Final Program

The Quality of U.S. Degrees

Innovations, Efficiencies, and Disruptions—To What Ends?

January 23-26, 2013
Atlanta, Georgia

Pre-Meeting Symposium

E-Portfolios:
Foundational Knowledge, Student Voices, and Best Practices

Held in conjunction with the 69th Annual Meeting of the American Conference of Academic Deans
“The Academic Leader in the 21st Century”
About the Meeting

AAC&U’s Annual Meeting is designed to engage leaders from across higher education with pressing questions about how the academy is adapting to globalization, demographic change, rapid technological advancement, and renegotiated political and economic relationships. We know that pressures within higher education are encouraging transition and transformation, while external forces are demanding greater accountability and affordability. We also know that in such a shifting landscape, it is possible to lose focus on fundamental issues of the quality of student learning. AAC&U’s 2013 Annual Meeting will reflect on this challenging moment in the history of higher education.

Your Hosts

The Association of American Colleges and Universities
www.aacu.org

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,250 member institutions—including accredited public and private colleges, community colleges, and 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 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. Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

The American Conference of Academic Deans
www.acad-edu.org

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

In addition to holding an annual meeting, in recent years ACAD members have published The Resource Handbook for Academic Deans and collaborated with other higher education organizations on projects of mutual interest. More information can be found on our website at www.acad-edu.org.

COLLABORATING SPONSOR

AAC&U thanks Taskstream for serving as the Collaborating Sponsor for the 2013 Annual Meeting and sponsoring the Wednesday Night Forum on January 23.

At Taskstream, we help ensure that students have the skills and knowledge they need by providing the highest quality web-based software and supporting services to effectively plan and manage assessment and accreditation processes, facilitate the demonstration of learning achievement through e-portfolios and performance assessments, and foster continuous educational improvement.

CONTRIBUTING SPONSORS

THE CHRONICLE of Higher Education
Chronicle.com

The Chronicle of Higher Education is the leading news, jobs, and information source for college and university faculty and administrators around the world.

Diverse
Diverse: Issues in Higher Education—America’s premier source of timely news, provocative commentary, insightful interviews, and in-depth special reports on diversity in higher education.

EYP/
EYP Architecture & Engineering is the expertise-based, integrated architecture and engineering design firm that specializes in sustainable projects for higher education and government clients.

foliotek
Foliotek’s multi-portfolio design flexes to meet the requirements of schools planning to use portfolios for student learning, student assessment, program improvement, and graduate placement.

IDEA Center
Serving higher education since 1975, The IDEA Center is a nonprofit organization that provides tools to assess and improve teaching, learning, and administrative leadership.

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Thursday, January 24 – Friday, January 25

Forum For Presidents and Foundation Leaders

**Ensuring the Future of High-Quality Degrees: Leaders and Governance Challenges for Presidents, Boards, and Faculty**

Presidents and foundation leaders participating in the Presidents’ Forum will receive a separate program of events upon registration.

AAC&U thanks LiveText for its support of the 2013 Presidents’ Forum

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Friday, January 25, 1:30-5:30 p.m

**Meeting of the New Faculty Majority**

*Spring (Lower Level)*

The New Faculty Majority invites NFM members and friends to attend all or part of a meeting designed to update participants on NFM activities, introduce NFM to those who are not familiar with its work, and engage in conversation about issues related to the changing faculty and its effect on student learning. Discussion will focus on the progress of the Delphi Project on the Changing Faculty and Student Success, led by Adrianna Kezar, Project Director and Associate Professor for Higher Education at the University of Southern California, and by Maria Maisto, President of New Faculty Majority and Executive Director of the NFM Foundation.

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AAC&U’s Annual Meeting Mobile App

If you haven’t already, be sure to download AAC&U’s mobile app for the Annual Meeting. The app includes a listing and descriptions of all sessions so you can create a personal schedule; floor plans of the Hyatt Regency; a listing of speakers; information about our Sponsors; and easy access to social media discussions. Stop by the Registration Desk or the Guidebook display table for more information.

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**Media Coverage of AAC&U’s Annual Meeting**

AAC&U’s 2013 Annual Meeting is open to all credentialed members of the media, identified by their name tags. 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.

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**PRESIDENTS’ FORUM SPONSOR**

**LiveText**

LiveText is a leading provider of campus-wide solutions for strategic planning, assessment, and institutional effectiveness. Our customizable and comprehensive solutions allow for seamless integration and data reporting to effectively measure outcomes-based learning goals and institutional objectives for accreditation and continuous improvement.

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**Jossey-Bass Higher & Adult Education**

Jossey-Bass Higher & Adult Education provides essential knowledge and promotes professional learning in the postsecondary educational community worldwide.

**Nuventive**

Nuventive is a leader in providing software and services for assessing, managing, and demonstrating continuous improvement in higher education.

**Tk20**

Tk20 is a leading provider of campus-wide assessment, planning and reporting solutions for institutional effectiveness and continuous improvement.

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**interfolio**

Select the Most Talented and Diverse Faculty
E-Portfolios: Foundational Knowledge, Student Voices, and Best Practices

AAC&U—in partnership with the International Journal of ePortfolios and the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL)—has designed this Symposium to introduce a broad audience to the field of e-portfolios for student learning and assessment, focusing on best practices for their development and use. Sessions, led by today’s leading e-portfolio scholars and practitioners, will focus on the following:

- **Making Connections**—How e-portfolios help students reflect and integrate their thinking, learning, and performing across the curriculum and cocurriculum through multiple pedagogies; and how workforce development requires the same skills as liberal arts degrees.

- **Closing the Loop**—How using authentic student work is the best assessment of learning for growth; and how aggregation of individualized course grading can be used for departmental, programmatic, and institutional summative assessment and reporting.

- **Choosing the Tool**—How tried and true methods for picking an e-portfolio platform can be implemented to ensure student learning, while providing the data institutions need for assessment and accreditation.

- **Building the Team**—How expertise and improvement in using e-portfolios is truly a collaborative enterprise for faculty, staff, and students.

- **Putting Down Roots**—How e-portfolios can move from a practice of a few innovative faculty to a core aspect of every college and university through systematic institutionalization, resulting in a campus culture of integration and reflection among both faculty members and students.

### Opening Plenary

#### Student Voices, Student Wisdom: Improving E-Portfolios by Listening to Users

**Regency VI**

The drive to adopt e-portfolios is often student based, with campuses wanting to improve student learning and provide opportunities for reflection and integration to students. The challenges of any technology implementation can quickly take over, however, leaving student voices lost in the din of training sessions, budget meetings, and software consultation. We are pleased to provide the opportunity to put students back where they belong—at the center of the e-portfolio field.

**MODERATOR:** WENDE GARRISON, Director of Curriculum, Assessment, and Communication, P2P, Virginia Tech

**SPEAKERS:** ALEXANDRA EBANKS, Spelman College; CANDACE CHAPMAN, Clemson University; AMALIA ROJAS, LaGuardia Community College

### Concurrent Sessions

#### Making the Connection

**The Principles and Practices of Learning from Wholeness:** Developing Generative Knowledge through E-Portfolios

**The Learning Center**

MELISSA PEET, Academic Director of the Integrative Learning and EPortfolio Project, University of Michigan

#### Choosing the Tool

**Making Learning Visible at Boston University:** Choosing a Tool and Building a Team with E-Portfolio Scholars

**Hanover D**

EVANGELINE HARRIS STEFANKIS, Director of Making Learning Visible: EPortfolio, Boston University

**Building the Team**

**Teaching Beliefs, New Collaborations, and E-Portfolio Practice:** Redefining Quality

**Hanover C**

GARY BROWN, Director, MOLLY GRIFFITH, Instructional Designer and Program Coordinator, and SARAH BERRY, Senior Designer—all of the Center for Online Learning at Portland State University

#### Putting Down Roots

**All Roads Lead to E-Portfolios:** Institutions Who Found Their Own Way to Put Down Roots

**Hanover F**

BRET EYNON, Assistant Dean for Teaching and Learning, LaGuardia Community College; GAIL RING, Director of EPortfolio, Undergraduate Studies, Clemson University; TERRIL RHODES, Vice President for Quality, Curriculum, and Assessment, AAC&U

**Closing the Loop**

**Comparison not Standardization:** An Asset and Core Component of E-Portfolios

**Hanover E**

BARBARA CAMBRIDGE, Director, Washington Office, National Council of Teachers of English; DARREN CAMBRIDGE, Senior Consultant, American Institutes for Research; KATHLEEN YANCEY, Professor of English, Florida State University
**DIGi[cation]**

**SPONSOR SESSION**

**A Student Centered Approach to E-Portfolio Implementation at DePaul University**

*Hanover G*

**CARYN CHADEN**, Vice President for Academic Affairs and Associate Professor of English, DePaul University; **JEFFREY YAN**, Co-founder and CEO of Digication

*This session is sponsored by Digication*

**11:00–11:45 a.m.**

**Concurrent Sessions**

**Making the Connection**

**In Their Own Words:** Community College Students Share Reflections on E-Portfolio Learning Experiences

*Hanover D*

**ANITA CUTTITA FERDENZI**, Assistant Professor of Education, and **GEORGINA COLALILLO**, Associate Professor of Nursing—both of Queensborough Community College

**Choosing the Tool**

**Blending the Experience:** Offering a Flexible, Free Environment for ePortfolio

*Hanover F*

**MARC ZALDIVAR**, Director, Electronic Portfolio Initiatives, and **TEGGIN SUMMERS**, Assistant Director, ePortfolio Pedagogy—both of Virginia Tech

**Building the Team**

**Enhancing Technological and Pedagogical Capacity in Faculty and Staff**

**The Learning Center**

**NANCY PAWLYSHYN**, Chief Assessment Officer, Mercy College

**Closing the Loop**

**E-Portfolio for General Education Program Assessment**

*Hanover E*

**ROWANNA CARPENTER**, Assessment Coordinator, Portland State University

**Putting Down Roots**

**The Fundamentals of E-Portfolios: What is It? Why is It Important? And What Skills Are Needed to Effectively Use It?**

*Hanover C*

**PAUL TREUER**, Knowledge Management Center Director, and **JILL JENSON**, Associate Professor and Head, Department of Writing Studies—both of the University of Minnesota, Duluth

**12:00–1:00 p.m.**

**Luncheon Plenary**

**Publish or Perish:** Constructing a Digital Footprint for Life

*Regency VI*

**Sybril Bennett**

In the virtual world, the phrase “publish or perish” takes on new meaning. What is published becomes a permanent representation of scholarship, leadership and stewardship. Your digital footprint exists whether you choose to create one or not. Leveraging social media tools like Twitter, LinkedIn, YouTube, and Facebook raises your institution’s profile locally, nationally and internationally. It’s an opportunity to be seized. Dr. Syb will use her Seven Elements of Innovation Framework to demonstrate how to improve pedagogy and student-learning outcomes as well as how to create a digital identity for eternity.

**SYBRIL BENNETT**, Associate Professor of Journalism, Belmont University

**1:15–2:00 p.m.**

**Concurrent Sessions**

**Making the Connection**

**A Perfect Trifecta:** Complexity, Deep Learning, and E-Portfolios

*Hanover C*

**TRENT BATSON**, Executive Director, Association for Authentic, Experiential and Evidence-Based Learning
Wednesday, January 23

1:15–2:00 p.m. (continued)

Choosing the Tool
Selecting an E-Portfolio Tool: Letting Pedagogy Lead the Way

Hanover E
TRACY PENNY-LIGHT, Assistant Professor, Sexuality, Marriage, and Family Studies and History, University of Waterloo; and JOHN ITTELSON, Professor Emeritus, California State University–Monterey Bay

Building the Team
As if We Valued Learning Most: Faculty Inquiry and E-Portfolio Learning @ LaGuardia Community College

The Learning Center
BRET EYNON, Assistant Dean for Teaching and Learning, LaGuardia Community College; JUDIT TOROK, Co-Director of the Making Connections National Resource Center, LaGuardia Community College

Closing the Loop
Planning and Assessing E-Portfolios: Questions to Ask to Ensure That E-Portfolios Are Measurable

Hanover F
KATHLEEN PUSECKER, Director of the Office of Educational Assessment, University of Delaware

Putting Down Roots
Giving Students a Compass: Seeking a Conceptual Model for a Developmental E-Portfolio

Hanover D
SUSAN KAHN, Director of Institutional Effectiveness, and CATHERINE BUYARSKI, Director of Academic Advising—both of Indiana University-Purdue University Indianapolis

Concurrent Sessions

2:15–3:00 p.m.

Making the Connection
Integrating Integrative Learning E-Portfolios into Your Course

Hanover E
JUDY PATTON, Associate Dean, School of Fine and Performing Arts, and CANDYCE REYNOLDS, Director of Mentor Programs—both of Portland State University

Choosing the Tool
Pros, Cons, and Tools for Choosing and Using Free Web 2.0 E-Portfolio Platforms

The Learning Center
DAVID HUBERT, Professor of Political Science and EPortfolio Director, Salt Lake Community College

Building the Team
Sustaining Faculty Engagement

Hanover D
ANNE WARNER, Director, Comprehensive Writing Program, Spelman College

Closing the Loop
E-Portfolios to Augment Student Learning and Program Development

Hanover C
GAIL RING, Director of EPortfolio, Undergraduate Studies, JANICE MURDOCH, Vice Provost and Dean of Undergraduate Studies, and JEFF APPLING, Associate Dean for Curriculum—all of Clemson University

Putting Down Roots
Ensuring E-Portfolio Success Through Data Collection, Analysis, and Strategic Planning

Hanover F
C. EDWARD WATSON, Director, Center for Teaching and Learning, University of Georgia

SPONSOR SESSION
How Your Students’ E-Portfolios Can Look Good ... and Work Hard

Hanover G
DARA WEXLER, Education Solutions Specialist, Taskstream

This session is sponsored by Taskstream
The Bedford E-Portfolio: Where Showcase and Assessment Meet

Hanover G

MELANIE MACFARLANE, Senior New Media Editor; DAVID MOGOLOV, Market Development Manager; MOLLY PARKE, Executive Marketing Manager—all of Bedford St. Martin’s

This session is sponsored by Bedford St. Martin’s

3:15–4:00 p.m.

Closing Plenary

Realizing the Promise: E-Portfolios and Scholarship

Regency VI

With the advent of a professional organization (AAEEBL), an academic journal (IJEP), and multiple research efforts, what was a fledgling e-portfolio community has turned into a vibrant academic field. But additional work and development remains. Rich data on student learning gathered through e-portfolios, for example, goes unexamined on campuses across the country. A panel of e-portfolio leaders will preview the shift toward a focus on research, encouraging campuses to collect, analyze, and present data on student learning, e-portfolio practice, and technology adoption.

GARY BROWN, Director, The Center for Online Learning, Portland State University; WENDE GARRISON, Director of Curriculum, Assessment, and Communication, P2P, Virginia Tech; TERREL RHODES, Vice President for Quality, Curriculum, and Assessment, AAC&U; C. EDWARD WATSON, Director, Center for Teaching and Learning, University of Georgia; and KATHLEEN YANCY, Professor of English, Florida State University

AAC&U, AAEEBL, and the International Journal of ePortfolio thank the following sponsors of the E-Portfolio Symposium.

We invite you to speak with our sponsors’ representatives to learn more about their products and services.

Association for Authentic, Experiential and Evidence-Based Learning

The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) is a nonprofit, professional organization for the world e-portfolio community. AAEEBL’s mission is to deepen learning and to transform institutions with electronic portfolios.

E-portfolio community leaders recognized in 2008 that e-portfolio, as a technology and as a body of theory and practice, had emerged as a promising influence and direction for education. They believed in the value of e-portfolio for learning, assessment, and life-long career success. These leaders envisioned a professional association to serve the emerging field and to underscore the scholarship and implementation of e-portfolios for learning. AAEEBL was formed in 2009, anchored in the foundational roots of the e-portfolio community. Since its founding, AAEEBL affiliations and collaborations have reached a wide array of initiatives, projects, and organizations.

