Final Program

Shared Futures
Difficult Choices

Reclaiming a Democratic Vision for
College Learning, Global Engagement, and Success

January 25-28, 2012
Washington, DC

Pre-Meeting Symposium January 25
Reversing a Civic Recession:
What Higher Education Can Do

E-Portfolio Forum January 28
About the Meeting

Today we face a potentially disastrous narrowing of vision in which a college education is valued more for its economic and individual benefits than for its contribution to the public good. The resulting overemphasis on market priorities has crowded out important and long-established civic commitments. Yet, if it is to be of full value in solving complex problems, a twenty-first century liberal education cannot afford to be neutral about democratic knowledge and global engagement.

The 2012 Annual Meeting showcases examples from institutions that are successfully building upon democratic visions and practices in complex, global contexts—visions and practices that shape institutional missions, improve undergraduate education, and challenge narrow definitions of success.

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 1,200 member institutions—including accredited public and private colleges and universities of every type and size.

Through its publications, meetings, public advocacy, and programs, AAC&U provides a powerful voice for liberal education. AAC&U works to reinforce the commitment to liberal education at both the national and the local level and to help individual colleges and universities keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges. With a nearly one-hundred year history and national stature, AAC&U is an influential catalyst for educational improvement and reform.

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.

Conference Sponsors

Contributing Sponsors

The Chronicle of Higher Education
Chronicle.com

The Chronicle of Higher Education is the No. 1 source for news, jobs, and information for college and university faculty and administrators around the world.

EYP Architecture & Engineering

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

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 for over two decades.

IDEA CENTER
Celebrating 35 years of service to higher education, The IDEA Center provides feedback tools to assess and improve teaching, learning, and administrative leadership.

guidebook
Guidebook—the most cost-effective way for an institution of higher education to create a high-quality mobile presence.

Interfolio
Interfolio’s faculty search solution helps schools hire the best candidate, save tons of time and lower the cost of every faculty search. 25,000 faculty positions filled since 1999.

Jossey-Bass
Jossey-Bass provides books, periodicals, online professional development, and other media to inform and inspire those interested in developing themselves, their organizations and their communities.

LiveText
LiveText provides e-Portfolio, learning assessment, and accreditation management web tools, expert consulting services, and broad support services to help continuously improve higher education.

AAC&U thanks our sponsors for their generous support of AAC&U’s Annual Meeting. We invite you stop by their tables in the Independence Foyer and Constitution Foyer.
**Wednesday, January 25**

**5:30–6:45 p.m.**

**AAC&U’s Members’ Meeting**

**Framing AAC&U’s Strategic Priorities for the Future**

*Independence DE*

All those attending from AAC&U member institutions are warmly invited to the annual Members’ Meeting. The primary focus of the meeting, after completion of a brief business agenda, will be roundtable dialogues with senior AAC&U leaders and board members. As AAC&U prepares our next strategic plan, we invite member input, in particular, on the broad strategic priority areas that will guide our work to support campus-based educational change over the next five years.

**8:30–10:00 p.m.**

**Welcoming Reception**

*Independence A*

The welcoming reception will be on Wednesday evening, immediately following the Opening Night Forum. (Please take the escalators or elevator one flight down from Forum.) We particularly welcome AAC&U members and colleagues who are new to the Annual Meeting.

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**Thursday, January 26**

**8:00–9:30 p.m.**

**Organizing Meeting: Business Education and Civic Engagement**

*Lafayette Room*

Following on the Carnegie Foundation’s recent study *Rethinking Undergraduate Business Education* and the related conference session, “Reshaping Business Education: Preparing Students for Society and Democracy” (Thursday at 4:15 pm), we invite colleagues interested in business education to meet and discuss ways to collaborate in creating forms of civic engagement especially suited to the business disciplines. (See page 19.)

**Facilitator: Edward Zlotkowski, Professor of English and Media Studies, and Director of the Bentley Service-Learning Center, Bentley University**

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**Saturday, January 28**

**8:15 a.m.–4:30 p.m.**

**National Summit**

**Reclaiming Academic Democracy: Facing the Consequences of Contingent Employment in Higher Education**

*Sponsored by the New Faculty Majority Foundation*

AAC&U registrants are welcome to join Saturday morning discussions of the National Summit. CAROL GEARY SCHNEIDER, AAC&U; GARY RHOADES, University of Arizona and past-president, AAUP; and CLAIRE GOLDESTINE, American University, will speak 8:15 to 9:15 am; ADRIANNA KEZAR, University of Southern California, will speak at 9:30 am. More information is on Page 32.

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

AAC&U’s 2012 Annual Meeting is open to all credentialed members of the media, identified by their name tag. For members of the AAC&U community, this means that comments from the floor, or made in group discussions, may be considered as “on the record” unless requested otherwise. Participants and speakers are welcome to ask if media are present at a particular session or discussion.

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**Friends**

**Nuventive**

Nuventive provides higher education with software solutions that facilitate institutional effectiveness through management of strategic planning, academic and administrative outcomes, and accreditation from a single system.

**Waypoint Outcomes**

Waypoint Outcomes creates innovative tools to help deepen the dialog amongst educators, learners, and stakeholders.

**TaskStream**

TaskStream provides the highest-quality Web-based software and supporting services to manage assessment and accreditation processes, facilitate the demonstration of learning achievement, and foster continuous educational improvement.
In response to widespread concern about the nation’s anemic civic health and the learning needed for a global century inflected with contention and interdependency, a newly released civic report, *A Crucible Moment: College Learning and Democracy’s Future*, calls for investing in higher education’s capacity to help renew our nation’s social, intellectual, and civic capital. The report calls on higher education and many partners in education, government, and public life to advance a 21st century conception of civic learning and democratic engagement as an expected part of every student’s college education. This symposium seeks to mobilize educational and civic leaders to expand on how colleges and universities can serve as a defining site for learning and practicing democratic and civic responsibilities.

With support from the US Department of Education, AAC&U partnered with the Global Perspective Institute (GPI), Inc. to lead the Civic Learning and Democratic Engagement (CLDE) project and appointed a National Task Force to oversee the initiative. *A Crucible Moment* represents the collective analyses and recommendations of the National Task Force and participants in a series of five national roundtables held between December 2010 and March 2011 that involved 134 people representing wide constituencies at two- and four-year colleges and universities, civic organizations, private and government funding agencies, higher education associations, disciplinary societies, and community leaders.

As the report asserts, “A socially cohesive and economically vibrant US democracy and a viable, just global community require informed, engaged, open-minded, and socially responsible people committed to the common good and practiced in ‘doing’ democracy.” This symposium seeks to serve as a working meeting to advance the next-level development of education for democracy. *A Crucible Moment* challenges higher education to create civic-minded institutions in which a civic ethos governs campus life, civic perspectives are integrated within majors and general education, civic literacy is a goal for every graduate, and civic agency becomes a lifelong practice fostered through college-level study and engagement in addressing stubborn, real world issues. As John Dewey said, “Democracy needs to be born anew every generation, and education is the midwife.”

