Can We Learn about ePortfolios by Listening to Program Graduates?

Seacliff B

The ePortfolio community has long been dedicated to documenting, analyzing, and communicating the value of ePortfolios in higher education. But what happens to our students after they graduate? How do alumni perceive the value of their ePortfolio experience? Do they incorporate evidence-based, multimodal, and metacognitive practices into their daily life and work, and if so in what ways? What other insights might they share? This session will present the prominent themes that emerged during interviews and email exchanges with college graduates, and will include time for attendees to explore how they might incorporate alumni outreach into their own ePortfolio work and research.

GAIL MATTHEWS-DENATALE, Associate Director, Center for Advancing Teaching and Learning through Research, Northeastern University; KATHLEEN YANCZY, Kellogg W. Hunt Professor of English and Distinguished Research Professor, Florida State University

Making it Happen:
Integrating ePortfolios into an Online Degree Program

Seacliff C

This presentation tells the story of ePortfolio implementation in a fully online undergraduate degree completion program in a School of Business. The goal of the ePortfolio in this setting is to offer a mechanism for enriching the learning experience of fully online students and provide a point of differentiation as they transition to the workforce. Additionally, the ePortfolio provides students with an essential vehicle for integrating coursework, work experiences, community-based learning experiences, student projects and group work, which otherwise might be difficult in an online setting. Issues addressed include: 1) the integration of ePortfolio practices in fully virtual settings; 2) faculty change management; 3) teaching the technology online; and 4) making a business case to faculty, students, and administrators for the value of the tool for learning and employability.

JEANNE ENDERS, Assistant Professor, School of Business Administration; CANDYCE REYNOLDS, Professor, Educational Leadership and Policy, and MELISSA PIRIE, Associate Director, The McNair Scholars Program—all of Portland State University

Portfolio to Professional:
Supporting Graduate Students Using Digital, Evidence-based Storytelling

Seacliff D

The Portfolio to Professional (P2P) program at Stanford is designed to guide and support graduate students (and postdoctoral scholars) from all disciplines in creating a professional ePortfolio through online activities and face-to-face opportunities to engage with peers and campus resources. The Stanford P2P curriculum is centered around three components: storytelling strategies, folio thinking practice, and digital presence formation. This session will provide an overview of the design, implementation, and evaluation of the P2P program in varying iterations. Participants will engage with P2P program alumni who will share their perspectives and their ePortfolios in progress in order to model the formative feedback process during review sessions and gain insights into how graduate students experience the curriculum.

HELEN CHEN, Director of ePortfolio Initiatives, and SHEETAL PATEL, Director for Branding and Digital Communities—both of Stanford University

Assessing Course Development with a Portfolio Approach

Marina

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, ePortfolios and Authentic Assessment, Virginia Tech
Capstone ePortfolios as Digital Learning Spaces to Integrate General Education Curriculum

Bayview A

A Capstone ePortfolio is a digital space where students can gather and integrate their learning experiences from their undergraduate careers into a meaningful whole, demonstrate their growth as a learner, and reflect how their learning connects to the world. This presentation shares a piloted project of an undergraduate Capstone ePortfolio program designed to be the culminating experience for juniors upon completion of the general education program. Results suggest that the Capstone ePortfolio program can provide a vehicle for promoting reflection, critical thinking, and integration of general education curricular experiences. This presentation provides the results of a mixed-method assessment of the pilot and how these results will be used to frame the larger Capstone ePortfolio program for the undergraduate general education program.

CATHLEEN MORREALE, Curriculum and Evaluation Specialist, CAROL VAN ZILE-TAMSEN, Associate Director, Curriculum and Assessment, and CHERYL EMERSON, PhD Student of Comparative Literature—all of State University of New York at Buffalo

4:15 – 5:00 p.m.

CLOSING PLENARY

A Portfolio Story of Discovery: Answering a Simple, Powerful Question to Help Heal a People

Bayview B

“My story will die if I don’t tell it,” was what Eva Gregg told a gathering of Alaskan Elders in the summer of 2016 as she shared her life story captured through her ePortfolio. The University of Alaska Anchorage’s Native Student Services and eWolf Program (ePortfolio program) have partnered together to explore an effort that uses portfolio services to engage students in a cultural identity project that helps address and heal aspects of historical trauma. The pilot work has leveraged award-winning student engagement practices through the lens of Native Alaskan practices and beliefs. Prepare yourself to laugh and cry as we share our story.

PAUL WASKO, ePortfolio Initiative Coordinator, Academic Innovations and eLearning, and EVA GREGG, full-time student—both of University of Alaska Anchorage
This field guide, a publication with input from more than sixty members from the eportfolio field, provides an authoritative and representative account of the eportfolio idea in practice. It features information on the most important dimensions of the ePortfolio idea, both in the United States and other countries, along with case studies serving as examples of many of those dimensions. Published in print and online interactive formats, readers of the field guide can use the publication to keep up with new developments as capabilities, opportunities, and pedagogies advance. This publication explains why and how a community of practice and new scholarly field has emerged around ePortfolio and why eportfolio technologies are being so widely adopted.

Open and Integrative: Designing Liberal Education for the New Digital Ecosystem

By Randy Bass and Bret Eynon

The ongoing digital revolution has created a complex and interconnected ecosystem that is fundamentally reshaping how we learn and communicate. Yet, despite its transformative potential, this digital ecosystem has so far had less of an impact on formal education than on other sectors of our society. Authors Randy Bass and Bret Eynon explore the implications of emerging digital capacities and culture for higher education, arguing that any discussion to reinvent higher education that begins with technology is doomed to a diminished vision of learning. Bass and Eynon begin instead by reimagining the core purposes of liberal education in this new context and ask: What is the role of the digital ecosystem in making a quality liberal education available to all, equitably?

Going beyond “unbundling,” the authors propose that we use networked and adaptive systems to “re-bundle” higher education by connecting learning experiences that have typically been disconnected, opening the boundaries of institutions, and creating new integrative contexts for transformative learning. This publication includes examples of digital innovations that advance liberal education outcomes and is ideal for campus discussions on using digital technology to improve undergraduate teaching and learning.

Advaning Equity and Student Success through Eportfolios

Peer Review (Summer 2016)

Adoption of eportfolio pedagogies and practices in conjunction with Signature Work provide the greatest opportunities for higher education to meet its quality aspirations and its college completion/attainment goals. This issue chronicles the current landscape of how colleges and universities are using eportfolios and sketches out a vision for using eportfolios in the context of Signature Work and advancing student self-efficacy.

Electronic Portfolios and Student Success: Effectiveness, Efficiency, and Learning

By Helen L. Chen and Tracy Penny Light

This publication presents an overview of electronic portfolios and ways individuals and campuses can implement eportfolios to enhance and assess student learning, recognizing that learning occurs in many places, takes many forms, and is exhibited through many modes of representation. It is organized around eight issues central to implementing an eportfolio approach: defining learning outcomes; understanding your learners; identifying stakeholders; designing learning activities; including multiple forms of evidence; using rubrics to evaluate eportfolios; anticipating external uses of evidence; and evaluating the impact of eportfolios. This work is illustrated through multiple campus case study examples.
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Institute on Integrative Learning and Signature Work
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