As the only full-time, year-round professional e-portfolio association, AAEEBL is committed to serving both educators and the e-portfolio industry. AAEEBL services—conferences, resources, community connections, webinars and a bimonthly newsletter—are available to the global e-portfolio community.

www.aaeebl.org

International Journal of ePortfolio

The International Journal of ePortfolio (IJep) is a publication of the Center for Instructional Development and Educational Research in the Office of Undergraduate Education at Virginia Tech and the Center for Teaching and Learning in the Office of the Vice President for Instruction at the University of Georgia.

The International Journal of ePortfolio is a double-blind, peer-reviewed, open access journal freely available online. It is published twice a year (March and September). Subscriptions and fees are not required to access this journal; however, readers desiring hardcopies of issues can order them however, readers desiring hardcopies of issues can order them online.

IJep’s mission is to encourage the study of practices and pedagogies associated with ePortfolio in educational settings. The journal’s focus includes the explanation, interpretation, application, and dissemination of researchers’, practitioners’, and developers’ experiences relevant to ePortfolio. It also serves to provide a multi-faceted, single source of information for those engaging in projects and practices associated with ePortfolio.

www.ijep.org
Pre-Conference Workshops

2:00–5:00 p.m.

Finding Common Ground:
The Essential Role of Calibration in Rubric Assessment

Grand East Hall A

ASHLEY FINLEY, Senior Director for Assessment and Research, AAC&U

Learning Environments for Creating Interdisciplinary, Global Problem Solvers

Dunwoody

RICHARD F. VAZ, Dean, Interdisciplinary and Global Studies Division and Associate Professor of Electrical and Computer Engineering, Worcester Polytechnic Institute; MARCI SORNOT, Provost and Dean of the College and Professor of History, St. Olaf College; JEANNE L. NARUM, Principal, Learning Spaces Collaboratory and Director Emeritus of Project Kaleidoscope (PKAL)

Cultivating a Culture of Evidence-Based Decision Making:
Helping Faculty Utilize Assessment Data to Improve Student Learning

Hanover A/B

MICHAEL REDER, Director, Joy Shechtman Mankoff Faculty Center for Teaching and Learning, Connecticut College, and Senior Teagle Assessment Scholar, Wabash National Study of Liberal Arts Education; RICHARD HOLMGREN, Chief Information Officer and Associate Dean of the College, Allegheny College; PAUL KUERBIS, Professor of Education (Emeritus) and Director of the Crown Faculty Center (Emeritus), Colorado College; KIM MOONEY, Provost and Vice President for Academic Affairs, Franklin Pierce University

Building Collaborations from In-Between Places:
Faculty Developers’ Roles Leading Institutional Change

Grand Hall East C

DEANDRA LITTLE, Associate Professor and Assistant Director, Teaching Resource Center, University of Virginia, and Member, Board of Directors, Professional and Organizational Development Network in Higher Education

This workshop is presented by the Professional and Organizational Development Network in Higher Education

Strategies for Articulating, Recognizing and Rewarding Publicly Engaged Scholarship

Fairlie

ANDREW FURCO, Associate Vice President for Public Engagement and Associate Professor of Organizational Leadership, Policy and Development, University of Minnesota; CHAR GRAY, Executive Director, Pennsylvania Campus Compact; DEAN MCGOVERN, Executive Director, Montana Campus Compact and Assistant Professor, University of Montana; MAGGIE STEVENS, Executive Director, Indiana Campus Compact; and AMANDA WITTMAN, Director of Academic and Strategic Initiatives, National Campus Compact

This workshop is presented by Campus Compact

ACAD Workshop:
Becoming a CAO

Grand Hall East D

ROBERT HOLYER, Consultant, AGB Search; KATIE CONBOY, Provost, Stonehill College; WILLIAM CRAFT, President, Concordia College-Moorhead; STEPHANIE FABRITIUS, Dean of the College, Centre College; ANDREA HAMOS, Associate Director, Emerging Leaders Group/ACE Fellows, American Council on Education; and NAYEF SAMHAT, Provost, Kenyon College

ACAD Workshop:
An Introduction to Cost Modeling for Deans

Grand Hall East B

GARY A. MORRIS, Associate Dean of Arts & Sciences, Associate Professor of Physics and Astronomy, Valparaiso University; and JOHN TOLLE, Independent Consultant, Houston, Texas

ACAD 2nd Annual Deans’ Institute

Sponsored by Interfolio, Inc.

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

Regency V

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

PHILIP A. GLOTZBACH, President, Skidmore College; KATHLEEN MURRAY, Provost and Dean of the Faculty, Macalester College; JOHN CHURCHILL, Secretary, The Phi Beta Kappa Society; DEBRA HUMPHREYS, Vice President for Policy and Public Engagement, AAC&U; BONNIE IRWIN, Dean, College of Arts and Sciences, and BLAIR LORD, Provost and Vice President for Academic Affairs—both of Eastern Illinois University; THOMAS MEYER, Dean, Academic Affairs, Broward College; KAREN ERICKSON, Dean, School of Arts and Sciences, Southern New Hampshire University; PAMELA MONACO, Vice President, Southwestern College Professional Studies; CHRIS BRITTON, Executive Vice President, Sales and Client Success, and FRANK FESSENDEN, Vice President, University Sales—both of Interfolio, Inc.; BRYAN ALEXANDER, Senior Fellow, NITLE; and CIANNAT HOWETT, Director of Sustainability Initiatives, Emory University
Wednesday Night Events

AAC&U Members’ Meeting

5:30–6:45 p.m.

Big Questions, Urgent Challenges: Liberal Education and Americans’ Global Future

Hanover C

All participants from AAC&U member institutions are warmly invited to the annual Members’ Meeting. The primary focus of the meeting, following completion of a brief business agenda, will be roundtable dialogues with senior AAC&U leaders and board members in which we will address a number of topics keyed to AAC&U’s strategic goals for 2013-2017. We invite member input on their priorities for systemic campus-based educational change.

Opening Night Forum

7:00–8:30 p.m.

Reimagining the Campus: Technology and Value

Regency V/VI

Technology is profoundly changing education. If students are going to continue to pay enormous sums for campus classes, colleges will need to provide more than what can be found online and maximize “naked” face-to-face contact with faculty. Author José Bowen shows, in Teaching Naked, how technology is most powerfully used outside the classroom and, when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. Professor Bowen offers practical advice for faculty and administrators on how to engage students with new technology while restructuring classes into more active learning environments.

José Antonio Bowen

José Antonio Bowen, Dean of the Meadows School of the Arts and Algur H. Meadows Chair and Professor of Music, Southern Methodist University

Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning (Jossey-Bass, 2012)

aacu.org

The Opening Night Forum is sponsored by Taskstream.

AAC&U’s Welcoming Reception

8:30–10:00 p.m.

Regency VII

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

AAC&U Welcomes Friends, Partners and Sister Organizations

- The Aspen Institute
- Association for Authentic, Experiential and Evidence-Based Learning
- Bringing Theory to Practice
- Campus Compact
- Campus Women Lead
- CHANGE Magazine Editorial Board
- The Collaborative on Academic Careers in Higher Education at Harvard University
- Consortium for Faculty Diversity in Liberal Arts Colleges
- Consortium for Innovative Environments in Learning
- Council of Colleges of Arts and Sciences
- Council of Public Liberal Arts Colleges
- Council on Undergraduate Research
- Diverse: Issues in Higher Education
- Harvard Graduate School of Education
- LGBTQ—Higher Education Resource Services
- Higher Learning Commission of the North Central Association
- LGBTQ Presidents in Higher Education
- Liberal Education Editorial Board
- Liberal Education Editorial Board
- Project Kaleidoscope
- Project Pericles
- Rumper Deans

The Opening Night Forum is sponsored by Taskstream.
Thursday, January 24

7:00–8:30 a.m.

Women’s Networking Breakfast

Gender Equity: Who Needs It?

Regency VI

CARYN McTIGHE MUSIL is Senior Scholar and Director of Civic Learning and Democracy Initiatives at AAC&U. Dr. Musil most recently served as AAC&U’s Senior Vice President and Vice President for Diversity, Equity, and Global Initiatives, and was Director of the Program on the Status and Education of Women for two decades.

8:45–10:15 a.m.

Opening Plenary

Centennial Ballroom I and II

Welcoming Remarks

BOBBY FONG, President, Ursinus College, and Chair, AAC&U Board of Directors

CARL MOSES, Provost and Dean of the Faculty, Susquehanna University, 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 Anne Colby, Thomas Ehrlich, William M. Sullivan, and Jonathan R. Dolle for Rethinking Undergraduate Business Education: Liberal Learning for the Profession (Jossey-Bass/Carnegie Foundation for the Advancement of Teaching).

Introduction of Recipients of the 2013 K. Patricia Cross Future Leaders Award

ATNREAWN ALLEYNE, Political Science, University of Delaware

FIONA BARNETT, Literature, Duke University

MILAGROS CASTILLO-MONTOYA, Education, Teachers College, Columbia University

SARAH LANG, Human Development and Family Science, The Ohio State University

JUSTIN LOMONT, Chemistry, University of California–Berkeley

LAURIE A. PINKERT, English, Purdue University

GINA SPITZ, Sociology, University of Wisconsin–Madison

Breakfast Discussion

Pedagogy and the “Big Questions”:
Dealing with Religious Commitments in the Classroom

Hanover C

MODERATOR: NORMAN ADLER, University Professor of Psychology, Yeshiva University

7:00–8:30 a.m.

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Gender Equity: Who Needs It?

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Centennial Ballroom I and II

Welcoming Remarks

BOBBY FONG, President, Ursinus College, and Chair, AAC&U Board of Directors

CARL MOSES, Provost and Dean of the Faculty, Susquehanna University, 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 Anne Colby, Thomas Ehrlich, William M. Sullivan, and Jonathan R. Dolle for Rethinking Undergraduate Business Education: Liberal Learning for the Profession (Jossey-Bass/Carnegie Foundation for the Advancement of Teaching).

Introduction of Recipients of the 2013 K. Patricia Cross Future Leaders Award

ATNREAWN ALLEYNE, Political Science, University of Delaware

FIONA BARNETT, Literature, Duke University

MILAGROS CASTILLO-MONTOYA, Education, Teachers College, Columbia University

SARAH LANG, Human Development and Family Science, The Ohio State University

JUSTIN LOMONT, Chemistry, University of California–Berkeley

LAURIE A. PINKERT, English, Purdue University

GINA SPITZ, Sociology, University of Wisconsin–Madison

Breakfast Discussion

Pedagogy and the “Big Questions”:
Dealing with Religious Commitments in the Classroom

Hanover C

MODERATOR: NORMAN ADLER, University Professor of Psychology, Yeshiva University

7:00–8:30 a.m.

Women’s Networking Breakfast

Gender Equity: Who Needs It?

Regency VI

CARYN McTIGHE MUSIL is Senior Scholar and Director of Civic Learning and Democracy Initiatives at AAC&U. Dr. Musil most recently served as AAC&U’s Senior Vice President and Vice President for Diversity, Equity, and Global Initiatives, and was Director of the Program on the Status and Education of Women for two decades.

8:45–10:15 a.m.

Opening Plenary

Centennial Ballroom I and II

Welcoming Remarks

BOBBY FONG, President, Ursinus College, and Chair, AAC&U Board of Directors

CARL MOSES, Provost and Dean of the Faculty, Susquehanna University, and Chair, ACAD Board of Directors

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Hanover C

MODERATOR: NORMAN ADLER, University Professor of Psychology, Yeshiva University
Concurrent Sessions

**Rethinking Undergraduate Business Education: Liberal Learning for the Profession**

2013 Winner of the Frederic Ness Book Award

**Grand Hall East A/B**

Authors William Sullivan and Jonathan Dolle will discuss their book, *Rethinking Undergraduate Business Education: Liberal Learning for the Profession*—winner of the 2013 Frederic W. Ness Book Award presented to the book that best illuminates the goals and practices of a contemporary liberal education. The Carnegie Foundation's national study of undergraduate business education found that most undergraduate programs are too narrow, failing to challenge students to question assumptions, think creatively, or understand the place of business in larger institutional contexts. The authors examine these limitations and describe the efforts of a diverse set of institutions to address them by integrating the best elements of liberal arts learning with business curriculum to help students develop wise, ethically grounded professional judgment.


MODERATOR: **Kenneth Ruscio**, President, *Washington and Lee University*

**Faculty of the Future: Voices from the Next Generation**

**Hanover D**

AAC&U welcomes the 2013 recipients of the K. Patricia Cross Future Leaders Award, honored for their outstanding work in undergraduate teaching, their excellence in research, their active engagement in civic and university programs, and their commitment to a career in higher education. Recipients of the 2013 Cross Award will explore with the audience topics such as teaching and learning at the undergraduate level, the role of their disciplines, their views of today's college students and their commitment to a career in higher education. The panel will hold a 30-minute fishbowl conversation with a 45-minute open microphone session for the audience to offer reflections, recommendations and best practices. Participants will discuss affordability; access; productivity; cost sharing; collaboration; learning outcomes; faculty and staff roles; pedagogy of social media; online learning, including MOOC’s; and the explicit, measurable outcomes from campus and cocurricular learning.

**Debra Humphreys**, Vice President for Policy and Public Engagement, AAC&U; **Mark Nook**, Senior Vice President for Academic and Student Affairs, University of Wisconsin System; **Ken O’Donnell**, Senior Director, Student Engagement and Academic Initiatives and Partnerships, California State University System; **Richard M. Freeland**, Commissioner, Massachusetts Department of Higher Education

**Liberal Education Emerging: General Education and Curriculum Reform in Hong Kong**

**Hanover C**

Hong Kong is a dynamic world class city, a gateway to China, one of the primary engines of economic growth in the world, and a crossroads of East and West. This year, all eight of its public universities have launched major new programs in general education designed to prepare all students to be world citizens. These changes are driven by a conviction that a broad general education is strategically important and will make Hong Kong more competitive in the global economy. This view stands in stark contrast to common concerns heard in the United States that study in the liberal arts is an irrelevant and impractical luxury, not worth the high cost of college. What are the implications—educational and economic—of divergent policy priorities in the US, China, and other fast-rising countries of Asia?

**Jerry G. Gaff**, Senior Scholar, AAC&U, and Fulbright Senior Specialist; **Nancy E. Chapman**, President, United Board for Christian Higher Education in Asia; **Mei Yee Leung**, Director, *Office of University General Education, The Chinese University of Hong Kong*

**How Do We Build an Improved and Successful Business Model in Support of Campus-Based Undergraduate Education?**

**Grand Hall East D**

This session is an open conversation with audience participation around the critical issues of learning, value and cost embedded in building an effective and sustainable business model for campus based undergraduate education. The panel will hold a 30-minute fishbowl conversation with a 45-minute open microphone session for the audience to offer reflections, recommendations and best practices. Participants will discuss affordability; access; productivity; cost sharing; collaboration; learning outcomes; faculty and staff roles; pedagogy of social media; online learning, including MOOC’s; and the explicit, measurable outcomes from campus and cocurricular learning.

**Moderator: Richard Guarasci**, President, *Wagner College*

**Presenters**: **Bobby Fong**, President, *Ursinus College*; **Mark Heckler**, President, *Valparaiso University*; **Devorah Lieberman**, President, *University of La Verne*
Successful and Inclusive Leadership in the Academy

Grand Hall East C

This session will focus on the professional development of higher education executives. Panelists will describe their acquisition of experiences, knowledge, and skills for successful leadership in the academy, sharing their stories of higher education leadership and approaches to incorporating their LGBTQ status into their professional identity. Although the path to the chief executive role will be the focus of this discussion, it may also be of interest to those aspiring to other leadership roles, such as the dean or chief academic officer.

RAYMOND E. CROSSMAN, President, Adler School of Professional Psychology; MARGARET L. DRUGOVICH, President, Hartwick College; DERIONNE P. POLLARD, President, Montgomery College; CHARLES R. MIDDLETON, President, Roosevelt University

This session is presented by LGBTQ Presidents in Higher Education

Linking Classrooms, Campuses, Communities, and Colleagues via Social and Civic High Engagement Learning

Courtland

Project Pericles works with faculty to enhance links between the curriculum, campus, communities, and colleagues, encouraging students to connect knowledge with real-world responsibilities. Periclean Faculty Leaders will discuss curricular programs that explore real-world issues—e.g., food insecurity, political participation, and cultural survival—and, through them, strengthen critical thinking skills, social responsibility, and active engagement while promoting faculty development. With audience participation, panelists will discuss replicable best practices, tactics, challenges, and solutions.