This working symposium therefore seeks an action agenda that:

- Offers a more capacious understanding of the dimensions of civic learning for a diverse and global age;
- Explores emerging models of how to integrate civic learning and powerful democratic pedagogies across general education, disciplines, and degree programs;
- Charts more transformative campus/community partnerships to address real-world problems;
- Illuminates research about practices that foster civic capabilities and how these practices connect to retention and workforce preparation goals;
- Maps how students, student affairs professionals, faculty, and administrators can cultivate a campus-wide civic ethos; and
- Moves civic learning from the sidelines to the center of expected learning for all students.

All sessions will be in Constitution B, unless otherwise noted. The luncheon will be in Constitution A.

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Welcome

**CAROL GEAR-Y SCHNEIDER**, President, AAC&U

Civic Learning for Democracy’s Future

**MARTHA J. KANTER**, Under Secretary of Education, US Department of Education

**RESPONDENTS**: ROBERT HACKETT, President, The Bonner Foundation; GEORGE METHAFFY, Vice President, Academic Leadership and Change, American Association of State Colleges and Universities; **CARYN MCTIGHE MUSIL**, Senior Vice President, AAC&U

**MODERATOR**: **LARRY A. BRASKAMP**, President, Global Perspective Institute, Inc.

Roundtable Action Dialogues: Civic Learning for a Diverse and Global Age

11:00 a.m.–Noon

Breakout Sessions

**MOVING THE NEEDLE**: Implementing the Next-Generation of Civic Learning

**CIVIC INQUIRY AND PROBLEM SOLVING ACROSS GENERAL EDUCATION AND THE MAJOR**

**DEFINING THE PUBLIC PURPOSES OF FACULTY SCHOLARSHIP AND TEACHING**

Cabin John/Arlington

**DISCUSSION LEADERS**: ELIZABETH MINNICH, Senior Scholar, AAC&U and JULIE ELLISON, Professor of American Culture, English, and Art and Design, University of Michigan
Investing in Transformative Democratic Campus/Community Partnerships

Wilson/Roosevelt

**Discussion Leader:** **Katherine Lambert-Pennington,** 2011 NERCHE Winner of the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty, University of Memphis

**Noon–1:30 p.m.**

**Keynote Luncheon**

**Taking the Civic Mission of Higher Education Seriously: Engaging Students and the Academy in Pressing Issues of the Day**

Constitution A

**Address:** Scott S. Cowen, President, Tulane University

**Introduction:** Judith Ramaley, President, Winona State University

**1:30–2:30 p.m.**

**What the Research Reveals: Experiences that Matter**

**Presenters:** *Sylvia Hurtado,* Professor and Director of the Higher Education Research Institute (HERI), University of California, Los Angeles; **Charles Blaich,** Director of Inquiries, Center of Inquiry in the Liberal Arts, Wabash College

**Moderator:** **Nancy O’Neill,** Director of Integrative Programs, AAC&U

**2:30–3:30 p.m.**

**Cultivating a Civic Ethos on Campus**

**Presenters:** *Gwendolyn Jordan Dungy,* Executive Director, NASPA-Student Affairs Administrators in Higher Education; **Neesha A. Tambe,** Graduate of De Anza College, Student, Georgetown University; and **Donald W. Harward,** Director, Bringing Theory to Practice Project

**Moderator:** *Eboo Patel,* Founder and Executive Director, Interfaith Youth Core

**3:30–4:00 p.m.**

**Roundtable Action Dialogues**

**Levers to Increase Civic Ethos on Campus**

**4:00–4:30 p.m.**

**Next Steps in Mobilizing Wide-Scale Investment**

*Brian Murphy,* President, De Anza College

**Wednesday, January 25**

**ACAD Deans’ Institute**

**8:45 a.m.–4:30 p.m.**

**Constitution DE**

The Deans’ Institute is designed to provide an opportunity for ACAD members and other academic administrators to develop their leadership abilities in a supportive environment. The goals of the day-long Institute are:

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

Pre-registration for the ACAD Institute was required.

**Saturday, January 28**

**E-Portfolio Forum**

**8:15 a.m.–5:00 p.m.**

**Look What I Can Do: Reclaiming a Focus on Learning**

The E-Portfolio Forum—jointly sponsored by AAC&U’s project, VALUE: Valid Assessment of Learning in Undergraduate Education; and the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL)—is an all-day event held in conjunction with the Annual Meeting.

Participation in the morning sessions of the E-Portfolio Forum is available to all Annual Meeting registrants at no additional fee; registration for the luncheon and the afternoon sessions does carry an additional fee. (Registration available through noon on Friday, January 27.) Complete information about the Forum begins on Page 35.
Pre-Meeting Workshops

The HIP Parade:
Assessing for Effects, Quality, and Inclusion
Wilson/Roosevelt

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

Beginning with the End in Mind:
Backward Design in General Education Assessment
Independence HI

JO BLED, Director of Evaluation and Assessment and Professor of Political Science, St. Olaf College

21st Century General Education:
Preparing a Global Generation
Independence DE

SARAH FATHERLY, Interim Associate Vice President for Academic Affairs and Dean of University Programs, Otterbein University; AMY JESSEN-MARSHALL, Vice President for Academic Affairs and Dean of the Faculty, Sweet Briar College

Improving Teaching, Learning, and Faculty Development:
Working Strategically Within Your Institution
Independence BC

MARY DEANE SORCINELLI, Associate Vice Provost for Faculty Development, University of Massachusetts – Amherst; CHRISTINE STANLEY, Vice President and Associate Provost for Diversity, Texas A & M University

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

E-Portfolios from the Ground Up:
Planning, Creating, Implementing
Cabin John/Arlington

BRET EYNON, Assistant Dean for Teaching and Learning, and J. ELIZABETH CLARK, Associate Professor of English—both of La Guardia Community College—City University of New York

ACAD Workshops

Long-Term Planning:
The Integration of Finances and Programs
Independence FG

THOMAS AXTELL, Vice President for Finance and Administrative Services, and LAWRENCE B. BREITBORDE, Vice President for Academic Affairs and Dean of the College—both of Knox College; DAVID BURROWS, Provost and Dean of the Faculty, and BRIAN RISTE, Vice President for Business and Operations—both of Lawrence University

Mission-Defined Assessment:
Using Institutional Identity to Shape Assessment of Student Learning Outcomes and Decision-Making
Constitution C

KENDRICK BROWN, Associate Dean of the Faculty and KATHLEEN MURRAY, Provost and Dean of the Faculty—both of Macalester College; CAROLYN PERRY, Vice President for Academic Affairs and Dean of the Faculty, and ROBERT SEELINGER, Director of Assessment and Professor of Classics—both of Westminster College

Opening Night Forum

Separated at Birth?
The Twin Proficiencies of Work and Civic Engagement
Constitution AB

The educational outcomes of employability are looking more and more like those of civic engagement. Employers tell us they want graduates who can think independently and express themselves original-ly, but who can also work with colleagues from across disciplinary cultures and around the world. For many, the new emphasis on collaboration departs from an approach to intellectual development as solitary. Constantly connected, we’re increasingly expected to solve problems, build businesses, and even invent and learn as members of teams.

What can each domain learn from the other? Are we ready to prepare our students for lives that—whether we like it or not—will be led more collectively than ours?

And what does American higher education have to contribute, with its tradition of shared governance?

Our responses will shape our colleges and universities for decades to come, as we reconcile the sibling proficiencies of work and community.

KEN O’DONNELL is Associate Dean for Academic Programs and Policy for the Office of the Chancellor of the California State University
New Frontiers on Higher Education Quality Assurance
Documenting Achievement and Learning Outcomes for Citizenship and Employability in Europe and the United States

A special series of sessions co-sponsored by the Carnegie Foundation, the European Centre for Strategic Management of Universities, and the Lumina Foundation under the Erasmus Mundus programme of the European Union

This special track of sessions addresses how colleges and universities in the United States, Europe, and Australia are advancing and documenting the quality of learning in higher education.

In the US, a robust national conversation is underway about how to increase the numbers of students graduating from colleges and universities with quality degrees or credentials. AAC&U and the Lumina Foundation have both foregrounded the importance of attending to issues of access, completion, and quality as higher education institutions work on student success, even in challenging economic times. At last year’s Annual Meeting, Lumina Foundation released their new Degree Qualifications Profile (DP). The DP describes the knowledge, skills and applications that prepare graduates to succeed in the economy, civil society, and in their own lives. It is now being used by many individual campuses and as part of several funded initiatives. This track highlights several of those initiatives and sets this work on quality in the context of similar work happening in Europe and in Australia.

European policies and programmes in higher education are at the heart of Europe’s attempts to become a dynamic and sustainable competitive economy in the knowledge society. Over the past decade these policies have resulted in major transformations with the well-known Bologna Process, the Modernisation Agenda, the more recent Transparency Agenda, as well as with the Lisbon and EU2020 Strategies. Practical tools have been developed to support curriculum reforms, student-centered learning approaches and employability. The Tuning initiative (www.unideusto.org/tuning/) on curriculum and degree profiling and the European qualification frameworks are only some examples of the many initiatives undertaken.

We invite the AAC&U audience to join us. (A full description of each session is included in the Thursday portion of this final program, pages 8–19.)

Thursday, January 26

10:30 a.m.–11:45 a.m.
Defining and Assessing Degrees Based on Learning: Degree Qualifications Frameworks in the US and Europe

Welcome and Introductions: Mei Zhao, Consulting Scholar, Carnegie Foundation for the Advancement of Teaching; Frans van Vught, President, European Centre for the Strategic Management of Universities and Former Rector and President, Universiteit Twente

Speakers: Terry Rhodes, Vice President for Quality, Curriculum, and Assessment, AAC&U; Robert Wagenaar, Coordinator, Tuning Educational Structures, and Director, Undergraduate and Graduate Studies, Faculty of Arts, University of Groningen

Moderator: Holiday Hart McKiernan, Vice President, Lumina Foundation

2:45–4:00 p.m.
A Transatlantic and TransEuropean Dialogue on Quality Assurance and Student Mobility

Speakers: Peter Ewell, Vice President, National Center for Higher Education Management Systems; Liviu Matei, Senior Vice-President, Central European University

Moderator: Paul Gaston, Trustees Professor of English, Kent State University

4:15–5:30 p.m.

Speaker: Luis Vila Lladosa, Researcher in Labour Market, University of Valencia

Respondents: Frans van Vught, President, European Centre for the Strategic Management of Universities and Former Rector and President, Universiteit Twente; Lynn Meeke, Director, LH Martin Institute, University of Melbourne

Moderator: Debra Humphreys, Vice President for Communications and Public Affairs, AAC&U
Thursday, January 26

7:00–8:30 a.m.

Women’s Networking Breakfast
Women’s Global Leadership for Human Rights and Economic Justice

Constitution B

RADHIKA BALAKRISHNAN, Executive Director, Center for Global Leadership, Rutgers University

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

Lafayette Park

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

8:45–10:15 a.m.

Opening Plenary
Independence Ballroom

Welcoming Remarks
HELEN F. GILES-GEE, President, Keene State 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 Mark W. Roche for Why Choose the Liberal Arts? (University of Notre Dame, 2010).

Introduction of Recipients of the 2012 K. Patricia Cross Future Leaders Award

Benjamin L. Castlemam, Quantitative Policy Analysis, Harvard University Graduate School of Education

Sarah L. Eddy, Zoology, Oregon State University

Natalie Fixmer-Oraiz, Communication Studies, University of North Carolina-Chapel Hill

Alexander Igor Olson, American Culture, University of Michigan

Ashley E. Palmer, Sociology, Baylor University

Ghanashyam Sharma, Rhetoric and Composition, University of Louisville

Martha Althea Webber, English (Writing Studies), University of Illinois at Urbana Champaign

Timothy Wong, Comparative Literature, University of California, Irvine

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

Featured Address
Opening a Democratic Front: Confronting Disparate Conceptions of What Matters in College

College learning should prepare students for democratic and global leadership, yet job preparation is the sole focus of public and policy attention, and efficiency in degree production the new driver. Members of a National Task Force on Civic Learning and Democratic Engagement invite participants to envision an academy that makes democracy a core commitment and to help shape a national action plan that will make higher education a catalyst for democratic creativity at home and abroad.

Carol Geary Schneider, President, AAC&U; Eboo Patel, Founder and Executive Director, Interfaith Youth Core; and David Scobey, Executive Dean, The New School for Public Engagement
Concurrent Sessions

Front and Center: Moving Civic Learning from the Sidelines

Independence DE

Immediately following the Opening Plenary, participants are invited to continue to share strategies that advance civic learning and democratic engagement. What are the next practical steps required if higher education is to take the lead in local and national efforts to make democratic engagement a centerpiece of college learning? A distinguished panel of national leaders will frame the discussion.

**Eduardo Ochoa**, Assistant Secretary for Postsecondary Education, US Department of Education; **Azar Nafisi**, author of Reading Lolita in Tehran, Director of Cultural Conversations at the Foreign Policy Institute of Johns Hopkins University’s School of Advanced International Studies; **Lewis M. Duncan**, President, Rollins College; **Anthony S. Trikoli**, President, Georgia Perimeter College

Why Choose the Liberal Arts?

2012 Winner of the Frederic W. Ness Book Award

Constitution B

Author Mark William Roche will discuss his book, *Why Choose the Liberal Arts?*—winner of the 2012 Frederic W. Ness Book Award presented to the book that best illuminates the goals and practices of a contemporary liberal education. In a world where the value of a liberal arts education is no longer taken for granted, Roche lucidly and passionately argues for its essential importance. Drawing on more than thirty years of experience in higher education as a student, faculty member, and administrator, Roche deftly connects the broad theoretical perspective of educators to the practical needs and questions of students and their parents.