JAN LISS, Executive Director, Project Pericles; BEN BERGER, Associate Professor of Political Science, Swarthmore College; MARINA BARNETT, Associate Professor of Social Work, Widener University; EMILY KANE, Professor of Sociology, Bates College; MOLLY OLSEN, Associate Professor of Hispanic and Latin American Studies, Macalester College

This session is presented by Project Pericles

Faculty Flexibility: Lessons Learned and Implications for the Future—The Perspective of Three Liberal Arts Colleges

Dunwoody

This panel will report faculty work flexibility initiatives developed in part through support from the ACE/Sloan Awards for Faculty Career Flexibility. Each college shares how these efforts were spearheaded amidst a bimodal campus population, i.e., campuses with large numbers of younger faculty simultaneously launching careers and family alongside a significant number of faculty members who were near retirement age. Development, implementation, dissemination, and utilization of faculty flexibility programs are discussed in a cultural change context with an eye towards sustainability.

LYNN PASQUERELLA, President, and CAROLINE CLAUSSS-EHLERS, Visiting Special Assistant to the President—both of Mount Holyoke College; ANDREA CHAPOELAIN, Provost and Vice President for Academic Affairs, Albright College; HEATHER HOGAN, Associate Dean, Oberlin College

Strategy Approaches to Open Education and Liberal Education

Hanover A/B

As Massive Open Online Courses (MOOCs) make available courses for free, colleges face a potentially disruptive force that raises questions about the significance of place-based education, the cost of higher education, and the effectiveness of pedagogical models. How can liberal arts institutions best respond? The presenters will discuss their research into open education, including a multi-campus survey and case studies such as Bryn Mawr College’s Next Generation Learning Challenge project, which uses Open Learning Initiative modules to explore blended learning at liberal arts colleges. Participants will develop a keener understanding of the issues around MOOCs and consider strategies for engaging with this new learning environment.

BRYAN ALEXANDER, Senior Fellow National Institute for Technology in Liberal Education; JENNIFER SPOHRER, Instructional Technologist, Bryn Mawr College
Supporting Transitions Between Institutions: Weaving E-Portfolios with Peer Mentoring to Support Students’ Success

The Learning Center

First generation and underrepresented minority students often undergo dramatic cultural and identity-related shifts in order to transition from one school to another, and learn the “habits of mind” needed for academic success. Educators from several institutions will show how they are weaving integrative ePortfolios with peer coaching methods to help students identify the tacit knowledge (unconscious ways of knowing gained from life experience) and explicit knowledge (formal academic concepts) needed for their success.

MELISSA PEET, Director of Integrative Learning and Knowledge Management, Ross School of Business, University of Michigan; YVES LABISSIERE, Assistant Director of University Studies, Portland State University; LAURA REYNOLDS-KEEFER, Chief Assessment Officer, University of Michigan Dearborn

ACAD SESSION:
The Governance Imperative

Hanover F/G

This panel concentrates on the essential role of institutional governance for implementing significant change on our campuses. Universities and colleges face an array of new challenges—chief among them improving student learning outcomes, doing effective assessment, and resolving budget shortages—and it has become increasingly clear that our governance systems are often ill-equipped to address them. This session examines the features of effective governance that are important for collective decision making in this new environment.

FRANK BOYD, Associate Provost, Illinois Wesleyan University; DAVID PARIS, Vice President for Integrative Liberal Learning and the Global Commons, AAC&U; LINDA CABE HALPERN, Dean of University Studies, James Madison University; MARLENE MOORE, Dean of the College of Liberal Arts, Willamette University; EDWIN H. WELCH, President, University of Charleston

11:45 a.m.–1:15 p.m.

Networking Luncheon for Faculty and Administrators of Color

Two Steps Forward, One Step Backward: Must This Be the Future of Diversity?

Regency V

JOHNNELLA E. BUTLER is Provost and Vice President for Academic Affairs at Spelman College. Prior to her Spelman appointment, Dr. Butler served as Associate Dean and Associate Provost of the Graduate School, and Professor of American Ethnic Studies, at the University of Washington, Seattle.

1:30–2:30 p.m.

Concurrent Sessions

2013 Ernest Boyer Award Presentation
Give Students a Compass: Liberal Learning, Educational Innovations, and the Global Commons

Regency VI

The New American Colleges & Universities has established a national award to honor the legacy of Ernest L. Boyer by recognizing an individual whose achievements in higher education exemplify Boyer’s quest for connecting theory to practice and thought to action, in and out of the classroom. As stated by Boyer: “We emphasize this commitment to community not out of a sentimental attachment to tradition, but because our democratic way of life and perhaps our survival as a people rest on whether we can move beyond self-interest and begin to understand better the realities of our dependence on each other.” Carol Geary Schneider, recipient of the 2013 Boyer Award, will speak about the priorities we need to set now, in an era of student swirl, disruptive innovations, and the urgent needs of the global commons.

CAROL GEARY SCHNEIDER, President, AAC&U

This session is presented by the New American Colleges & Universities

2012 Ehrlich Civically Engaged Faculty Award
Strengthening The Case for Community Engagement in Higher Education

Hanover A/B

Join a conversation with Campus Compact’s 2012 Thomas Ehrlich Civically Engaged Faculty Award winner, Andrew Furco. During the last two decades, we have seen tremendous growth in the number of higher education institutions that have integrated community engagement into their research and teaching initiatives. Community-engaged work, however, continues to struggle for full legitimacy as a central component of higher education’s work. One of the most persistent criticisms is the belief that the field lacks strong evidence regarding the impact of community engagement on student development. This session will examine the current state of research on that question and will engage participants in identifying the additional evidence that they believe is needed to strengthen the case for community engagement in higher education.

ANDREW FURCO, Associate Vice President for Public Engagement and Associate Professor of Organizational Leadership, Policy, and Development, University of Minnesota

This session is presented by Campus Compact
Online Learning at Public Liberal Arts Colleges: Access, Quality, and Assessment

Grand Hall East C

Online courses and degree programs for undergraduates in the public liberal arts sector present multiple challenges and opportunities. How do faculty members and administrators create policies regarding online learning that best reflect campus culture and assure quality learning outcomes? What level of training and ongoing support is appropriate for faculty members who are new to online instruction? Is the student’s online learning experience qualitatively different at a public liberal arts institution? This session will address issues surrounding the place of online learning and the broader effort to expand access to a liberal arts education in the public sector.

MODERATOR: BETH BARNETT, Provost and Vice President for Academic Affairs, Ramapo College of New Jersey

PRESENTERS: BRYAN HOYT, Professor of Psychology, University of Virginia’s College at Wise; RAY SCHROEDER, Associate Vice Chancellor and Director of the Center for Online Learning, University of Illinois-Springfield; GEORGE FINKLE, Online Learning Services Coordinator, Henderson State University

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

A Year is Sufficient

Hanover C

Simply announcing an idea for transition rarely results in its adoption, and unnecessarily long processes can sap energy and attract criticism. The members of this panel believe that a year is long enough to adopt a significant idea or program, assuming careful attention to process. Understanding how to lead successful processes in only a year—and how they can go wrong—will be increasingly essential as higher education responds to calls to adapt to a changing environment. This panel offers findings on focused, year-long processes—mostly successful—pertaining to curriculum reform, senior administrative reorganization, and strategic planning.

JOHN SWALLOW, Provost and Professor of Mathematics and Humanities, NANCY BERNER, Associate Provost for Planning and Administration, and SCOTT WILSON, Professor of Political Science—all of Southeastern: The University of the South; LAURIE JOYNER, President, Wittenberg University; PAT SELLERS, Associate Dean for Curriculum, Davidson College; STEVE NEILSON, Interim Vice President for Student Affairs, and MARC SARDY, Associate Professor of International Business—both of Rollins College

Innovations in Collaborative Faculty Development

Grand Hall East A

Helping faculty become more engaged and expert in the learning and teaching enterprise requires programs that are collaborative, connected, and far-reaching. This session describes four such projects—a national disciplinary-based set of integrated workshops, a liberal arts college “innovations” center, a holistic university campus approach, and a cross-campus consortial effort. The session will offer both a challenge to traditional individual-focused approaches and models for more collaborative approaches.

JOHN OTTENHOFF, Vice President for Academic Affairs and Dean of the Faculty, The College of Idaho; KARL WIRTH, Associate Professor of Geology, Macalester College; KATHY TAKAYAMA, Director of the Harriet W. Sheridan Center for Teaching and Learning, Brown University; DAVID SCHÖDT, Senior Program Officer, Associated Colleges of the Midwest

The Required Senior Capstone as Transformative Learning: Best Practices from Four Colleges

Grand Hall East D

Little work has been done at the institutional level to determine the impact of intensive senior capstone experiences required of all students. Four colleges with such a universal requirement recently completed a three-year collaborative study funded by the Teagle Foundation that looked at the learning and developmental gains associated with such a requirement, best practices that lead to positive results, and the effect of one-on-one mentored capstones on faculty. Surveying 2,843 capstones over two years, the study supported the capstone’s contribution to lifelong learning goals and identified practices that contribute to success. It also yielded results that challenged preconceived notions and is leading to changes on each campus.

CHRISTOPHER AMES, Special Assistant to the President, Washington College; SIMON GRAY, Associate Professor of Computer Science, College of Wooster; BEN SLOTE, Professor of English, Allegheny College; MARK SALISBURY, Assistant Dean and Director of Institutional Research and Assessment, Augustana College

Comprehensive Internationalization: Innovative, Disruptive, and Necessary

Hanover E

Internationalization approached comprehensively will be a disruptive force in higher education which will require adaptations in existing institutional policies, practices, culture and orientations if it is to be meaningful. These disruptions are both challenges and opportunities and will cut across the academic, support, and service units of the institution. This panel focuses on two such areas of opportunity and challenge: defining and measuring the outcomes intended from internationalization, and creatively resourcing the effort with money, people, policies, and programs.

ROBERT STABLESKI, Senior Adviser, Planning and Service Development NAFSA: Association of International Educators; STEPHEN DUNNETT, Vice Provost for International Education, University at Buffalo-SUNY; BARRY MORRIS, Vice Provost for Global Engagement, Kennesaw State University; RICHARD SUTTON, President, Global Designs Consulting Services

Collective impact: Solving Complex Issues in Higher Education Through Partnerships

Dunwoody

“Collective impact,” a methodology developed to bring organizations together across sectors to address large-scale, complex issues, is being employed by two of the largest Hispanic-serving institutions in the US—Florida International University and Miami Dade College—to increase baccalaureate attainment while keeping all eyes on student learning. Alongside tremendous growth, FIU and MDC have continually collaborated to provide students with curricular and cocurricular opportunities and services targeted to increase academic and personal success. Through a focused common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and strong backbone organizations, “collective impact” has produced positive results.

HILARY LANDORF, Associate Professor and Director of Global Learning Initiatives, and JANIE VALDÉS, Assistant Dean of Undergraduate Education—both of Florida International University; VERONICA OWLES, Dean of Students, Miami Dade College
Shaping the Next Decade Together: Values and Actions for Transformations Ahead

**Courtland**

The April 2012 HERS Summit for Women Presidents and Chancellors brought together seventy-five women leaders in higher education to discuss values and actions for shaping this decade of transformation. Three action areas emerged: responding to the many “starting points” from which students enter college, reclaiming the public conversation about the value of higher education, and recruiting diverse leadership for the challenges ahead. HERS invites leaders at all levels of responsibility to join in refining and advancing an action agenda.

**LEILA KAMAL,** Vice President, Design and Expertise, and **KIP ELLIS,** Academic Planning and Design Principal—both of EYP Architecture and Engineering; **JANICE VOLTZOW,** Professor and Chair, Department of Biology, The University of Scranton; **BLENDA WILSON,** Educational Consultant

LiveText

**SPONSOR SESSION:**

**Building an Effective Culture of Assessment to Ensure True Student Learning**

**Grand Hall East B**

This presentation will focus on best-practice models for involving faculty in strategic assessment planning and implementation for general education, program, and university-wide initiatives, providing valuable insight and strategies for engaging faculty involvement in order to enhance assessment integration. Participants will learn about others’ experiences, the kinds of technology being used, and successful techniques for assured student learning and program effectiveness—from assessment planning, to implementation and data measurement, to closing the loop.

**RENEE HICKS,** Executive Director of Planning and Institutional Effectiveness and SACS Liaison, Nicholls State University; **CHARLES MAHER,** Senior Educational Consultant, LiveText

**This session is sponsored by LiveText**

Reimagining Teaching and Learning Across Disciplines through E-Portfolios

**The Learning Center**

Using student e-portfolios as examples, panelists will discuss strategies for a) introducing the use of e-portfolios through the Southern Association of Colleges and Schools’ Quality Enhancement Plan; b) transforming the identity of an e-portfolio project from an assessment instrument to a vehicle for fostering deep learning; and c) locating it in the institutional landscape to ensure its long-term success.

**CHRISTINA MCDONALD,** Institute Director of Writing and Professor of English, **HOWARD SANBORN,** Director of the ePortfolio Project and Assistant Professor of International Studies, and **KEN KOONS,** Professor of History—all of the Virginia Military Institute

EYP/ expertise driven design

**SPONSOR SESSION:**

**Collaborative Space: Is it Worth It? Measuring the Impact in Quantitative Terms**

**Hanover D**

This session will describe work to date on creating spaces for collaborative academic work and review the impact collaborative space—or its absence—can have on students, faculty, curricula, and a culture of scholarly research. Details of an ongoing assessment project into existing, renovated, and new spaces will be shared, followed by facilitated discussion on the research methodologies used and the potential application of findings. Participants will leave the session with an understanding of the positive impact well-planned learning spaces can have; guidelines when considering how much space should be devoted to collaborative spaces; and practical strategies for creating collaborative environments. The presenters will draw on case studies of science education projects at the University of Scranton, College of the Holy Cross, and Trinity University.

**LEILA KAMAL,** Vice President, Design and Expertise, and **KIP ELLIS,** Academic Planning and Design Principal—both of EYP Architecture and Engineering; and **JANICE VOLTZOW,** Professor and Chair, Department of Biology, The University of Scranton

This session is sponsored by EYP Architecture & Engineering

Developing a Culture of E-Portfolio Use at a Large University

**Grand Hall East D**

Presenters will analyze how e-portfolios are being used extensively at the College of General Studies at Boston University to assess student learning, and why other campus leaders are encouraging greater use of e-portfolios. The session will include a discussion of campus challenges and efforts to work through them, and participants will be encouraged to share their own practices in developing a culture of e-portfolio use.

**NATALIE MCKNIGHT,** Associate Dean and Professor of Humanities, **JOHN REGAN,** Senior Lecturer in Rhetoric, and **AMOD LELE,** Educational Technologist for Eportfolio, Information Services and Technology—all of Boston University

Please note:

The following 30-minute session slots are scheduled concurrent with 2:45 to 4:00 p.m. sessions. The listing for the 2:45-4:00 75-minute sessions begins on Page 17.

**Concurrent 30-Minute Sessions**

**2:45–3:15 p.m.**
Thursday, January 24

2:45–3:15 p.m. (continued)

Why Should Mentoring End after Tenure?
Building a Mentoring Network at Midcareer

Grand Hall East B

Much of the literature on mentoring highlights its importance for new and early career faculty, but why do we assume that the need for good mentoring ends when a faculty member achieves tenure? There is compelling evidence that midcareer faculty face distinctive challenges, and, when asked what would be helpful, mentoring is a frequent response. Recent literature documents the emergence of new, more flexible approaches to mentoring in which faculty build a network of “multiple mentors” who can address a variety of career competencies. This session will explore the possibilities and practices of network-based mentoring for midcareer faculty in a small liberal arts college and a large research university.

MARY SORCINELLI, Associate Provost for Faculty Development University of Massachusetts Amherst; BECKY WAI-LING PACKARD, Director, Harriet L. and Paul M. Weissman Center for Leadership, Mount Holyoke College

Integrating Inclusivity Initiatives into Accountability Reporting

Grand Hall East A

This discussion session will focus on identifying ways to integrate data collected from inclusivity initiatives into campus accountability reports. Identifying appropriate data, analysis frameworks and reporting mechanisms will highlight model practices to support the broader campus diversity and inclusivity work on campus. Participants will raise questions about student learning within the context of larger scale initiatives. Inclusive Excellence provides both a context and approach for an analysis of student learning in multiple contexts.