**Mark William Roche**, Rev. Edmund P. Joyce, C.S.C., Professor of German Language and Literature and Concurrent Professor of Philosophy, University of Notre Dame and author of *Why Choose the Liberal Arts?* (University of Notre Dame Press, 2010)

**Moderator: David W. Oxtoby**, President, Pomona College

Social Entrepreneurship Education:

Applying the Creative Imagination to Real-World Problems

Cabin John/Arlington

Can social entrepreneurship function as an interdisciplinary solution-focused framework that develops problem-solving skills? Social entrepreneurship education is experiencing rapid growth. Presenters will engage participants with innovative pedagogies that are part of the work of the Changemaker Campus consortium, a cross-sector community of practice which includes Ashoka, a non-profit organization that supports social entrepreneurs in seventy countries, and ten colleges and universities that are integrating social entrepreneurship across the curriculum and co-curriculum.

**Paul Rogers**, Assistant Professor of English and Faculty Director, Mason Center for Social Entrepreneurship, George Mason University; **Jay Friedlander**, Sharpe-McNally Chair of Green and Socially Responsible Business, College of the Atlantic; **Michele Leaman**, Changemaker Campus Consortium Director, Ashoka: Innovators for the Public; **Michele Kahane**, Professor of Professional Practice, The New School

Faculty of the Future: Voices from the Next Generation

Farragut Square

AAC&U welcomes the 2012 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 2012 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 views of the changing American academy.

**Welcome: K. Patricia Cross**, David Gardner Professor of Higher Education, Emerita, University of California, Berkeley

**Honorees: Benjamin L. Castleman**, Quantitative Policy Analysis, Harvard University Graduate School of Education; **Sarah L. Eddy**, Zoology, Oregon State University; **Natalie Foxmer-Oraiz**, Communication Studies, University of North Carolina-Chapel Hill; **Alexander Igor Olson**, American Culture, University of Michigan; **Ashley E. Palmer**, Sociology, Baylor University; **Ghanashyam Sharma**, Rhetoric and Composition, University of Louisville; **Martha Althea Webber**, English (Writing Studies), University of Illinois at Urbana Champaign; **Timothy Wong**, Comparative Literature, University of California, Irvine

**Moderator: L. Lee Knefelkamp**, Professor of Psychology and Education, Teachers College, Columbia University

Defining and Assessing Degrees Based on Learning: Degree Qualifications Frameworks in the US and Europe

Constitution A

This session will present new and emerging approaches to defining quality in undergraduate student learning and will explore commonalities and differences among colleges and universities in the United States and Europe. Participants will learn the latest development in the continuing European Tuning project and will explore how colleges and universities in the United States are using the Degree Qualifications Profile to more precisely define levels of demonstrated accomplishment and to develop more robust ways to assess student learning.

**Welcome and Introductions: Mei Zhao**, Consulting Scholar, Carnegie Foundation for the Advancement of Teaching; **Frans Van Vught**, President, European Centre for the Strategic Management of Universities and Former Rector and President, Universiteit Twente

**Speakers: Terry Rhodes**, Vice President for Quality, Curriculum, and Assessment, AAC&U; **Robert Wagenaar**, Coordinator, Tuning Educational Structures and Director, Undergraduate and Graduate Studies, Faculty of Arts, University of Groningen

**Moderator: Holiday Hart McKiernan**, Vice-President, Lumina Foundation

This session is presented by the Lumina Foundation, Carnegie Foundation for the Advancement of Teaching, and Erasmus Mundus programme of the European Union
10:30–11:45 a.m. (continued)

Introducing Liberal Education to Latin America: Initiatives, Innovations, and Challenges
Lafayette Park

This session will consider the growing interest in liberal education in Latin America and different initiatives that have been introduced in the region. Speakers will discuss recent innovations in Argentina, Brazil, and Chile and then put this trend into global context. They will describe how liberal education has been adapted to local needs, as well as the difficulties that this philosophical approach to higher education faces in overcoming the obstacles of culture and tradition.

LIZ REISBERG, Research Associate, Boston College; PEDRO ROSSO, Rector Emeritus, Professor of Pediatrics, Pontificia Universidad Católica de Chile; MARCELO KNOBEL, Dean of Undergraduate Programs, Universidade Estadual de Campinas (Unicamp); ERNESTO GORE, Associate Professor, Universidad San Andrés; PATTI MCGILL PETERSON, Senior Associate, Institute for Higher Education Policy

Understanding Retention with NSSE/Wabash/CLA Data: Case Studies of Five Innovative Institutions
Conference Theatre

Representatives from innovative institutions will discuss their efforts to correlate retention data with NSSE/Wabash/CLA data to address the quality of learning for first-year students. Panelists and session participants will share first-year retention strategies at their respective institutions and address subsequent direct and indirect assessment measures.

CAROL TROSETT, Director of Institutional Research, Hampshire College; PETER BARATTA, Executive Assistant to the Provost, The Richard Stockton College of New Jersey; MICHELLE BARTON, Associate Professor of Psychology, New College of Florida; SIRRIKA KAUFMAN, Assistant Dean for Academic Affairs, Marlboro College

This session is presented by the Consortium for Innovative Learning Environments

Cultivating Transformative Leadership for Institutional Citizenship
Independence BC

Growing inequality is an urgent and sticky problem affecting the health of our democracy and requiring transformative leadership equal to the task of mobilizing and sustaining broad-scale change. This session will share the results of collaborative research identifying frameworks and strategies for higher education to cultivate transformative leadership equipped to advance full participation and public problem solving, a dual agenda we call institutional citizenship. Participants will map how those strategies apply in their own settings.

SUSAN STURM, George M. Jaffin Professor of Law and Social Responsibility and Director of Center for Institutional and Social Change, Columbia University; NANCY CANTOR, Chancellor and President, Syracuse University; SHIRLEY COLLADO, Dean of the College and Chief Diversity Officer, Middlebury College; GEORGE SANCHEZ, Vice Dean for Diversity and Strategic Initiatives, University of Southern California

“What Would Make This a Successful Year for You?” How Students Define Success in College
Wilson/Roosevelt

Drawing on interviews with students at seven liberal arts colleges, presenters discuss how students define success and how those definitions of success change over time. The study used a typology of success goals—academic achievement goals; academic engagement goals; social goals; and personal, developmental goals—to address questions about college success: Do students’ goals for each year of college change over time and, if they do, what factors might explain this change? What is the connection between self-expressed success goals and other indicators of growth or accomplishment, such as students’ global rating of each year, their self-assessed gains in learning, and their grades? How does asking students about their definitions of success advance our understanding and assessment of student success in college?

LEE CUBA, Professor of Sociology, and JOE SWINGLE, Lecturer in Sociology—both of Wellesley College; NANCY JENNINGS, Associate Professor of Education, and SUZANNE LOVETT, Associate Professor of Psychology—both of Bowdoin College; HEATHER LINDKVIST, Visiting Instructor in Anthropology, Bates College

The Power of Inquiry as a Way of Learning at Liberal Arts Colleges
Franklin Square

Considered by the 1998 Boyer Commission Report as particularly appropriate for research universities, inquiry-guided learning (IGL) has been adopted by a range of institutions, including liberal arts colleges. Most colleges and universities identify certain student learning outcomes as being particularly important, such as critical thinking, problem solving, the ability to make decisions under conditions of uncertainty, etc. Inquiry-guided learning can promote these outcomes and the specific skills associated with them. Panelists will discuss the potential of IGL as a way of learning at liberal arts colleges, and the opportunities and challenges posed during implementation and over time.

VIRGINIA LEE, Principal & Senior Consultant, Virginia S. Lee & Associates, LLC; GINGER BISHOP, Director of Institutional Research, Lenoir-Rhyne University; LISA CARSTENS, Associate Dean of the College, Virginia Wesleyan College; JEFFREY GALLE, Director of the Center for Academic Excellence, Oxford College of Emory University

Sustaining Comprehensive Internationalization
Independence HI

Two leading scholars will provide a thought-provoking review of the development of higher education capacity around the world—capacity that crosses all mission types—and will discuss the challenges this poses to higher education in the United States. They will sketch an approach to comprehensive internationalization, even as they address some of the major forces competing for the attention of higher education leaders. Participants will hear practical steps to comprehensive internationalization that move “from concept to action” and include the work of faculty, deans, provosts, and others who wish to be on the leading edge of internationalizing their campuses.

JOHN HUDZIK, Former Vice President for Global Engagement and Strategic Projects, Michigan State University; ALAN RUBY, Education Policy Adviser, University of Pennsylvania

RESPONDENT: GRANT CORNWELL, President, The College of Wooster

MODERATOR: DOROTHEA J. ANTONIO, Director, Internationalization Services, NAFSA: Association of International Educators

This session is presented by NAFSA: Association of International Educators
Presentation of Ernest L. Boyer Award
All in a Life’s Work: Improving Institutional and Student Success
Independence FG

Renowned scholars and practitioners Betsy Barefoot and John Gardner are the recipients of the 2012 New American Colleges & Universities Ernest L. Boyer Award. Following the presentation of the award, they will reflect on their efforts to create environments that effectively promote student success. Founders of the John N. Gardner Institute for Excellence in Undergraduate Education, they have worked with colleges and universities throughout the world to improve student learning and retention. Currently, the Institute’s work focuses on implementing a previously non-existent set of aspirational standards for the first year and the transfer student experience. These standards are known as “Foundational Dimensions®” in a process called Foundations of Excellence® in the First College Year or Foundations of Excellence—Transfer Focus.

JOHN N. GARDNER, President, and BETSY O. BAREFOOT, Vice President—both of the John N. Gardner Institute for Excellence in Undergraduate Education

PRESENTATION OF ERNEST L. BOYER AWARD: RICHARD GUARASCIO, President, Wagner College; LEVESTER JOHNSON, Vice President of Student Affairs, Butler University

This session is presented by The New American Colleges and Universities

ACAD Session
Responding to Academically Adrift: Panel Discussion of Campus Actions
Constitution CDE

Many colleges and universities are responding to the call for action presented by Professors Arum and Roksa in their book Academically Adrift. Hear the activities and outcomes from colleagues at three institutions in response to the book, share experiences and plans from your institution, and join the dialogue to improve undergraduate education.

PETER SKONER, Associate Provost, Saint Francis University; KERRY PANNELL, Dean of the Faculty, DePauw University; PEDRO MUÑO, Professor of Chemistry, Saint Francis University; GARY PHILLIPS, Dean of the College, Wabash College

11:45 a.m.–1:15 p.m.

Networking Luncheon for Faculty and Administrators of Color
Shared Futures?
Difficult Choices on the Path to Success
Penn Quarter (Lagoon Level)

ALMA R. CLAYTON-PEDERSEN is Executive Vice President of Emeritus Consulting Group, a Chicago-based firm that uses organizational development principles to assist nonprofit, public, and education entities in enhancing their efficacy for the public good. She is also an ACGU Senior Scholar directing the work of a three-year NSF-funded project, “Preparing Critical Faculty for the Future.”

1:30–2:30 p.m.

Concurrent Sessions
Investing in Democracy: Education and Public Policy for Shared Futures
Constitution A

Kathleen Kennedy Townsend has lived much of her life at the intersection of public service and higher education. Join her in a conversation with Sanford Ungar, President of Goucher College, about the qualities of leadership we need now and the strategic investments in higher education necessary to produce growth in civic engagement.

KATHLEEN KENNEDY TOWNSEND, Adjunct Professor at Georgetown University and former Lt. Governor of Maryland; SANFORD J. UNGAR, President, Goucher College; and former Director of the Voice of America, Washington editor of The Atlantic, and Managing Editor of Foreign Policy magazine

How to Prepare Global Leaders
Lafayette Park/Farragut Square

What skills will students need to become leaders in an increasingly global world? How can students prepare themselves for global leadership opportunities? Please join a discussion with panelists—a former ambassador, a journalist who covers leadership, and a rising scholar who administers a political leadership institute and international conference—who will address these questions and discuss several unique leadership programs that help develop scholar-leaders through direct engagement with international colleagues.

SAM POTOLICCHIO, Semester in Washington Program, Georgetown University, and 2011 recipient of the K. Patricia Cross Award; GARRETT M. GRAFF, Editor, The Washingtonian and author of The First Campaign: Globalization, the Web, and the Race For The White House and The Threat Matrix: The FBI at War In the Age of Global Terror; AMBASSADOR JOHN O’KEEFE, Executive Director, The Open World Leadership Center

The Joy of Engagement: Motivating Faculty to Work with Communities
Independence DE

In partnership with Campus Compact, AAC&U welcomes Sherrill B. Gelmon, Professor of Public Health at Portland State University, who is the recipient of Campus Compact’s 2011 Thomas Ehrlich Civically Engaged Faculty Award. Professor Gelmon, in conversation with a university president and a state director for Campus Compact, will highlight strategies for motivating faculty to become engaged with their communities. Particular attention will be given to mechanisms to help faculty find joy in such work, with illustrations of different perspectives on how to translate engagement into teaching and scholarship.

SHERRIL B. GELMON, Professor of Public Health and Chair, Division of Public Administration, Portland State University

RESPONDENTS: DEVORAH A. LIEBERMAN, President, University of La Verne; JULIE PLAUT, Executive Director, Minnesota Campus Compact

This session is presented by Campus Compact
Thursday, January 26

1:30–2:30 p.m. (continued)

LiveText
Building a Best-Practice Assessment Culture for an Effective E-Portfolio Model
Cabin John/Arlington
This presentation will focus on best-practice models of assessment integration using easy-to-understand, effective technology solutions. The session will provide an environment for peers to enhance assessment knowledge, to share innovative solutions to common classroom communication problems, and to discuss experiences, tools, and techniques for assured student learning and program effectiveness.

ROBERT BUDNIK, Co-Founder; LiveText; KEVIN BEACH, Associate Dean for the Baccalaureate Experience and Professor of Biology, University of Tampa

This session is sponsored by LiveText

Civic Engagement and Democratic Visions of First-Year Students: 2011 Findings from the CIRP Freshman Survey
Independence HI
This session presents the findings of the 2011 CIRP Freshman Survey, the largest and longest running study of higher education in the United States. The CIRP Surveys combine assessment of students from academic, civic, and diversity-related views. The presentation will examine the entering class of 2010 with particular attention to the values and practices that are essential to a democratic society. We will also connect CIRP data to the AAC&U VALUE project rubrics.