CARLEEN VANDE ZANDE, Assistant Vice Chancellor University of Wisconsin-Oshkosh

Using Community Organizing Strategies to Maximize Student Success:
Campus-Wide Transformation of Practice Via High-Impact Foundational Courses

Grand Hall East C

Foundational coursework—the 100- and 200-level required “gateway” courses—is a powerful conduit for reaching students in the formative stages of socialization to the university environment. A case in point is the Introduction to Psychology course taken by 40% of all first-year students in the US. NAU research on foundational coursework illustrates several important points about student success: a) focusing on foundational courses can produce major impact for the investment; b) student investment is key for success; and c) student investment can be elicited with the right design features and pedagogical practices. NAU’s First Year Learning Initiative—explicitly peer to peer and inspired by a community organizing approach—has produced substantially higher levels of faculty participation than traditional course redesign initiatives, and has created substantial changes in key course design features and pedagogical practices.

MICHELLE MILLER, Professor of Psychology, and BLASE SCARNATI, Director of First Year and Global Learning—Co-Chairs of the First Year Learning Initiative at Northern Arizona University

3:30–4:00 p.m.

Discussion of a Model for the Use of Technology by Faculty Across a Diverse University

Grand Hall East D

Southern New Hampshire University is a small liberal arts institution with two distinct colleges: University College, a traditional campus with a largely residential undergraduate population; and the College of Online and Continuing Education, serving non-traditional learners and online education. Through governance, the curriculum and programs are consistent between each, with numerous mechanisms to evaluate student learning and programs. This session will offer a model for preparing faculty to use technology in promoting student learning at an institution offering traditional, hybrid, and online courses throughout the curriculum. Participants will discuss a potential “best” model for incorporating technology into promoting excellence in teaching, including benefits, opportunities, and obstacles.

KIMBERLY BOGLE JUBINVILLE, Associate Dean, and WILLIAM GILLETT, Dean, both of the School of Business; DINORAH FRUTOS, Associate Dean of Business, and ALEXANDRU MANUS, Associate Dean of Business, both of the College of Online and Continuing Education—all of Southern New Hampshire University

Students on the Move:
A STEM Migration Analysis

Grand Hall East A

University System of Maryland researchers compared migration, retention, and graduation patterns of science, technology, engineering, and mathematics (STEM) majors in three cohorts of first-time freshmen at four institutions in four STEM majors (computer science, mathematics, engineering, and STEM Education). Findings from the study will detail what factors affected out-migration in STEM, especially by underrepresented groups and in particular fields. Researchers will provide an evidence-base analysis of the most appropriate intervention strategies for specific disciplines.

ERIN KNEPLER, P-20 Program Director, and NANCY SHAPIRO, Associate Vice Chancellor—both of the University System of Maryland

National Research and Trends on Senior Capstone Experiences

Grand Hall East C

This presentation will highlight key findings from the 2011 National Survey of Senior Capstone Experiences, providing valuable empirical information about their structural characteristics and administration, common instruction and pedagogy, assessment practices, and evaluation of outcomes. Participants will gain a greater understanding of the characteristics and outcomes of senior capstone experiences; have the opportunity to compare their senior capstone programs to a national profile; and gather information to guide key decisions as they develop or refine their institution’s senior capstone experience.

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

This session describes the Orlando collaborative Architecture degree program—linking Valencia College, the University of Central Florida, and the University of Florida—as a point of departure for a broader discussion about how this strategy can be applied in other disciplines. Presenters will discuss the program from their own points of view, focusing on both the administrative and academic development of the program and the strategies employed for both student and program assessment. They will also discuss the difficulty of creating a distinct program identity separate from and consistent with institutional identities.

FRANK BOSWORTH, Director CityLab-Orlando and Assistant Director, School of Architecture, and MARTIN GOLD, Director School of Architecture—both of the University of Florida; LYNN HEPNER, Associate Dean College of Arts and Humanities, University of Central Florida; D. WATTERS, Program Chair, Architecture, Valencia College

2:45–4:00 p.m.

Concurrent 75-Minute Sessions

Only in America: U.S. Higher Education and the Global Knowledge Economy

Regency V

American colleges and universities—past and present—have played critical roles in the world economy, not only via the production of STEM degrees and research commercialization but also through a distinctively American model of liberal education that teaches students to think critically and creatively. In an age of global competition, outsourcing, and teleconnectivity, American liberal education has remained the one building block of the knowledge economy that cannot be outsourced or placed entirely online. This history and contemporary global context demonstrates the extraordinary, place-based advantages of American colleges and universities, and suggests what’s needed to ensure future technological innovation, economic growth, and individual opportunity.

MODERATOR: SEAN DECATUR, Dean of the College of Arts and Sciences, Oberlin College

MARGARET PUGH O’MARA, Associate Professor of History, University of Washington, Fellow, National Forum on the Future of Liberal Education, and author of Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley (Princeton University Press)

Who is Coming to College: 2012 CIRP Freshman Survey Results

Courtland

This session will focus on the release of the 2012 results of the CIRP Freshman Survey. New questions that address student understanding and expectations of time to degree will be examined, such as: Do students take into account graduation rate when deciding which college to attend? What are characteristics of students that are more likely to do so? How long do they expect it will take them to graduate? New questions that address swirl and simultaneous enrollment will also be examined.

JOHN PRYOR, Director, Cooperative Institutional Research Program, and SYLVIA HURTADO, Professor and Director, Higher Education Research Institute—both of the University of California, Los Angeles

A Crucible Moment: Not Just a Report but a Change Agenda

Hanover C

This session will focus on some of the specific initiatives national organizations have launched to make AAC&U’s report, A Crucible Moment: College Learning and Democracy’s Future, a lever for change. Members of the Civic Learning and Democratic Engagement Steering Committee, representing groups committed to implementing the report’s ambitious civic agenda which they helped shape, will highlight the strategies, focus, and insights thus far of their organizations’ efforts to make a difference at the ground level so civic learning becomes an expected outcome of every college graduate.

MODERATOR: CARYN MCTIGHE MUSIL, Senior Vice President, AAC&U

PRESENTERS: GWENDOLYN J. DUNGY, Executive Director Emeritus, NASPA—Student Affairs Administrators in Higher Education; ARIANE HOY, Senior Program Officer, The Bonner Foundation; and BRIAN MURPHY, President, De Anza College, and Co-Founder, The Democracy Commitment

Service, Disrupting Citizenship, and the Neoliberal Academy

Hanover D

This session promotes and encourages critical reconsiderations of service as a component of student learning. University service opportunities for students are co-implicated with broader neoliberal moves on college campuses. These opportunities often promote technological rather than political understandings of social suffering and inculcate in students not so much critical thinking as entrepreneurialism and administrative prowess. Universities concerned with cultivating students for lives in a robust democracy may need to rethink how they encourage students to channel their laudable desires to change the world.

JOHN BODINGER DE URIARTE, Associate Professor of Anthropology, Director of Diversity Studies, and SHARI JACOBSON, Associate Professor of Anthropology and Chair—both of Susquehanna University

Cultivating Inquiry-Driven Learners: A College Education for the 21st Century

Hanover E

This session will advance a unifying purpose of a college education—i.e., cultivating inquiry-driven learners who have the capacity to develop promising ideas for successfully navigating the complex, interconnected, and rapidly-changing world of the twenty-first century. By developing four interdependent capabilities in students, higher education can empower graduates to generate solutions for real-world problems and flourish across the professional, personal, and public domains of their lives. These capabilities include: 1) six core qualities of mind, 2) methods of critical analysis, 3) expertise in divergent modes-of-inquiry, and 4) highly elastic communication skills. By examining a wide range of high quality initiatives from colleges and universities of remarkably different missions and sizes, participants will take away transferable methods of inquiry-driven learning from across the curriculum.

LAURA DUNEK, Doctoral Candidate, and CLIFTON CONRAD, Vilas Distinguished Achievement Professor and Professor of Higher Education—both of the University of Wisconsin-Madison, and coauthors of Cultivating Inquiry-Driven Learners: A College Education for the Twenty-First Century (Johns Hopkins University Press, 2012)
Regional Accreditation and Evidence of Student Learning: What Comes Next?

*Regency VI*

Regional accreditation is the mainstay for quality assurance in American higher education. As the stakes rise, so have the demands on accreditors and institutions, especially in the area of obtaining and using more and better evidence of student learning. Even so, regional accreditation itself is under increasing scrutiny, criticized for doing too little, too late, and recommendations for its reform have been posed by a federal panel as well as an American Council on Education Task Force. Panelists will discuss changes now underway in regional accreditation and the implications for gathering and using evidence of student learning.

**STANLEY IKENBERRY, Co-Principal Investigator, National Institute for Learning Outcomes Assessment (NILOA) and former president, University of Illinois Urbana-Champaign; PETER EWELL, Vice President, National Center for Higher Education Management Systems; SYLVIA MANNING, President, Higher Learning Commission of the North Central Association; BARBARA BRITTINGHAM, President, New England Association of Schools and Colleges**

This session is presented by the National Institute for Learning Outcomes Assessment

### SPONSOR SESSION:
Connecting ePortfolios to a Four-Year Developmental Plan

**The Learning Center**

This session will provide an overview of Loyola University Chicago’s Four-Year Plan for Student Transformation. The Four-Year Plan was a collaborative project of student affairs and academic affairs, providing suggested curricular and cocurricular high-impact experiences and milestones for undergraduate students. The plan is currently being launched through the E-Portfolio program, utilizing the first-year seminar course as the gateway into the Four-Year Plan. Future plans will be featured, including initiatives to assess engaged learning outcomes through Loyola’s Center for Experiential Learning.

**PATRICK GREEN, Director, Center for Experiential Learning, Loyola University Chicago; ASHLEY KEHOE, ePortfolio Program Manager, Loyola University Chicago**

This session is sponsored by Taskstream

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**2:45–4:00 p.m. (continued)**

### Concurrent 75-Minute Sessions

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This session is sponsored by Taskstream

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**Campus 2023: Futuring Liberal Education**

**Hanover A/B**

What does the future of American liberal education hold? As our campuses grapple with a rising storm of disruptive challenges—e.g., financial stress, technological transformation, public skepticism, governance challenges—how can an institution focused on its liberal arts mission best apprehend what comes next? We present the results of a year-long, networked environmental scan, outlining major trends that impact higher education, such as technologies, demographics, and economics. We discuss scenarios for 2023 using selected trends: Open World, A Retrospective Renaissance, America’s Lost Decade, and Phantom U. The presenter will facilitate the creation of a collaborative futuring method, based on audience reflections.

**BRYAN ALEXANDER, Senior Fellow National Institute for Technology in Liberal Education**

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**2:45–4:15 p.m.**

### Presidents’ Session

**Welcome and Introductory Remarks:**

**International Ballroom South (International Tower)**

**BOBBY FONG, Chair, AAC&U Board of Directors**

**Toward a Global Vision for the Quality of U.S. Degrees: Navigating the Economic, Political, and Efficiency Challenges**

**CHAIR: SANFORD UNGAR, President, Goucher College**

**PRESENTERS: JAMIE MERISOTIS, President, Lumina Foundation; and CAROL GEARY SCHNEIDER, President, AAC&U**

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**4:15–5:30 p.m.**

### Concurrent 75-Minute Sessions

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### Undergraduates as Public Digital Scholars

**Grand Hall East B**

The increasingly public, global, collaborative, and networked process of knowledge production and exchange challenges the conventional authority, methods, and context of liberal education. Traditional producers of knowledge now compete with the products of participatory culture, such as Wikipedia. How do we prepare students to be lifelong learners who are adaptive, networked, and engaged citizens? By engaging in public digital scholarship, undergraduates can break out of the traditionally closed classroom and gain applied experience in digital methods of analysis, critique, and networked communication. Panelists will share examples of undergraduates as public digital scholars and lead a discussion of the implications for liberal education learning outcomes.

**REBECCA DAVIS, Program Officer for the Humanities, National Institute for Technology in Liberal Education; JEFFREY MCCLURKEN, Chair and Associate Professor of History and American Studies, University of Mary Washington; JAMES PROCTOR, Professor, Environmental Studies Program, Lewis and Clark College; DANIEL CHAMBERLAIN, Director, Center for Digital Learning and Research, Occidental College**
The Economic Future of Liberal Arts Colleges

Regency V

Although the affordability crisis in higher education has received widespread attention, liberal arts colleges have been largely silent bystanders to these conversations. This session will examine the economic factors that are at work among the broad range of liberal arts colleges. The speakers will use data from the Delta Cost Project and the Wabash National Study to analyze the economic context of liberal arts colleges, examine the link between educational expenditures and student learning, and consider ways that liberal arts colleges could collaborate to address affordability issues.

CHARLES BLAICH, Director, Higher Education Data Sharing Consortium and Director of Inquiries, and KATHLEEN WISE, Associate Director of Inquiries—both of the Wabash Center of Inquiry in the Liberal Arts, Wabash College; DAVID SCHOTD, Professor of Economics, St. Olaf College; CHRISTOPHER WELNA, President, Associated Colleges of the Midwest

Preparing Students for Global Citizenship:
A Strategic Approach

Grand Hall East C

This session explores a strategic approach to campus internationalization, with a particular focus on the curriculum and globalized student learning outcomes. New data from ACE’s “Mapping Internationalization” in U.S. Campuses study delineates current internationalization efforts at U.S. institutions. ACE’s “Model for Comprehensive Internationalization” and examples of good practice from a variety of institutions provide a solid framework and practical strategies for administrators and faculty engaged in implementing internationalization on their home campuses.

ROBIN HELMS, Senior Research Specialist, and BARBARA HILL, Senior Associate for Internationalization—both of the American Council on Education; PENELope PYNES, Associate Provost for International Programs, University of North Carolina at Greensboro

The Quest for Quality—The Future is Now!

Hanover E

Since the quality of a student’s degree has become part of the completion lexicon, how are states and campuses defining quality and measuring student learning? The Quality Collaboratives initiative (funded through a Lumina Foundation grant) involves nine states and twenty campuses using the Degree Qualifications Profile (DQP) as a definition and framework for measuring the quality of student learning to facilitate student transfer. A brief overview of the QC initiative will be followed by two states describing their campus and statewide efforts to place quality metrics at the center of their work. A final summary of issues and insights drawn from all nine states and twenty campuses will expand the lessons learned.

TERREL RHODES, Vice President for Quality, Curriculum, and Assessment, and REBECCA DOLINSKY, Research Analyst and Program Coordinator—both of AAC&U; CARLEEN VANDE ZANDE, Assistant Vice Chancellor for Curricular Affairs and Student Academic Achievement, University of Wisconsin-Oshkosh; MARTIN RUDD, Campus Dean and CEO, University of Wisconsin-Fox Valley; HARRY MUIR, Campus Dean and CEO, University of Wisconsin-Waukesha; NORMAN JONES, Chair, Utah Regents’ Task Force on General Education, and DANIEL McNERNEY, Professor of History—both of Utah State University; and PHYLLIS SAFMAN, Assistant Commissioner for Academic Affairs, Utah System of Higher Education

This session is one of several exploring the Degree Qualifications Profile now being beta-tested by Lumina Foundation

Experiential Learning as Liberal Learning:
Innovative Institutions and the Extended Classroom

Dunwoody

An experiential approach to learning is profound, engaging, and labor intensive. This session will describe distinctive approaches to developing, managing, and assessing experiential learning, including e-portfolios, in ways that produce students with liberal arts skills, abilities, and knowledge. The presentation will include summative and formative assessment strategies with reference to the Valid Assessment of Learning project (VALUE). Participants will find value in a presentation conducted in a manner that models experiential practices and encourages authentic engagement.

PAUL BURKHARDT, Executive Vice President for Academic Affairs, Prescott College; KEBOKILE DENGU-ZVOBGO, Associate Dean for International Programs, Pitzer College; JIM HALL, Director of New College, University of Alabama

SPONSOR SESSION:
Moving Assessment of SLOs from “Add On” to “Essential” with Tk20’s CampusWide

Hanover D

The University of St. Thomas is focused on changing assessment from an “add on” process to a fully integrated essential part of the university. As part of the work, St. Thomas implemented Tk20’s CampusWide as the centralized assessment reporting tool for academic and non-academic departments. Data from Tk20 is used to document assessment of student learning outcomes for annual and program review. Additionally, faculty are using the assessment to further enhance their teaching.