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

EYP/Cabin John/Arlington
Collaborative Space: Is it Worth It? Measuring the Impact in Quantitative Terms
Wilson/Roosevelt
Central to planning, design, and construction of learning spaces is the premise that physical environments affect teaching, learning, scholarship, and collaboration among faculty and students. Presenters will provide a background to creating spaces for collaborative academic work, including the parameters of such spaces, and will review the impact collaborative space (or its absence) can have on students, faculty, curricula, and a culture of scholarly research. The facilitated discussion will address what types of spaces are currently available (or missing) on campuses, those that are working well, and who benefits from the creation of such spaces. Participants will gain rubrics regarding space types, and ratios within programs, and they will be able to apply lessons learned to their institutions and projects.

LEILA KAMAL, Vice President Design and Expertise, and KIP ELLIS, Academic Planning and Design Principal—both of EYP; CHARLES S. WEISS, Director, Grants and Corporate and Foundation Giving and Associate Professor of Psychology, College of the Holy Cross

This session is sponsored by EYP

Using Feedback to Guide Reflective Practice
Franklin Square
Faculty, administrators, and academic programs become more effective when feedback from students and faculty is used to guide reflective practice. This session will describe how Northwestern College adopted the IDEA Student Ratings System initially as a tool for faculty development that eventually led to more broadly informing the campus about student learning and engagement. This session will also describe how the IDEA Feedback for Department Chair and IDEA Feedback for Administrator systems can be used to facilitate personal reflection for leaders to become more effective.

JASPER LESAGE, Provost, and ADRIENNE FORGETTE, Dean of the Faculty—both of Northwestern College; BILL PALLETT, President, and AMY GROSS, Vice President for Knowledge Management and Special Projects—both of The IDEA Center

This session is sponsored by The IDEA Center

Building on Success: What the Research Shows about Successful Student Transfer
Independence FG
What kinds of structures and practices help ensure successful transfer between two-year and four-year institutions? This session will explore promising innovations based on sound evidence. Governors State University has established a Dual Degree Program (DDP) model for university-community college partnerships, requiring that students complete the associate degree. The DDP affirms the value of the associate degree and ensures that students pursue a coherent plan of study. The University of Wisconsin-Oshkosh is designing the Titan Transfer Center in collaboration with UW Fond du Lac and UW Fox Valley, which will ensure transfer student success by increasing their participation in high-impact practices and assisting transfer students to integrate successfully into the culture of the university.

ELAINE P. MAIMON, President, Governors State University; CARLEEN VANDE ZANDE, Assistant Vice Chancellor, University of Wisconsin-Oshkosh

Change That Lasts: Lessons from the Scholarship of Teaching and Learning
Constitution B
Many campuses today are engaged in a variety of reforms to strengthen liberal learning and improve the undergraduate experience. But sustaining such work, and integrating it into institutional life in ways that last, is often a challenge. This session will examine institutional change through the lens of the scholarship of teaching and learning, exploring how the principles of this important movement in higher education are now being integrated into other institutional agendas, practices, and policies. The focus is on the dynamics of change: the tensions and tradeoffs between integration (weaving new approaches, sometimes almost invisibly, into other institutional activities) and identity (maintaining the distinct status and appeal of a new and special initiative).

PAT HUTCHINGS, Scholar in Residence, Gonzaga University, and Consulting Scholar; and MARY HUBER, Senior Scholar Emerita and Consulting Scholar—both of the Carnegie Foundation for the Advancement of Teaching
Realizing Challenges: Strategies for the 21st Century

*Independence BC*

Between 2005 and 2010, San Diego State University realized the most significant improvement in graduation rates—17 percentage points—of any university in the U.S. During the same years, SDSU increased student engagement in undergraduate research and study abroad, established a highly selective honors program, admitted more students from the second largest and predominantly Hispanic district in California, and closed the achievement gap to less than 2%. The presenters will describe the strategies and core values that led to such changes, with half of the session devoted to discussion of how these commitments can work across a range of institutions.

**GEOFFREY CHASE**, Dean of Undergraduate Studies, **NANCY MARLIN**, Provost, and **MARYCELLA CORTES**, Student—all of San Diego State University

Global Learning in a Global Century

*Conference Theatre*

St. Edward's University and Otterbein University are leadership schools in AAC&U’s Shared Futures initiative. Both have re-imagined their general education curricula using LEAP practices to ensure global learning, diversity, and democratic engagement are central, well-integrated parts of every student’s experience. This session features distinct examples of ways to integrate global preparedness and assessment throughout the curriculum as well as discussion of multiple rubrics developed to assess the level of global preparedness of students.

**DAVID BLAIR**, Director of Institutional Assessment, and **ROBERT STRONG**, Associate Dean and Associate Professor, University Programs—both of St. Edward's University; **SARAH FATHERLY**, Interim Associate Vice President for Academic Affairs and Dean of University Programs, Otterbein University

Teaching Democratic Thinking

*Burnham*

What is democratic thinking? How do we actualize our aspirations to enact democracy? The Elon Research Seminar (ERS) has focused our three-year inquiry on the arts, practices, and capacities supportive of democratic life. Participants will engage with members of ERS to critically examine such inquiry on the arts, practices, and capacities supportive of democratic life.

**STEPHEN BLOCH-SCHULMAN**, Associate Professor of Philosophy, Elon University; **ELIZABETH MINNICH**, Senior Scholar, AAC&U/Queens University; **ED WHITFIELD**, Co-Founder, Fund for Democratic Communities; **DESIRA SIMMONS**, Associate Director for Undergraduate Service Learning, Simmons College; **WESLEY MORRIS**, Intern, Beloved Community Center; **MICHELE LEAMAN**, Changemaker Campus Consortium Director, Ashoka; **SPOMA JOVANOVIC**, Associate Professor of Communication Studies, and **KATHLEEN EDWARDS**, Student—both of University of North Carolina–Greensboro

ACAD Session

Synchronous Course Delivery Between Institutions: Potential Benefits and Opportunities for Two and Four-Year Institutions

*Constitution CDE*

Two and four-year institutions can benefit from each other by sharing resources. This session will outline curricular relationships between four colleges employing synchronous course delivery. Specific topics will include the purpose, curricular development process, financial implications, logistics, educational impact, assessment of the relationship, and opportunities for growth.

**KRISTÉL PFEIL KEMMERER**, Chair, Commercial Music, Lamar State College–Port Arthur; **WESLEY A. BULLA**, Dean, Mike Curb College of Entertainment and Music Business, Belmont University

2:45–3:15 p.m.

Please note:

The following two 30-minute session slots are scheduled concurrent with 2:45-4:00 p.m. sessions. The listing for the 2:45-4:00 75-minute sessions begins on Page 14.

Concurrent 30-Minute Sessions

**Student Success for the 21st Century: A System-Wide Perspective**

*Wilson/Roosevelt*

Like most other higher education institutions, Maryland colleges and universities have traditionally used student retention and graduation rates as the primary measures for institutional success. This presentation will focus on a set of proven strategies that the University System of Maryland developed to help institutions move beyond retention and graduation to embrace quality of student learning as an assessment measure.