LUCY L. PAYNE, Assessment and Accreditation Liaison Officer, University of St. Thomas

This session is sponsored by Tk20

Faculty Diversity:
Strategies to Address a Stubborn Problem

Grand Hall East D

Despite goodwill, good intentions, opportunity programs, and the efforts of many, faculty diversity remains a stubborn and seemingly intractable problem at most colleges and universities. Some campuses struggle with recruitment; others have difficulties with retention of diverse faculty; and some face resistance even getting started. Panelists will candidly address the challenges they have faced, steps they have taken to overcome them, and showcase policies, practices, and programs that have proven to be effective.

CATHY TROWER, Research Director, Harvard University; ROBBIN CHAPMAN, Associate Provost and Academic Director of Diversity and Inclusion, Wellesley College; LIBBY BARLOW, Assistant Vice President, Academic Affairs, University of Houston; CRYSTAL CUSIMANO, Faculty Affairs Officer in Arts, Sciences and Engineering, University of Rochester; JACK PINNEY, Associate Provost for Faculty Affairs, Virginia Tech
4:15–5:30 p.m. (continued)

E-Portfolios as Tools for Advising and Intentional Learning

**The Learning Center**

This session discusses the purposes of e-portfolios, how to align a portfolio system with an institution’s mission, the specific goals of our portfolios, their value as an advising tool, the ways in which they facilitate student learning, and the manner in which they deepen our students’ engagement with research and experiential learning.

**HENRY KREUZMAN,** Dean for Curriculum and Academic Engagement, KEVIN CARPENTER, Student, KATHERINE HOLT, Associate Professor of History, and MATTHEW BRODA, Assistant Professor of Education—all of The College of Wooster

4:15–5:30 p.m.

**HEDs Up—A Series of Ten-Minute Presentations in the Spirit of “TED” Talks**

**Hanover A/B**

**MODERATOR:** ASHLEY FINLEY, Senior Director of Assessment and Research, AAC&U

**First, Do No Harm! Innovations, Efficiencies, Disruptions from a Late-Career Department Chair**

First, do no harm to your students, colleagues, and senior administrators as you take some risks in mid- or late-career delivery of opportunities for liberal learning. Get online. Get supplemental instructors who are digital natives and can serve as culture brokers. Barter your wise mentorship in exchange for their knowledge of the twenty-first century. Facilitate thinking, speaking, writing, and leading as aspects of liberal learning.

**ELAINE WHITAKER,** Professor of English and Chair, Department of English and Rhetoric, Georgia College

**“Sustainability” is Not a Buzzword: Lessons from the (Real) Field**

While higher education has been spinning out and spiraling downward, leading us to find strategies and solutions within business, management, and our own scholarship, the scholars and practitioners who worry about halibut populations, straw bale construction, and coastal erosion have been using Principles of Sustainability to inform their work. What would it mean if we define the word “sustainable” and use it in a sentence, or even two, about higher education?

**LEE BURDETTE WILLIAMS,** Vice President for Student Affairs and Dean of Students, Wheaton College

**Teaching and Learning in a Material War: Faculty Roles in a “Corporatizing” Academy**

Corporatization of the Academy is a divisive topic. This presentation seeks to reframe that debate, suggesting possible insights that business culture can contribute to academe. The collaboration between professional disciplines, such as business administration and those rooted in the liberal arts, is one way to do this, creating the integrated education envisioned by the LEAP report. This presentation will provide specific examples of efforts to engage in this kind of collaboration—both successful and not.

**RANDALL HANSON,** Chair Department of Multidisciplinary Studies and Coordinator of the Liberal Education Program, and ELIZABETH CROCKFORD, Professor of Administration and Associate Dean of Online Education—both of Colby-Sawyer College

**Who is Your Audience and Should We Edutainers?**

Today’s educators are challenged with engaging students and improving completion rates. How can we do this when they are distracted by smart phones, tablets, videos on demand, thousands of songs in their pocket, the Internet, etc.? Do we all have to convert our coursework into video games? Do we have to become videographers and denizens of multimedia? Maybe just a little. But it isn’t hard and doesn’t require vast technological knowledge. Just some creativity!

**KATHLEEN KINNEY,** Assistant Professor of Digital Media Design, Central Ohio Technical College

**Death of a Metaphor: ‘A University is a Business’**

This presentation calls for a reexamination of a powerful metaphor that dominates higher education—that a university is a business. Decades of cognitive psychology research demonstrates that metaphors fundamentally shape how we reason about concepts. We will explore several key questions about universities as political communities and corporations, why we continue to use this metaphor in the face of faculty hostility toward it, and what can take its place.

**BLASE SCARNATI,** Director of First Year and Global Learning, and MICHELLE MILLER, Professor of Psychology—Cochairs of the First Year Learning Initiative at Northern Arizona University
Engaging Faculty in Academic Quality Work

Grand Hall East A

National and state policy makers have focused on increasing quality in higher education, particularly in association with learning outcomes, but this emphasis has proven difficult to translate to faculty, who often perceive externally-initiated quality mandates as being irrelevant or invasive. The Academic Audit (Massy, Graham, & Short, 2007) provides a tool to involve faculty in program quality. The presenters will describe applications, provide information on implementations in several states, and provide both administrator and faculty perspectives on strengths and weaknesses. The audience will be encouraged to discuss applications for their setting.

RICK SHORT, Dean and Professor of Psychology, and PAULA SHORT, Distinguished Professor of Education & Director of Institute on Policy, Research, and Evaluation—both of the University of Houston; STEVEN W. GRAHAM, Senior Associate Vice President for Academic Affairs, University of Missouri System; WILLIAM MASSY, Professor Emeritus, Stanford University

Not Your Grandmother’s Community Engagement: Institutional Perspectives and Considerations on Student Demographics and Community Engagement

Courtland

As higher education becomes a more diverse, rich, and varied environment, we are presented with a critical challenge to engage these new students fully, and with an opportunity to build on new strengths. There is no one-size-fits-all approach to address these diverse student demographics, however, when creating and implementing successful and comprehensive community-engaged partnerships. This panel offers a leadership perspective across several different administrative roles, as they examine how the “new” assets of diverse students shape their respective community-based learning models.

SUSAN AGRE-KIPLENHAN, Vice President for Academic Affairs, Linfield College; SHEERRIL GELMON, Chair, Division of Public Administration, Portland State University; DEVORAH LIEBERMAN, President, University of La Verne; JUDITH RAMALEY, President Emerita, Winona State University, Distinguished Professor of Public Service, Portland State University

ACAD SESSION: Designing Summer Bridge Programs

Hanover F/G

Increasingly, colleges and universities concerned about student preparedness are instituting summer bridge programs that seek to help different target populations make a successful transition to college. This session will examine a variety of existing models, discussing their rationales, formats, and indicators of success. Attendees will then work in groups on concepts for summer bridge programs at their own institutions.

DAVID BRALOW, Vice President of Academic Affairs, Franklin College; NAYEF SAMHAT, Provost, Kenyon College; ROSS PETERSON-VEATCH, Associate Academic Dean and Director of Curriculum, Teaching and Faculty Development, Goshen College; BETH RUSHING, Vice President for Academic Affairs and Dean of Faculty, St. Mary’s College of Maryland; LEELA MADHAVARAU, Special Advisor to the President and Associate Dean of Campus Diversity and Inclusion, University of Redlands

4:30–5:15 p.m.

Presidents’ Roundtable Discussion
(For presidents only, please)

Presidents’ Roles in Educational Policy and Consensus Building

International Ballroom South (International Tower)

DISCUSSIONS LED BY MILDRED GARCÍA, President, California State University-Fullerton; RICHARD GUARASCI, President, Wagner College; DIANNE HARRISON, President, California State University-Northridge; LEO LAMBERT, President, Elon University; ELAINE P. MAIMON, President, Governors State University; BRIAN MURPHY, President, De Anza College; ELSA NÚÑEZ, President, Eastern Connecticut State University; and DANIEL SULLIVAN, President Emeritus, St. Lawrence University

5:45–6:45 p.m.

Special Plenary Session

A New Employer-Educator Compact for the Liberal Learning Students Need Now

Regency VII

Employers continue to seek college graduates with broad knowledge and high-level intellectual and practical skills that will help companies and organizations thrive in an increasingly global competitive environment. This session will feature remarks by Norman Augustine concerning the nation’s economic recovery and the importance of educating college graduates with the critical thinking, creative problem solving, technological, and communication skills needed to fuel productivity and growth. He will also speak about the need to develop productive educator/employer partnerships to advance higher levels of achievement. The plenary session will include commentary from members of AAC&U’s LEAP Presidents’ Trust on a new Trust initiative called the “LEAP Employer-Educator Compact.”

MODERATOR: RONALD A. CRUTCHER, President, Wheaton College (MA)

PRESENTER: NORMAN R. AUGUSTINE, former Chairman and CEO of the Lockheed Martin Corporation, former Under Secretary of the Army; and member of the President’s Council of Advisors on Science and Technology and the US Department of Homeland Security’s Advisory Council

RESPONDENTS: EDWARD RAY, President, Oregon State University; ELSA NÚÑEZ, President, Eastern Connecticut State University
8:45–10:15 a.m.

Concurrent Sessions

New Directions in Professional Development for STEM Faculty

Regency VI

Nearly every national report written about improving undergraduate STEM (science, technology, engineering and mathematics) education calls for creating more evidence-based, student-centered learning environments. STEM faculty members, however, are generally not prepared to teach using these modern approaches, thus revealing a need for faculty development to help transform undergraduate STEM programs to improve student learning and success. New models of faculty development are emerging, and there is new evidence about what may or may not be effective. This session will provide a synthesis of current program models and will highlight emerging best practices and research regarding program effectiveness. Gaps and challenges in offering successful programs will also be discussed.

FACILITATORS: SUSAN ELROD, Professor, California Polytechnic State University-San Luis Obispo, and Senior Scholar, AAC&U; and ROBERT C. HILBORN, Associate Executive Officer, American Association of Physics Teachers (AAPT); GILI MARBACH-AD, Director of the Teaching and Learning Center, and KATERINA THOMPSON, Director of Undergraduate Research and Internship Programs—both of the University of Maryland College Park

This session is presented by Project Kaleidoscope (PKAL)

Civic Engagement and Economic Development: Developing Engaged Learning Economies

Grand Hall East C

The top finalists from Campus Compact’s 2012 Ehrlich Civically Engaged Faculty Award will respond to Campus Compact’s recent white paper, “Engaged Learning Economies: Aligning Civic Engagement and Economic Development in Community-Campus Partnerships.” The finalists will bring their unique perspectives to the connection between civic engagement and economic development, discussing strategies, pros and cons, and good practices for working with community partners to develop vibrant economies. Join us for a thought-provoking discussion on how civic engagement can jumpstart economic development.

PETER BORTOLOTTI, Associate Professor of Marketing, Johnson & Wales University; GABRIEL GARCIA, Professor of Medicine, Associate Dean for Medical School Admissions, Stanford University School of Medicine; STEPHEN PHILON, Director, SCSU Research Group on Immigrant Workers in Minnesota, and Associate Professor of Sociology, St. Cloud State University; GARY WELBORN, Associate Professor of Sociology, Buffalo State College

This session is presented by Campus Compact
Disrupting Student Work: Designing Meaningful General Education Assignments

Courtland

Given the nature of contemporary liberal education, it would seem natural for assignments and exams in general education classes to ask students to draw connections between course content, their lives, and their other classes. Instead, many faculty members still find themselves falling back on “standard” assignments: exam questions that test only for content knowledge, and writing and oral communication prompts that allow very basic forms of summary. This workshop is designed to help participants explore general-education-appropriate alternatives to assignment design that will lead to greater student engagement and learning.


Using Team-Designed Cognitive Apprenticeship to Improve Writing and Thinking in Large Courses

Hanover D

In response to the Teagle and Spencer Foundations’ initiative to improve undergraduate education through establishing a culture of experimentation and evidence in teaching and learning, thirteen research universities undertook experiments that employed a common iterative process: (1) implement a teaching experiment; (2) assess the impact on student learning; (3) use the findings to guide modifications in the experiment; and (4) assess student learning. As a model of the overall aims, approach, and lessons learned, this session describes the University of Kansas project to systematically improve critical thinking and writing in large courses. Session participants will be invited to consider potential teams for course redesign on their own campuses.

ANDREA FOILLMER GREENHOOT, Associate Professor of Psychology, and DANIEL J. BERNSTEIN, Director of Center for Teaching Excellence—both of the University of Kansas; ROBERT J. THOMPSON, JR., Professor of Psychology, Duke University

The Power of 5: How One System’s Diverse Campuses areUniting for Student Learning and Degree Completion

Grand Hall East B

As students increasingly attend community colleges in preparation for four-year degree completion, it is imperative to align common core standards across institutions. New Mexico State University is a land-grant, Hispanic serving university whose system consists of one research institution and four diverse two-year community colleges—each with independent institutional missions and state funding. Faced with challenges of a “one system” approach, NMSU has cultivated an integrated and collaborative approach toward providing access, scaffolding completion, and ensuring consistency in degree requirements and rigor. Empowering faculty across the system to collaborate on student learning accomplished dual purposes. It demolished stereotypically perceived differences between faculty at two- and four-year campuses, and shifted focus to learning and degree completion.

SHELLEY STOVALL, Director of Assessment, and JONATHAN SCHWARTZ, Department Head, Counseling and Educational Psychology—both of New Mexico State University; TANYA ALLRED, Associate Professor of English, New Mexico State University at Alamogordo; SHANNON BRADLEY, Education Program Director, Dona Ana Community College

Preparing and Evaluating 21st-Century Faculty: Aligning Expectations, Competencies, and Rewards

Hanover E

This session directly addresses the challenges associated with ensuring that faculty, departments, and institutions are prepared to successfully meet the numerous responsibilities and complexities associated with twenty-first-century higher education. Offering concrete solutions that can be adapted by a range of institutions, panelists will help participants develop a creative and humane approach to faculty workload and departmental structure to enhance student learning.

NANCY HENSEL, President New American Colleges and Universities; BRIDGET NEWELL, Associate Provost, Diversity and Global Learning, Westminister College; TERRY WEINER, Vice President for Academic Affairs, The Sage Colleges; RICK GILLMAN, Assistant Provost, Valparaiso University; LILY MCNAIR, Provost and Vice President for Academic Affairs, Wagner College

This session is presented by the New American Colleges and Universities

Informing The Public Discussion On Higher Education: The Inside View

Regency V

Today, there are two parallel conversations about higher education—a public conversation and an insider conversation—and keeping these conversations separate risks a public policy debate without the benefits of insider expertise. At stake is the future of quality in American colleges and universities. As we look to innovate and achieve efficiencies, what do actual cost structures suggest about the art of the possible, if we are to sustain core strengths of higher education? This session brings together leaders in higher education who speak to meaningful, appropriate, and effective reforms, based on actual, on-campus financial and budgetary landscapes.

SAUL FISHER, Executive Director for Grants and Academic Initiatives, Mercy College; DAVID W. BRENEMAN, Newton and Rita Meyers Professor in Economics of Education, University of Virginia; SCOTT L. WAUGH, Executive Vice Chancellor and Provost, UCLA; JONATHAN LEVIN, Dean of the College of Liberal Arts, Drew University; ROBERT ARCHIBALD, Chancellor Professor of Economics, College of William and Mary
Fugitive Knowledge: Documenting Data Use for the Collective Good

Grand Hall East A

Given the paradox of powerful rhetoric promoting cultures of evidence, and the significant challenges that faculty and administrators confront in converting assessment results to action and improvement, it is surprising and puzzling how little is actually known about how assessment data are used. Collecting assessment data is not sufficient. The real challenges lie in making effective use of assessment results. Panelists will engage the audience in an interactive discussion of how data can be shared, borrowed from, and built upon.