**NANCY SHAPIRO**, Associate Vice Chancellor for Academic Affairs and Special Assistant to the Chancellor; **ERIN KNEPPEL**, P–20 Program Director; and **EDWARD MORGAN**, Research Analyst—all of the University System of Maryland

**Global Social Problems: Local Action and Social Networks for Change—A “Gameful” Approach**

*Cabin John/Arlington*

This session will introduce participants to the use of “Supergaming” and social media in teaching a course on Global Social Problems, including a report on a course piloted at St. Edward’s University in Fall 2011. The “gameful” approach to curriculum design will be articulated; participants will be provided with examples of materials used in that pilot course; and they will be invited to engage online with the course artifacts and applications used in the actual course.

**ROBERT STRONG**, Associate Professor/Associate Dean University Programs, and **JASON ROSENBLUM**, Special Projects Professional-Emerging Technologies—both of St. Edward’s University
Meaning Making with the Campus Community: Data, Dissemination, Discussion, Decisions

Burnham

Through the Bringing Theory to Practice Project, Wagner College is engaged in research examining the relationships between experiential learning, student well-being, involvement and persistence, and alumni connections to the College. The data collection process has brought together curricular and co-curricular partners, and connected data points from surveys that previously were not analyzed together. By expanding the groups included in the dissemination discussions, they aim to increase the community’s engagement with the research and use of the results to make changes in practice.

Anne Goodsell Love, Associate Provost for Assessment; Patricia Tooker, Dean of Integrated Learning; and Ruta Shah-Gordon, Assistant Vice-President for Campus Life—all of Wagner College

Concurrent 30-Minute Sessions

National Research and Trends on High-Impact Educational Practices and the Transition to College

Cabin John/Arlington

In order to provide information regarding best-practices for the success of students in transition and the effective use of high-impact educational experiences, the National Resource Center for The First-Year Experience and Students in Transition conducted national surveys of several commonly-used educational practices such as first-year seminars and sophomore-year initiatives. These national data will be shared as a springboard for a discussion about how to advance our current knowledge, effective use, and future research agenda of these practices and understand their impact on the first-year experience and students in transition.

Jennifer Keup, Director of the National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina—Columbia

Building Student, Staff and Organizational Capacity: Collaborative Community Based Program Evaluation

Burnham Room

Nonprofit organizations are under increasing pressure to demonstrate their effectiveness as the current environment stresses the importance of accountability. Foundations, government agencies, and other funders are asking nonprofits for more evaluation, although many lack the capacity to implement evaluation in comprehensive ways. This session will present a model of community-based learning and its valuable dual outcomes of building organizational capacity for agencies seeking program evaluation, while providing students real world experience that increases their professional skills and has relevance to the common good.

Shauna Carlisle, Assistant Professor, Interdisciplinary Arts and Sciences, University of Washington Bothell

Concurrent 75-Minute Sessions

A New Kind of Liberal Education: How Liberal Education as a Western Tradition is Localized in Mainland China

Wilson/Roosevelt

As liberal education goes global, the challenges of localization need to be addressed. Presenters will discuss the development of a new kind of liberal education, both as a response to the crisis of the contemporary world and as a result of translating liberal education into today’s China. The intended audience includes researchers who are interested in international and/or liberal education and educators who want to build branch campuses in mainland China. Participants will learn about the social, cultural, and educational contexts in contemporary China and gain from experiences of the founder of the first liberal arts college in China since 1949.

Edmund Kwok, Founder of the Hong Kong International Education Development Foundation, Executive Vice President of United International College, the Hong Kong International Education Development Foundation; Haipeng Guo, Director of the Whole Person Education Office, BNU-HKBU United International College

Reinforcing the Equity Imperative: Policies and Practices for Full Participation in a Global and Interconnected Society

Independence BC

The strength of our economy and civic society depends on the capacity—and willingness—of our postsecondary education system to support first-generation, low income, and underrepresented minority students to and through college completion and into the workforce. In light of changing student demographics, institutions of higher education would be wise to approach the current education landscape as an opportunity to ensure that students, regardless of race/ethnicity or socioeconomic status, have access to high-quality learning experiences needed to graduate armed with the knowledge and skills to succeed in a global and interconnected society. Panelists will provide insights and ideas on translating an equity-minded approach to postsecondary education policy into promising institutional practices that improve student learning outcomes, particularly for first generation, low-income, and underrepresented minority students.

Estela Mara Bensimon, Professor of Higher Education and Co-Director, Center for Urban Education, University of Southern California; Michelle Asha Cooper, President, Institute for Higher Education Policy; Robert T. Teranishi, Associate Professor of Higher Education, New York University and Principal Investigator, The National Commission on Asian American and Pacific Islander Research in Education

Moderator: Tia Brown McNair, Senior Director for Student Success, AAC&U
A Transatlantic and TransEuropean Dialogue on Quality Assurance and Student Mobility

Independence DE

This session will address current status of the Bologna process in Europe—and how it has influenced discussions about quality assurance and increased student mobility in the United States. Participants will learn how institutions in Europe and in the United States are moving from broad dialogue about shared goals to new designs for quality assurance and increased engagement of faculty with defining and assessing student learning.

PETER EWELL, Vice President, National Center for Higher Education Management Systems; LIVIU MATEI, Senior Vice President, Central European University

MODERATOR: PAUL GASTON, Trustees Professor of English, Kent State University and consultant to the Lumina Foundation

This session is presented by the Lumina Foundation, Carnegie Foundation for the Advancement of Teaching, and Erasmus Mundus programme of the European Union

Empowering Students: The Democracy Commitment and Community Colleges

Conference Theatre

The Democracy Commitment aims to increase the civic skills and the civic capacity of community college students to do the work of democracy by creating a space for community colleges to share best practices across campus and district boundaries. Professional development, a "civic inventory," curricular and extra-curricular programming, community partnerships, and regional and national meetings are strategies being employed to address community needs by educating students for lives of engaged citizenship. Leaders of the initiative will share what is working at their colleges and engage participants in discussing the challenges of education for democracy.

BERNIE RONAN, Associate Vice Chancellor, and ALBERTO OLIVAS, Director, Center for Civic Participation—both of Maricopa County Community College District Office; BRIAN MURPHY, President, and ROWENA TOMANEN, Associate Vice President of Instruction—both of DeAnza College

Attending to Students’ Inner Lives: A Call to Higher Education

Constitution A

Recent research on college students underscores the importance of students’ “inner lives”—their values, beliefs, and sense of meaning and purpose. The Astins will discuss why it is important for colleges and universities to begin focusing greater attention on this aspect of students’ lives. Such a reorientation of educational priorities will help create a new generation who are more caring, more globally aware, and more committed to social justice than previous generations, while also strengthening students’ capacity to respond to the many stresses and tensions of our rapidly changing technological society.