ALEXANDER MCCORMICK, Associate Professor of Education and NSSE Director, and JILLIAN KINZIE, Associate Director, Center for Postsecondary Research—both of Indiana University Bloomington; CHARLES BLAICH, Director, Higher Education Data Sharing Consortium and Director of Inquiries, and KATHLEEN WISE, Director, Teagle Assessment Scholar Program and Associate Director of Inquiries—both of the Wabash Center of Inquiry in the Liberal Arts, Wabash College

9:00–10:30 a.m.

Presidents’ Session

The Digital Revolution and the “Year of the MOOC”: Toward Online Innovations that Strengthen Quality and Completion

International Ballroom South

CHAIR: CAROL GEARY SCHNEIDER, President, AAC&U

PANELISTS: DIANA OBLINGER, President and CEO, EDUCAUSE; and JACK WILSON, Distinguished Professor of Higher Education, Emerging Technologies, and Innovation, University of Massachusetts Lowell

Concurrent Sessions

Generation on a Tightrope: A Portrait of Today’s College Student

Regency V

An understanding of today’s undergraduate college students is vital to the effectiveness of our nation’s colleges and universities. As described by the authors of Generation on a Tightrope, today’s students need a very different education than the undergraduates who came before them—an education for the twenty-first century, which colleges and universities are so far ill-equipped to offer and which will require major changes of them to provide. Based on new research of 5,000 college students and student affairs practitioners from 270 college campuses, Arthur Levine and Diane Dean examine college student expectations, aspirations, academics, attitudes, values, beliefs, social life, and politics, painting an accurate portrait of today’s students.

ARTHUR LEVINE, President, Woodrow Wilson National Fellowship Foundation, and DIANE R. DEAN, Professor of Higher Education Policy and Administration, Illinois State University—authors of Generation on a Tightrope: A Portrait of Today’s College Student (Jossey-Bass, 2012)

Preparing Critical Faculty for the Future

Grand Hall East B

AAC&U has undertaken a major initiative—Preparing Critical Faculty for the Future (PCFF)—to expand academic leadership and teaching acumen among women of color STEM faculty and to enhance STEM learning among historically underrepresented students. This NSF-funded initiative is working with thirty-six HBCU campuses. PCFF will now undertake in-depth work with a subset of nine campuses to strengthen systemic undergraduate STEM education reforms. This session will highlight HBCUs’ efforts to transform undergraduate STEM education through faculty leadership, professional development, and institutional engagement. Participants will be invited to help develop a roadmap for how to successfully engage faculty and campuses in meaningful STEM reform that establishes a culture of success for all students, especially those underserved.

ALMA CLAYTON-PEDERSEN, Senior Scholar, AAC&U, and Project Director, PCFF; ALEXIS BROOKS-WALTER, Associate Professor of Biology, Bethune-Cookman University; MICHELLE FOSTER, Associate Professor of Mathematics, Alabama State University; MARCIA WILLIAMS, Director of Sponsored Programs, College of Engineering, North Carolina A&T State University

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Civic Mission of Higher Education

Hanover E

What are the fundamental issues about the civic mission of higher education? Bringing Theory to Practice has launched a series of publications on this question, including civic scholars who work at the forefront of the field. Panelists will provide provocations, followed by active participation with the audience. The discussion will provide insights and stimulate responses regarding the complexities of the civic and how those issues connect to the triad (engaged learning, student well-being, and civic awareness) of core commitments that underlie the missions of our institutions and the work of Bringing Theory to Practice.

MODERATOR: BARRY CHECKOWAY, Professor of Social Work and Urban Planning and founder of the Ginsberg Center, University of Michigan

SPEAKERS: MICHHELLE FINE, Professor of Social and Personality Psychology, Graduate Center, CUNY; COREY KEYES, Associate Professor of Sociology, Emory University; MATTHEW COUNTRYMAN, Assistant Professor of History and American Culture, University of Michigan
From Research Findings to Institutional Policies:
How 57 Institutions Implement Research-Supported Policies and Practices Facilitating First-Year Student Success

Grand Hall East C

Drawing data from surveys completed by senior academic and student affairs administrators at 57 bachelor’s degree granting institutions across five states (California, Florida, Iowa, Pennsylvania, and Texas), this session highlights specific institution-wide policies that can be leveraged to increase college student engagement—a key predictor of student grades and persistence that is especially beneficial to underrepresented and academically under-prepared students. Each attendee will receive a 20+ page report describing the research project and its findings.

BRADLEY COX, Assistant Professor of Higher Education, and REBECCA BROWER, Graduate Research Assistant—both of Florida State University; ROBERT REASON, Associate Professor of Higher Education, Iowa State University; BARBARA TOBOLOWSKY, Assistant Professor of Educational Leadership and Policies, University of Texas-Arlington

National Organization Seeks Grass-Roots Change:
The American Historical Association Approach to Tuning

Hanover C

The American Historical Association (AHA) has embarked on a three-year project to equip students with clarity about learning outcomes in history degree programs. The plan relies on faculty members’ sincere enthusiasm for quality teaching while addressing their urgent need for solutions to problems such as major recruitment, student preparation, retention and graduation rates, maintaining program integrity with contingent faculty, competition for resources, and job placement for graduates. Panelists will discuss ways of anticipating and dealing with dissent, how to design a project that encompasses existing approaches to outcomes-based teaching and assessment without provoking reform-fatigue, and the organizational aspects of scaling classroom reforms up to meet the needs of students at different types of institutions.

JULIA BROOKINS, Special Project Coordinator, American Historical Association; ANNE HYDE, Professor of History, AHA Teaching Division member, Colorado College; STEVEN USSELMAN, Professor of History and Chair, School of History, Technology, and Society, Georgia Institute of Technology; DAVID MARSHALL, Associate Director, Institute for Evidence Based Change

Paths to Quality:
Two-Year/Four-Year Collaboration for Engaging General Education

Grand Hall East D

Whether they begin their paths to a degree at a two- or four-year institution, students initially take general education classes which are usually isolated from each other, their major, and, too often, our complex and rapidly changing world. California Community Colleges and the California State University are experimenting with ways to make general education more relevant and integrated, while assuring comparable quality regardless of where students begin. Learn how one partnership is creating thematic “paths” with shared learning outcomes aligned with LEAP and the Degree Qualifications Profile. Discussion will also include incorporation of high-impact practices, assessment, faculty development, and policy implications.

KEN O’DONNELL, Senior Director, Student Engagement and Academic Initiatives and Partnerships, and DEBRA DAVID, Project Director, Give Students a Compass Project—both of the California State University System Office; ELIZABETH ADAMS, Senior Director, Undergraduate Studies, California State University, Northridge; and BARBARA ANDERSON, Dean of Academic Affairs, Pierce College

The Updated NSSE:
New Opportunities to Assess Liberal Learning

Grand Hall East A

The year 2013 marks an important milestone for the National Survey of Student Engagement with the first substantial update to the survey since its inaugural administration in 2000. During this discussion session, participants will not only learn about survey updates but also how to incorporate these updates in their assessment plans and reports. Changes to survey items and benchmarks will be discussed, along with issues related to transitioning to the new survey (e.g., longitudinal comparisons) and new survey features.

ROBERT GONYEA, Associate Director, JILLIAN KINZIE, Associate Director, and ALEXANDER MCCORMICK, Director and Associate Professor—all of the Center for Postsecondary Research, Indiana University Bloomington

E-Portfolio Case Study:
How Embry Riddle Aeronautical University Has Established its ePortfolio Culture

The Learning Center

This presentation will delve into how Embry Riddle Aeronautical University has established its ePortfolio culture and plans for proliferation. The following will be covered as part of this presentation: Initial use of ePortfolios at ERAU; how the decision was made to find a robust ePortfolio system; ERAU’s ePortfolio system selection process; how ePortfolios are currently used at ERAU; samples of ERAU student ePortfolios; integration with Blackboard for account provisioning and single sign on; and plans for moving forward with Quality Enhancement Program using Assessment ePortfolios.

BECKY VASQUEZ, Chief Technology Officer, and TRACEY RICHARDSON, Program Chair, MS Project Management—both of Embry Riddle Aeronautical University, TODD NARROL, Assessment Consultant, Foliotek

This session is sponsored by Foliotek

Flipping with Folios:
Equipping Instructors to Empower Student Learning

Hanover D

Flipping with folios will identify how a reflective integrative-learning e-folio can be used to: 1) facilitate lifelong learning as students articulate the value of their learning experiences; 2) implement high-impact pedagogical practices designed to meet course and program-level outcomes; and 3) flip instruction to leverage learning outside of the classroom. Participants will learn how to engage students in the development of a reflective e-folio, while also recognizing challenges instructors and administrators should expect to face.

CINDY RAISOR, Lecturer, Technical Communication, and DEBRA FOWLER, Associate Director, Center for Teaching Excellence—both of Texas A&M University
**HEDs Up—A Series of Ten-Minute Presentations in the Spirit of “TED” Talks**

*Hanover A/B*

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

**10:30–11:45 a.m.** (continued)

**The Online Checklist**

How should your college or university respond to the opportunities and challenges presented by online education? This talk offers a checklist of questions that you should be asking as you consider whether to invest in online courses. It will help you identify the audience to be reached, the gap in current offerings to be filled, the resources that will be necessary, and the level of synchronicity with overall mission of your institution.

**ALISON BYERLY,** College Professor, Middlebury College, and Visiting Scholar, MIT

**Save the Baby, Trash the Bathtub: Reimagining the Liberal Arts College**

Based on insights provided by research and personal teaching experience, the speaker will propose ways to rethink colleges, foregrounding and strengthening faculty-student and student-student interactions while restructuring many of the basic components of higher education delivery, from classroom design and scheduling to the nature of faculty incentives.

**STEVEN VOLK,** Professor of History, Director, Center for Teaching Innovation and Excellence, Oberlin College

**We Fail Our Students By Not Teaching Them To Fail**

Many students do not know how to succeed, but even fewer know how to fail. Yet, they will fail at some point. Anticipating and recovering from failure are essential skills students need to succeed in the modern world. We will discuss four lessons of failure: 1) failure is always an option; 2) failure is a good thing; 3) the impossible will take a while; and 4) one can learn to recognize failure before it comes.

**BONNIE IRWIN,** Dean of the College of Arts and Humanities Eastern Illinois University; **ROBERT FISCHER,** Dean of the College of Basic and Applied Sciences, Middle Tennessee State University

**Pedagogy for Professors**

A liberal arts education should be transformative. It should focus on higher-level learning. Yet the structure of American higher education at many institutions tends to alienate teachers and students. This presentation tells the story of how I used pedagogical tactics to engage large lecture classes in the project of self-transformation. Teaching has become fun again.

**ANDREW ARNOLD,** Associate Professor of History, Kutztown University of Pennsylvania

**Mom, Dad, I’m an English Major: A National Conversation on the Future of Liberal Education**

Students are often confused as to what they can “do” with a liberal education after they graduate. In response, the presenters are organizing a national seminar series that will bring together university educators and administrators, leaders in both the public and private sectors, and parents and students to explore the ways in which liberal education prepares students for careers and enriches them as individuals. With brief clips from a pilot event at Brown University, they will argue for the power of personal stories and the possibilities of an online archive of discussions to forge a national conversation about the value of liberal education.

**BRETT GADSDEN,** Associate Professor of African American Studies, Emory University and Fellow, National Forum on the Future of Liberal Education; **VANESSA RYAN,** Assistant Professor of English, Brown University and Fellow, National Forum on the Future of Liberal Education

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**10:45 a.m.–12:00 p.m.**

**ACAD SESSION:**

**The Academic Leader as Advocate for Increased Internationalism**

*Hanover F/G*

Academic leaders champion many causes, from literacy and numeracy to faculty scholarship and development. One important cause is internationalism, which could refer to (a) international students, (b) study-abroad opportunities for Americans, (c) opportunities for faculty to study and do research abroad, or (d) academic programs. Four deans present their perspectives on their roles, and describe supportive and challenging structures in their settings.

**GREGORY MAHLER,** Vice President for Academic Affairs and Academic Dean, Earlham College; **LINDA DEMERITT,** Provost and Dean of the College, Allegheny College; **NEIL GORDON,** Vice President and Dean of the University, American University of Paris; **ANN LESCH,** Associate Provost for International Programs, American University in Cairo

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**Presidents’ Roundtable Discussion**

(For presidents only, please)

**Quality, Needed Change, and the Faculty Governance Challenge**

*International Ballroom South*

**CHAIR:** BOBBY FONG, President, Ursinus College

**CATALYSTS:** **TORI HARING-SMITH,** President, Washington and Jefferson College; and **EDWARD RAY,** President, Oregon State University

**DISCUSSIONS LED BY RONALD CRUTCHER,** President, Wheaton College (MA); **CHRISTOPHER DAHL,** President, SUNY-Geneseo; **DAVID MAXWELL,** President, Drake University; **GAIL MELLOW,** President, CUNY-LaGuardia Community College; **LESTER MONTS,** Senior Vice Provost for Academic Affairs, University of Michigan
Beyond Efficiency: The Prirmacy of Meaning in Higher Education

**Regency VII**

John Churchill is secretary of The Phi Beta Kappa Society, the nation’s oldest academic honorary society. He was formerly vice president for academic affairs and dean of the college at Hendrix College, and has also served as a member of ACAD’s Board of Directors and the Arkansas Endowment for the Humanities, chair of the Council of Deans of the Associated Colleges of the South, and president of the National Humanities Alliance.

**11:45 a.m.–1:15 p.m.**

**ACAD Keynote and Luncheon**

**Beyond Efficiency:** The Prirmacy of Meaning in Higher Education

**Regency VII**

John Churchill

The ACAD Luncheon is sponsored by Pearson

**1:30–2:30 p.m.**

**Concurrent Sessions**

**Improving Academic Performance, Retention, and Graduation Rates at a Highly Selective College**

**Grand Hall East A**

At Grinnell College, our average first year retention rate of 93% and six year graduation rate of 88% are cause for concern—not celebration. Given our mission, student profile, resources, and peer group, we can and should do better. Thus, we have engaged in a comprehensive study of the factors related to student persistence and degree attainment. The presenters will explore the results and limitations of predictive modeling, the value added by qualitative data, and the expected synergy of the two when used to develop and implement targeted first year intervention programs.

**JIM SWARTZ,** Dake Professor of Chemistry and Interim Associate Vice President for Analytic Support, **NARREN BROWN,** Assistant Director for Analytic Support and Institutional Research, and **MARK SCHNEIDER,** Associate Dean and Professor of Physics—all of Grinnell College; **ANN GANSEMER-TOPF,** Assistant Professor of Educational Leadership and Policy Studies, Iowa State University

**High-Impact Practices and the New Majority Student: Findings, Strategies, and Reflection**

**Regency V**

Over the past year, AAC&U has conducted a research project to investigate the engagement of traditionally underrepresented populations, specifically low-income, first-generation, and minority students, with high-impact practices. AAC&U researchers will present findings and recommendations from this mixed-method analysis that consists of data gathered from 38 universities across three state systems and fifteen student focus groups. Participants will join in a discussion about the findings, view video clips of the students sharing their lived experiences, and discuss strategies for educating the new majority student. This project is funded by TG.

**ASHLEY FINLEY,** Senior Director of Assessment and Research, and **TIA BROWN MCNAIR,** Senior Director for Student Success—both of AAC&U

**How Much Technology is Enough? Critical Encounters with the “New Literacies”**

**Hanover C**

Faced with reformist zeal on behalf of the technological transformation or “disruption” of higher education, administrators, faculty, and students can benefit from knowledge of the debate about the “new literacies,” or what advocates claim for the preferences of the Net Generation as the foundation for reform of the curriculum and teaching. A form of technology education can reveal how we came to our habits of “digital maximalism” and what can be done to moderate them.

**STEVEN WEILAND,** Professor of Higher Education, Michigan State University

**INFORMATION SESSION**

**Washington Internship Institute**

**Inman**

Through academic coursework and internship placements, along with a residential living-learning community in Washington, DC, the Washington Internship Institute (WII) fosters interdisciplinary scholarship and public service outcomes for student interns drawn from an international network of colleges and universities. WII also offers short-term immersion seminars for students and, in cooperation with AAC&U, semester-long professional internship experiences for faculty members. Mark Dalhouse, the new president of WII, will provide an overview of the institute and discuss its new programmatic emphasis on public service, leadership, and professional development. Come learn how your institution can become involved.

**MARK DALHOUSE,** President, Washington Internship Institute

**Engaging Your Faculty in Student Learning and Success**

**Hanover E**

The Chronicle of Higher Education and Inside Higher Education are replete with articles suggesting a growing divide between faculty and administrators about whether and how to innovate, how far to go with student-centeredness, and the use of technology for teaching. Get fresh insights into these issues as we highlight practical strategies to support faculty as they transition with the times to excel in creating rich teaching and learning environments where students and faculty thrive.

**CATHY TROWER,** Research Director, Harvard University; **PHYLLIS LARSON,** Assistant Provost, St. Olaf College; **BETH RUSHING,** Vice President for Academic Affairs and Dean of Faculty, St. Mary’s College of Maryland; **JOSEPH KLESNER,** Associate Provost, Kenyon College
What Does It Mean to “Individualize” an Undergraduate Major?
Organizational and Disciplinary Challenges of Individualized Major Programs

Grand Hall East D

Individualized major programs (IMPs) are rising to the challenge posed by students who are resisting the primacy of disciplinarity in higher education through their desire to tackle complex real-world problems. Panel members will explore the distinction between individualized and interdisciplinary study; the inherent challenges—organizational, cultural, and political—to sustaining IMPs; and the lessons learned from championing the right of students to individualize their majors.

KEVIN EGAN, Acting Director, Center for Interdisciplinary Inquiry, Drexel University; CHRISTINA LA SALA, Associate Professor and Chair, Individualized Major Program, California College of the Arts; DANIEL GORDON, Professor of History and Associate Dean of the Commonwealth Honors College, University of Massachusetts Amherst; MARGARET LAMB, Senior Associate Director, Honors Program, and Interim Director, Office of Undergraduate Research, and MONICA VAN BEUSEKOM, Interim Director, Individualized and Interdisciplinary Studies Program—both of the University of Connecticut.

Building Distinctive Undergraduate Programs through Academic and Community Partnerships:
A Case Study of Public Health in Atlanta

Dunwoody

As a leading center for higher education in the U.S., and the public health capital of the world, Atlanta offers unparalleled opportunities for academic and community partnerships. Such partnerships are critical to the success of undergraduate public health programs at liberal arts colleges. Following brief descriptions of the panelists’ experiences, the audience will participate in a discussion of best practices for creating, administrating, funding, and assessing partnerships that cross institutional boundaries.

CAROLYN STEFANCO, Vice President for Academic Affairs, and CHARLEE QUARLESS, Undergraduate Public Health Student—both of Agnes Scott College; JAMES CURRAN, James W. Curran Dean of Public Health, Rollins School of Public Health, Emory University; DENISE KOO, Director, Scientific Education and Professional Development Office, Centers for Disease Control and Prevention.

Discovering What Works for Students’ Learning:
Findings from a Comparative Study of 130 Courses

Hanover A/B

With diminishing resources and increasing accountability/accessibility requirements in higher education, assessment is profuse. But data gathered at the institutional level is seldom embraced by the faculty and students it is meant to help. Can assessment data benefit faculty and students more directly? The Illinois Initiative on Transparency in Learning and Teaching has tested a promising new grassroots model that engages faculty and students across disciplines, institutions, and countries in collaborative assessment that demonstrably enhances students’ learning.

MARY-ANN WINKELMES, Campus Coordinator for Programs on Teaching and Learning, and ELISA MUSTARI, Research Scientist, ISTEM Education Initiative—both of the University of Illinois at Urbana-Champaign.
Student Voices on Building a Forum of Online Reflective Learners, Or "How Do I Know I've Really Learned?"

Grand Hall East B
Recording students’ critical reflection skills produces compelling evidence of quality in higher education learning. A collaborative online forum is a powerful means of creating such a safe, challenging environment that helps students understand and document their own learning for improvement and self-assessment. Come listen to several undergraduate students’ voices as they explore the benefits and hurdles of embracing online forums for building a community of reflective learners.

JOHN ZUBIZARRETA, Professor of English, Director of Honors and Faculty Development, LINDSEY HERNANDEZ, Student, JORDAN PILKEY, Student, ROXANNE ROSARIO, Student, OLIVIA SHUGAR, Student, KRISTINA SYRIGOS, Student, and MADELINE THIEMANN, Student—all of Columbia College

ACAD SESSION:
The CLA in the Seminar Classroom:
An Anchor for the Practical Liberal Arts

Hanover F/G
Using assignments similar to the CLA performance task in the first-year seminar, faculty members have found that they are able to emphasize source analysis, knowledge integration, and thoughtful argumentation, all within a real-world setting. In light of the controversy surrounding the CLA, this presentation will provide a means by which to use this assessment tool to improve learning and lay a solid foundation for a practical liberal arts education.

CAROLYN PERRY, Vice President and Dean of the Faculty, and DAVID JONES, Director of the Westminster Seminar/Associate Dean of Faculty—both of Westminster College

2:45–4:00 p.m.

CONCURRENT SESSIONS

Quality Enhancement in an Age of Declining Resources:
Case Studies from the Public Liberal Arts Sector

Regency V
The fiscal challenges facing public institutions of higher education, together with calls to improve completion rates while maintaining quality, have led many campuses to design new approaches to quality enhancement. Colleges and universities in the public liberal arts sector are often the smallest campuses in their respective state systems, but small to moderate size can be an advantage when building consensus around new initiatives to enhance student learning and success. This session will offer examples and suggest strategies for improving student learning in an era of fiscal constraint.

MODERATOR: CHRISTOPHER DAHL, President, State University of New York, College at Geneseo

PRESENTERS: MARY CULLINAN, President, Southern Oregon University; LES PURCE, President, The Evergreen State College; ANNE PONDER, Chancellor, University of North Carolina Asheville; MICHAEL BENSON, President, Southern Utah University

This session is presented by COPLAC: Council of Public Liberal Arts Colleges

Rethinking Peer Review:
Expanding the Boundaries for Community-Engaged Scholarship

Grand Hall East D
This session will explore existing modes, forms, and venues of peer review of community-engaged scholarship. Participants will generate ideas about expanding the boundaries of peer review while retaining its fundamental principles. The session outcomes will be added to a developing research/action agenda, leading to further dialogue through multiple channels.

SHERRIL GELMON, Professor of Public Health, Portland State University; CATHY JORDAN, Editor, CES4Health.info, University of Minnesota; CATHY BURACK, Senior Fellow, Higher Education, Brandeis University

Transformative Conversations:
An Innovative Approach to Faculty and Staff Mentoring Communities

Hanover A/B
We will explore a simple yet profound innovation that encourages faculty and staff to reconnect to their original aspirations as academics and the shared aspirations of academia. Our mentoring community model, based on the power of intentional and disciplined conversations, uses practices that are adaptable to many contexts, and that have the potential to change both our work and our students’ learning. The session will be highly interactive, so that participants can leave with the motivation and the tools they need to begin or deepen such work for themselves.

PETER FELTEN, Assistant Provost and Director of the Center for the Advancement of Teaching and Learning, Elon University; ED TAYLOR, Vice Provost and Dean of Undergraduate Academic Affairs, University of Washington; DIRKSEN BAUMAN, Professor of American Sign Language and Deaf Studies, Gallaudet University

Transitioning to “the Other Side”:
Women of Color and White Women Faculty Moving to Administration

Dunwoody
There are increasing opportunities for emerging women leaders in higher education, yet when transitioning from faculty to administration, women of multiple identities face longstanding and new challenges related to navigating the nuances of tenure and promotion, managing work-life “balance,” and breaking the glass ceiling. For more than ten years, Campus Women Lead has promoted a women-led model of institutional change designed to effect cultural shifts toward inclusion for all. This interactive session will invite participants to explore the transitional breaches that complicate the metamorphosis of women of color and white women from faculty members to new administrators.

PAT LOWRIE, Assistant to the Dean, Michigan State University; SUSAN HENNING, President, Shimer College; GERTRUDE FRASER, Vice Provost for Faculty Recruitment and Retention, University of Virginia; YOLANDA MOSES, Associate Vice Chancellor for Diversity, Excellence, and Equity, University of California, Riverside

This session is presented by COPLAC: Council of Public Liberal Arts Colleges
Friday, January 25

2:45–4:00 p.m. (continued)

Using Evidence to Promote Engaged Learning and Student Well-Being

*Grand Hall East B*

Representatives from four institutions involved in the Bringing Theory to Practice project will present data linking outcomes related to engaged, interdisciplinary learning, student well-being, and education for responsible, participatory citizenship. Discussion will include what our measures and findings have been and how they have changed over time.

**STEVE ADKISON,** Associate Vice Provost for Academic Excellence, Portland State University; President for Academic Affairs, Eastern Oregon University; LANE COMMUNITY COLLEGE; **SONYA CHRISTIAN,** existing learning outcomes and assessments.

The Stewardship of the Global Commons Model in Global Liberal Arts Alliance Institutions

*Hanover E*

The Global Liberal Arts Alliance is a multilateral partnership of equals that seeks to serve as a beacon for educational leaders, faculty members, and administrators. Its purpose is to exchange knowledge, expertise, and experience among institutions committed to education in the tradition of the liberal arts and sciences. Presenters will discuss the concept of the stewardship of the global commons, the skills and literacies it requires, and institutional models to prepare students for the challenges of the twenty-first century.

**HAIFA AL-LAIL,** President, Effat University; **RICHARD DETWEBLER,** President, Great Lakes Colleges Association; **CELESTE SCHENCK,** President, The American University of Paris; **DOUG BENNETT,** President Emeritus, Earlham College; **GRANT CORNWELL,** President, The College of Wooster

Keeping Quality Visible in Oregon’s Higher Education Through the Degree Qualifications Profile

*Grand Hall East C*

Oregon’s locally governed seventeen community colleges and seven Oregon University System universities have been funded by Lumina Foundation for the Oregon Degree Qualifications Profile (DQP), a joint effort to characterize baccalaureate and associate degrees and increase visibility of their inter-relationships and quality. This session will address the questions: What is an associate degree? A baccalaureate degree? And what are they in relation to each other? The panelists will discuss the value of deriving the DQP both top-down from values and mission and bottom-up through a synthesis of existing learning outcomes and assessments.

**SONYA CHRISTIAN,** Executive Vice President and Chief Academic Officer, Lane Community College; **MARK WILLIAMS,** Dean of Career Technical Education, Uniguea Community College; **SARAH WITTE,** Associate Vice President for Academic Affairs, Eastern Oregon University; **GARY BROWN,** Associate Vice Provost for Academic Excellence, Portland State University; **STEVE ADKISON,** Provost and Senior Vice President for Academic Affairs, Eastern Oregon University

Civic Learning and Democratic Engagement: A Report from the Field One Year Later

*Grand Hall East A*

AAC&U’s report, *A Crucible Moment: College Learning and Democracy’s Future,* calls on higher education to reclaim our civic mission. NASPA’s Lead Initiative on Civic Learning and Democratic Engagement (Lead Initiative) has identified fifty institutions that are developing action plans and best practices, enhancing communications, and building strong institutional and community partners. This session will include a preliminary report, sharing institutional examples of how institutions are implementing the Lead Initiative.

**LAURA E. SPONSLER,** NASPA Fellow for Civic Learning and Democratic Engagement, NASPA - Student Affairs Administrators in Higher Education; **STEVEN NEILSON,** Vice President for Student Affairs, and **MICKI MEYER,** Lord Family Director of Community Engagement—both of Rollins College; **KATHERINE NORDYKE,** Director, Citizenship and Service-Learning, Missouri State University; **LAURA OSTEEN,** Director, Center for Leadership and Civic Education, Florida State University

Liberal Education and its Contributions to Framing the Future of Public Health Education

*Hanover C*

The Association of Schools of Public Health (ASPH) in collaboration with the Association of American Colleges and Universities (AAC&U) has developed Undergraduate Public Health Learning Outcomes built on the LEAP Essential Learning Outcomes. Driving this work was the question: what are the essential elements of a newly designed public health education system? This session—structured as a town hall meeting—will explore the connections between high-impact liberal education and the critical components of undergraduate public health degrees.

**DONNA J. PETERSEN,** Senior Associate Vice President, USF Health, Dean and Professor, College of Public Health, University of South Florida, and Chair, ASPH Framing the Future Task Force; **SUSAN ALBERTINE,** Vice President, Office of Diversity, Equity, and Student Success, AAC&U; **RICHARD RIEGELMAN,** Professor and Founding Dean, George Washington University School of Public Health and Health Services

Finding Quality—What Do You Do With It?

*Hanover F/G*

Accountability pressures have led institutional researchers at many institutions to substantially improve their capacity to gather, analyze, and report on data on student learning. The challenge, however, is that more and better reports often do not lead to institutional improvements. In this session, we review strategies for helping deans, provosts, and institutional researchers collaborate on using data for institutional improvement.

**CHARLES BLAICH,** Director, Higher Education Data Sharing Consortium and Director of Inquiries, and **KATHLEEN WISE,** Associate Director of Inquiries—both of the Wabash Center of Inquiry in the Liberal Arts, Wabash College; **FRANK BOYD,** Associate Provost, Illinois Wesleyan University; **ELLEN PETERS,** NASPA Fellow for Civic Learning and Democratic Engagement: A Report from the Field One Year Later; **CHRISTINA LEIMER,** Associate Vice President for Planning and Effectiveness, Bridgepoint Education
Concurrent Sessions

College:
What It Was, Is, and Should Be

Regency V

As the commercialization of American higher education accelerates, more and more students are coming to college with the narrow aim of obtaining a pre-professional credential. The traditional four-year college experience—an exploratory time for students to discover their passions and test ideas and values with the help of teachers and peers—is in danger of becoming a thing of the past. Author Andrew Delbanco offers a trenchant defense of such an education, and warns that it is becoming a privilege reserved for the relatively rich. In arguing for what a true college education should be, he demonstrates why making it available to as many young people as possible remains central to America’s democratic promise.

MODERATOR: TODD BREYFOGLE, Director of Seminars, The Aspen Institute


This session is presented in celebration of the 30th Anniversary of The Aspen’s Institute’s Wye Seminars

The Digital Revolution:
Online Innovations that Strengthen Completion and Quality

Regency VI

How do we evaluate choices in adopting educational technology so that we may not only improve efficiencies, but also increase and maintain the quality of student learning? What do we need to know about our diverse students and their varied cognitive experiences? What do we gain online? What do we lose? And what do we have a hard time imagining? Panelists will put potential technological transformations of higher education into a broader landscape of student learning.

MODERATOR: SISTER ROSEMARIE T. NASSIF, Former Senior Consultant, US Department of Education

DIANA G. OBLINGER, President and CEO, EDUCAUSE; JACK M. WILSON, President Emeritus, University of Massachusetts, and Distinguished Professor of Higher Education, Emerging Technologies, and Innovation, University of Massachusetts Lowell; CANDACE THILLE, Director, Open Learning Initiative, Carnegie Mellon University

Developing a Shared Vision to Expand, Sustain, and Connect Undergraduate Research Culture and Practice:
The Council on Undergraduate Research Strategic Pillars

Grand Hall East C

The Council on Undergraduate Research (CUR) held strategic planning discussions at its 2012 annual meeting that focused on issues surrounding undergraduate research expansion, diversification, and assessment. CUR representatives will present outcomes of that meeting, and will facilitate discussion on two important topics: 1) measurement, across diverse institutions and settings, of the impact of undergraduate research on student, faculty, and institutional success; and 2) practices to infuse undergraduate research seamlessly into the curriculum.

MARY CROWE, Associate Provost on Experiential Learning, Florida Southern College; WILLIAM CAMPBELL, Director Emeritus, Grants and Contracts, University of Wisconsin, River Falls; JULIO RIVERA, Provost, Carthage College; ELIZABETH AMBOS, Executive Officer, Council on Undergraduate Research

This session is presented by the Council on Undergraduate Research

Civic Professionalism:
A Pathway to Engaged Faculty Work

Grand Hall East D

This panel uses the term “civic professionalism” as a framework for interweaving the traditional strengths of the liberal arts, the values of civic inquiry, and the practical work of sustaining and supporting our communities and ourselves. The session will address how faculty development and institutional support can further educational practices connecting disciplinary knowledge with vocational exploration and civic inquiry. Panelists will present research on faculty motivation for and structural barriers to civic engagement, introducing two models deploying the framework of civic professionalism to support faculty engagement.

PAUL SCHADEWALD, Associate Director, Civic Engagement Center, Macalester College; ANY KORITZ, Director, Center for Civic Engagement, Drew University; TIMOTHY EATMAN, Co-Director, Imagining America; KERRYANN O’MEARA, Associate Professor of Higher Education, University of Maryland

Pluralism as a Goal for the Global Century:
Assessing and Promoting Religious Understanding and Multi-Faith Cooperation on College Campuses

Grand Hall East A

Often missing from campus conversations about engagement with cultural diversity is attention to the religious diversity of students (including students with no confessional affiliation). Facilitated by an inter-institutional team, this session will overview the methods and findings from a year-long assessment of campus climate guided by the Interfaith Youth Core. Session participants will then critique a rubric, drafted in the style of the VALUE rubrics, to assess and promote religious pluralism.

TRINA JONES, Associate Professor of Religion, ELLEN GOLDEY, Kenan Professor and Chair of Biology—both of Wofford College; PETER FELTEN, Assistant Provost and Director of the Center for the Advancement of Teaching and Learning, LAUREN EMERY, Assistant Chaplain, and BROOKE BARNETT, Senior Fellow and Advisor to the President—all of Elon University; ASHLEY FINLEY, Senior Director of Assessment and Research, AAC&U; KATIE BRINGMAN BAXTER, Director of Campus Engagements, and ALANA KINARSKY, Campus Engagement Associate—both of Interfaith Youth Core
4:15–5:30 p.m. (continued)

Challenging the Assessment Industry:
Putting E-Portfolios at the Service of Pedagogy

The Learning Center

The demand to innovate in the area of technology—in particular, e-portfolios—is insistent. But how do we differentiate between uses of e-portfolios that merely serve the convenience of the institution, and those that genuinely innovate by enhancing student learning? Our presentation argues that much of the assessment-driven work in e-portfolios to date has put institutional desires to show data ahead of student learning. E-portfolios, however, can offer new means to achieve the foremost goal of liberal arts education—developing intellectual agency.

LUCY APPERT, Director of Educational Technology, and ROBERT SQUILLACE, Assistant Dean for Academic Affairs—both of the Liberal Studies Program, New York University

ACAD SESSION:
Preparing Faculty to be Academic Leaders in the 21st Century

Dunwoody

Colleges are good at preparing students to meet the challenges of the twenty-first century, but colleges are not always as intentional in preparing faculty. This session will identify faculty development needs and will primarily focus on faculty leadership development. The presenters will share two case studies for developing a framework for how colleges might more productively address faculty development needs.

PAREENA LAWRENCE, Dean of the College, Augustana College; ROSS PETERSON-VEATCH, Associate Academic Dean and Director of Curriculum, Teaching and Faculty Development, Goshen College

5:30–7:00 p.m.

Hosted Receptions

Reception:
Faculty and Administrators of Color

Hanover A

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

Reception:

Hanover F

Taskstream welcomes all users as well as others interested in engaging in a dialogue about using technology to support the assessment of student learning outcomes and to build a culture of assessment.

Reception:
Council of Colleges of Arts and Sciences
Hanover G

All CCAS members and interested parties are welcome.

Reception:
Council on Undergraduate Research
Hanover E

The Council on Undergraduate Research welcomes presidents, deans, and faculty from colleges and universities dedicated to the advancement of undergraduate research.

Reception:
The Phi Beta Kappa Society (PBK) and ACAD
Hanover C

The Phi Beta Kappa Society (PBK) and the American Conference of Academic Deans (ACAD) welcome all friends and colleagues.

Reception:
NCA Higher Learning Commission
Hanover B

All representatives of Higher Learning Commission accredited institutions are welcome.

Reception:
Project Kaleidoscope
Hanover D

PKAL welcomes all who are interested in advancing “what works” in twenty-first-century STEM education to better serve all students, no matter their background or major. Please join us as we thank Susan Elrod, who served as Executive Director of PKAL from 2010 to 2012, and we welcome Kelly Mack—PKAL’s new Executive Director.

Reception:
For Alumni and Friends of the Harvard Institutes for Higher Education
Lenox

The Harvard Institutes welcome all program alumni and any others interested in learning more about Harvard’s leadership development offerings.

Reception:
LEAP Texas

Texas colleagues interested in participating in the initiative to establish LEAP Texas are encouraged to attend. This no-host reception organized by Texas A&M–Corpus Christi.

Reception:
Twenty-Two Stories Bar, Atrium Lobby
Consortium

GENNY BOESEN, LINSEY CUTI, technology was used to facilitate the discussion. simplified and expedited the logistics of collecting the data, and clicker tion Value Rubric was used to assess writing samples; assessment software writing to develop common standards. The AAC&U Written Communica

4-year institutions collaborated to evaluate faculty assessment of freshman Hanover F

Rubric, 12 Institutions, and Diverse Writing Faculty Technology, the AAC&U Written Communication Value Constructing a Writing Assessment Plan Utilizing

Governors State University

MODERATOR: DEBRA HUMPREYS, Vice President for Policy and Public Engagement, AAC&U

WENDY KOLMAR, Professor of English and Chair, Women’s and Gender Studies, Drew University; DWIGHT SMITH, Vice President of Academic Affairs, County College of Morris; and NANCY SHAPIRO, Associate Vice Chancellor, University System of Maryland

Starting from Scratch (Almost):

Using LEAP to Build a Comprehensive General Education Program

Grand Hall East A

Does building a general education program from the ground up sound intimidating or exciting? It really is both. Our university is moving from a very basic, general education program to a robust, well-rounded program with help from the frameworks provided by LEAP and the Lumina Degree Qualification Profile. In this panel discussion, we will describe our process for engaging the campus community, designing our general education program from the ground up, and our plans for implementing it.

ANN VENDRELY, Professor of Physical Therapy, ELAINE P. MAIMON, President, TERRY ALLISON, Provost, ROSEMARY JOHNSON, Associate Professor of English, and SHEA DUNHAM, Assistant Professor of Counseling—all of Governors State University

Constructing a Writing Assessment Plan Utilizing Technology, the AAC&U Written Communication Value Rubric, 12 Institutions, and Diverse Writing Faculty

Hanover F

This interactive session demonstrates how a consortium of twelve 2- and 4-year institutions collaborated to evaluate faculty assessment of freshman writing to develop common standards. The AAC&U Written Communication Value Rubric was used to assess writing samples; assessment software simplified and expedited the logistics of collecting the data, and clicker technology was used to facilitate the discussion.

LINSEY CUTI, Professor of English, Kankakee Community College; GENNY BOESEN, Executive Director, South Metropolitan Higher Education Consortium

Innovative Integration of Academic and Student Affairs at Emory University and Georgia Gwinnett College

Grand Hall East D

Although many institutions have established programs that represent collaborations between academic and student affairs, not all of these integrated programs are uniformly successful. This session will examine the issue from the perspective of two institutions with successfully integrated programs. Presenters will provide concrete examples of effective programs at their and other institutions, after which they will discuss the role that the unique features and needs of each institution plays in developing fully and successfully integrated programs that help students learn and succeed.

JEFFERY GALLE, Director of Center for Academic Excellence, KENNETH ANDERSON, Dean of Academic Affairs and Chief Academic Officer, and JOSEPH MOON, Dean of Student Life—all of Oxford College of Emory University; JIM FATZINGER, Associate Vice President for Student Affairs, and JO GALLE, Associate Vice President for Academic Affairs—both of Georgia Gwinnett College

Pathways Pioneers:

Collaborating to Build a New Model for Accreditation

Grand Hall East C

In 2009, the Higher Learning Commission initiated a bold experiment—reimagining the accreditation process. This experiment, known as the Pathways Project, involves three cohorts of institutions selected to work collaboratively with the Commission and each other to create a new model for reaccreditation. The goal is to demonstrate the value of collaboration to encourage improvement within institutions, while building an accreditation system that will encourage improvement across higher education. Panelists will discuss the challenges encountered, the successes that have been achieved along the way, and the critical role of collaboration throughout the process.

AMBER HOLLOWAY, Director of Education and Training and the Academy, The Higher Learning Commission; DOUGLAS DAVENPORT, Dean, School of Social and Cultural Studies, KAREN VITTENG, Professor of Psychology and Chair of the Assessment Committee—both of Truman State University; LYNETTE OLSON, Provost and Vice President for Academic Affairs, JANET SMITH, Professor and Special Assistant to the Provost for HLC Accreditation—both of Pittsburg State University; ANDREW MANION, Provost, SHAWN GREEN, Vernon Haase Professor of Business and Economics—both of Aurora University

Faculty Involvement in Reinvigorating Undergraduate Education:

An Area of inequity?

Grand Hall East B

As campuses try to reinvigorate undergraduate education, they encourage faculty members to rely on educational experiences and promote outcomes much applauded in higher education (e.g., high-impact practices). Using data from the Faculty Survey of Student Engagement (FSSE), the facilitators will show how much faculty utilize, value, or emphasize particular practices and outcomes. Facilitators and participants will discuss implications of the findings, including concerns about equity and the need for institutional planning for faculty involvement.

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

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

Regency V

Inside Higher Ed (IHE) Editor Scott Jaschik will present and lead a discussion of findings from a survey of Chief Academic Officers (CAOs) sponsored by IHE and scheduled for release just as AAC&U’s Annual Meeting launches. Debra Humphreys will set the context of the discussion with insights drawn from earlier AAC&U studies and Alison Byerly will reflect on what the findings reveal about Chief Academic Officers’ current challenges and priorities for change. Findings will include CAO attitudes on such topics as accountability and assessment; changing faculty roles and rewards; the impact of the current focus on college completion data; the potential impact of MOOCs on educational access and business models; and success in advancing a variety of important learning goals.

Debra Humphreys, Vice President for Policy and Public Engagement; Scott Jaschik, Editor, Inside Higher Ed; Alison Byerly, College Professor and former Provost and Executive Vice President, Middlebury College

Developing Intercultural Competence for Higher Education Faculty and Staff

Grand Hall East B

Preparing faculty and staff for intercultural competence is essential to the success of educational endeavor. By learning about themselves, they are better prepared to meet the needs of their diverse students. The challenge for senior administrators is motivating faculty from diverse academic disciplines to invest in learning about intercultural competence as a part of their teaching and learning responsibilities. In this session we will address the motivational strategies essential for engaging your faculty.

Janet Bennett, Executive Director, and Chris Cartwright, Director of Intercultural Assessment—both of the Intercultural Communication Institute

Innovative Faculty Roles at a 21st-Century Campus—A Case Study

Grand Hall East C

Georgia Gwinnett College (GGC) opened in 2006 as the first public four-year college to open in the twenty-first century. Chartered by the state of Georgia to be innovative in the way it administers and delivers education, it has grown to 9,000 students and 350 full-time faculty. GGC has defined its role to invest in learning about intercultural competence as a part of their teaching and learning responsibilities. In this session we will address the motivational strategies essential for engaging your faculty.

Thomas Mundie, Dean, School of Science and Technology; David Purcell, Associate Professor of Chemistry; Deborah Sauder, Associate Professor of Chemistry and Associate Dean; Judy Anong-Taylor, Professor of Biology and Associate Dean—all of Georgia Gwinnett College

Citizen Alum: Doers, Not (Just) Donors

Hanover A/B

Citizen Alum (CA) is the joint creation of silo-busting teams at 20 campuses committed to building sustainable multi-generational alliances for civic engagement. CA counters the image of alums as primarily “donors” with a vision of them as “doers” while breaking down barriers between undergraduate education and life after graduation. Session presenters will discuss CA from their perspectives as student, researcher, center director, senior administrator, and president. This session is designed for campuses already active in or interested in joining the Citizen Alum network.

Julie Ellison, Professor of American Culture, English, and Art and Design, Director, Citizen Alum Initiative; Jawuan Meeks, Graduate Student—both of Michigan State University; Susan Sturm, Director of the Center for Institutional Change, Columbia University Law School; Rick Battiston, Professor of Political Science, Providence College

Leveraging LEAP to Advance Assessment

Grand Hall East A

At St. Olaf College, the LEAP Essential Learning Outcomes have guided assessment data-gathering, approaches to reporting, communication with students, and revisions to tenure and promotion criteria. LEAP has been especially useful in assessing study abroad, interdisciplinary programs, and undergraduate research. Participants will review and adapt sample materials for their own institutions.

Jo Beld, Director of Evaluation and Assessment, Professor of Political Science, St. Olaf College

Making Quantitative Reasoning Count

Grand Hall East D

Quantitative Reasoning (QR) has been identified in the LEAP goals as among the key learning outcomes for twenty-first-century students. Members of the National Numeracy Network lead a discussion of methods for introducing quantitative reasoning into curricula, evaluating the results and sharing what assessment data shows to work.

Nathan Grave, Associate Professor of Economics, Carleton College; Eric Gaze, Director of the Quantitative Reasoning Program and Lecturer in Mathematics, Bowdoin College; Donna Sundre, Professor of Psychology and Executive Director of Center for Assessment and Research Studies, James Madison University; Bernard Madison, Professor of Mathematics, University of Arkansas
**ACAD SESSION:**

**Shaping the Decade Ahead: Vision, Values and Actions**

*Hanover F*

In a decade in which our visions are being disrupted by change, can twenty-first-century academic leaders use academic values as a guide to taking action? Using a Values exercise developed for the HERS Summit for Women Presidents and Chancellors and scenarios from their own change efforts, experienced deans will lead participants in conversations about possibilities and challenges of this approach.

**Judith White,** President and Executive Director, Higher Education Resource Services; **Anne McCall,** Dean of Arts, Humanities and Social Sciences, University of Denver; **Julie Hayes,** Dean of Humanities and Fine Arts, University of Massachusetts Amherst; **Renee White,** Dean of Arts and Sciences, Simmons College

**11:00 a.m.–12:15 p.m.**

**Closing Plenary**

**Who Determines the Priorities? Philanthropy and the Quality Agenda**

*Regency VII*

**Chair:** Mildred Garcia, President, California State University-Fullerton

Questions about the quality of undergraduate college degrees are finally emerging as a more prominent policy concern within the context of national efforts to dramatically increase degree attainment. Yet many who endorse “quality” and promise to protect it cannot say exactly what they mean by it. In addition, attention to quality is still too often overshadowed by the emphatic focus on accelerating degree completion—with credit hours rather than student achievement as the primary index for success. Significant work remains in aligning the quality agenda with other urgent concerns: increasing productivity, supporting underserved student success, and reducing the cost of college, for example. How are foundations and philanthropies shaping the priorities of higher education today—and what directions should they pursue to influence more positively the future of the quality agenda?

**Alison R. Bernstein,** Director, Institute for Women’s Leadership, Rutgers University, and former Vice President, The Ford Foundation; **Holiday Hart McKiernan,** Vice President of Strategic Operations, Chief of Staff, and General Counsel, Lumina Foundation; **Jeannie Oakes,** Director of Education and Scholarship, Ford Foundation; and **Daniel Greenstein,** Director of Postsecondary Success Strategy, Bill & Melinda Gates Foundation
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**Institute on General Education and Assessment**
June 1–5, 2013
The University of Vermont
Burlington, Vermont
Deadline for application: February 15, 2013

**Institute on High-Impact Practices and Student Success**
June 11–15, 2013
University of Wisconsin-Madison
Madison, Wisconsin
Deadline for application: March 4, 2013

**Institute on Integrative Learning and the Departments**
July 10–14, 2013
Portland State University
Portland, Oregon
Deadline for application: March 15, 2013

**PKAL Summer Leadership Institutes for STEM Faculty**
July 23–28/
July 30–August 4, 2012
Baca Campus of Colorado College
Crestone, Colorado
Deadline for application: March 27, 2013

For more information: [www.aacu.org/summerinstitutes](http://www.aacu.org/summerinstitutes)

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**AAC&U’s 2013 Spring Network Meetings**

**General Education and Assessment**
February 28–March 2, 2013
Boston, Massachusetts

**Student Success and The Quality Agenda**
April 4–6, 2013
Miami, Florida

For more information:/[www.aacu.org/meetings/networkforacademicrenewal](http://www.aacu.org/meetings/networkforacademicrenewal)