HELEN S. ASTIN, Professor Emerita of Higher Education and Senior Scholar; and ALEXANDER W. ASTIN, Allan M. Carter Professor Emeritus of Higher Education and Founding Director—both of the Higher Education Research Institute, University of California Los Angeles

MODERATOR: DAVID E. MAXWELL, President, Drake University

Undergraduate Public Health Studies and LEAP Essential Learning Outcomes

Franklin Square

Addressing social, scientific, and economic influences on diverse populations, the study of public health epitomizes interdisciplinary collaboration and closely corresponds to the LEAP essential learning outcomes. Participants will learn about AAC&U’s Educated Citizen and Public Health initiative and its research on successful practices used to develop and implement public health programs at two-year and four-year institutions. They will also examine a learning outcomes model developed by the Association of Schools of Public Health and partners. This model represents public health knowledge, concepts, and skills that can be integrated into curricular and cocurricular undergraduate educational opportunities to enable all students to become more active participants in their own and their communities’ health.

BRENDA KIRKWOOD, Assistant Director of the Public Health Program, American University; MARIAN OSTERWEIS, Senior Fellow, AAC&U; DONNA PETERSEN, Professor and Dean, College of Public Health, University of South Florida

MODERATOR: RICHARD RIEGELMAN, Professor of Epidemiology, The George Washington University

Hidden in Plain Sight: Positive Deviance and Universalizing Global Learning in the Academy

Independence HI

Notwithstanding the overwhelming consensus within and outside the academy supporting the goals of global education, global learning is far from institutionalized at most US colleges and universities. This session will explore how Positive Deviance, in seeking to overcome this problem, can be effective in helping faculty discover the ways in which they are already engaged in this work, even as they are unaware of it. This discovery helps to make global learning more explicit and intentional and may lead to universalizing this project in the academy.

HARVEY CHARLES, Vice Provost for International Education, Northern Arizona University; MARK MUNGER, Senior Consultant, Positive Deviance Initiative, Tufts University

Student Learning Outcomes Assessment: What Do We Know and What Needs to Happen Next?

Constitution B

For the past three years, NILOA has been documenting what colleges and universities are doing with regard to student learning outcomes assessment. This session will summarize the key findings from this work, drawing on national surveys; interviews with thought leaders, policy makers, faculty and staff; web scans; and an array of commissioned papers by experts to describe the state of the art and discern what must happen next to advance the assessment agenda in a meaningful, actionable manner.

EDUARDO OCHOA, Assistant Secretary for Postsecondary Education, US Department of Education; STANLEY O. IKENBERRY, President Emeritus, University of Illinois, and Former President, American Council on Education; GEORGE D. KUH, Chancellor’s Professor of Higher Education Emeritus, Indiana University, and Project Director, NILOA; RALPH WOLFF, President, Western Association of Schools and Colleges

This session is presented by the National Institute for Learning Outcomes Assessment (NILOA)
The Uncommon Campus and Its Role in a Democratic Future

Independence FG

The desire to educate citizens, and to develop creative imagination and trained intelligence for tackling civic problems, has spurred innovation throughout the history of American higher education. A panel of faculty, administrators, and current and former students from five innovative colleges will discuss civic commitments and educational vision in past and current uncommon schools. We will also discuss how to incorporate the experiences and lessons of innovative colleges for more traditional settings.

PATRICIA KARLIN-NEUMANN, Senior Associate Dean for Religious Life, Stanford University; KATHLEEN O’BRIEN, Senior Vice-President, Academic Affairs, Averno College; JOY KLEWER, Director of Institutional Advancement, Fountain Valley School of Colorado; JAMES HALL, New College at the University of Alabama; ELI KRAMER, Student, Johnston Center for Integrative Studies; ARON EDIDIN, Chair of the Humanities Division, New College of Florida

Digital Humanities for Undergraduates

Lafayette Park/Farragut Square

Digital technologies and the Internet have changed the context for inquiry and pedagogy, forcing the production and exchange of knowledge into an increasingly public, global, collaborative, and networked space, and increasing capacity to tackle complex questions across disciplines. How can we prepare our students to live and work in this changed context? How can and should liberal education change to meet that need? The digital humanities offer one avenue for exploring the future of liberal education and pedagogy, forcing the production and exchange of knowledge into an increasingly public, global, collaborative, and networked space, and increasing capacity to tackle complex questions across disciplines. How can we prepare our students to live and work in this changed context? How can and should liberal education change to meet that need? The digital humanities offer one avenue for exploring the future of liberal education and pedagogy, forcing the production and exchange of knowledge into a networked world.

REBECCA FROST DAVIS, Program Officer for the Humanities, NITLE; KATHRYN TOMASEK, Associate Professor of History, Wheaton College; ANGEL DAVID NIEVES, Associate Professor of Africana Studies, and JANET SIMONS, Associate Director of Instructional Technology—both of Hamilton College; CHRISTOPHER BLACKWELL, Professor of Classics, Furman University; LAURA McGRANE, Associate Professor of English, Haverford College; JENNIFER RAJCHEL, Digital Humanities Intern, Library, Bryn Mawr College

ACAD Session

The Benefits of Collaboration: Lessons Learned from a Teagle Collaborative

Constitution CDE

In 2008, five liberal arts colleges (Goucher, McDaniel, Ursinus, Washington, and Washington and Jefferson) were awarded a grant from the Teagle Foundation to assess diversity efforts and their impact on student learning. While the participants anticipated learning a great deal about students’ lived experiences with diversity on campus, the lessons learned about working with other colleges were less expected but highly rewarding. Representatives will discuss the benefits of working as a collaborative, the challenges and successes of this particular collaborative, future action items for the collaborative, and practical steps to take—and pitfalls to avoid—for any group of institutions looking to work together.

GREGORY M. WEIGHT, Assistant Dean for Academic Affairs, Ursinus College; DEBORA JOHNSON-ROSS, Associate Dean for Academic Affairs and Associate Professor of Political Science and International Studies, McDaniel College; JANET SHOPE, Associate Dean for Faculty Development and Professor of Sociology, Goucher College; JAMES M. SLOAT, Associate Dean for Assessment and New Initiatives, Washington and Jefferson College; SUSAN VOWELS, Associate Professor of Business Management, Washington College

Concurrent Sessions


Independence DE

In this session, presenters will share data and analysis of the changing nature of the global economy and the implications of an innovation-driven workplace for higher education practices and outcomes. Data from employers and students in Europe, the United States, and Australia will be presented and explored.

Luis Vila Lldosa, Researcher in Labour Market, University of Valencia

Respondents: Frans van Vught, President, European Centre for the Strategic Management of Universities, and Former Rector and President, Universiteit Twente; Lynn Meek, Director, LH Martin Institute, University of Melbourne

Moderator: Debra Humphreys, Vice President for Communications and Public Affairs, AAC&U

This session is presented by the Lumina Foundation, Carnegie Foundation for the Advancement of Teaching, and Erasmus Mundus programme of the European Union
**The Innovative University:**
Changing the DNA of Higher Education from the Inside Out

Constitution B

*The Innovative University* illustrates how higher education can respond to the forces of disruptive innovation, and offers a nuanced and hopeful analysis of where the traditional university and its traditions have come from and how it needs to change for the future. Through an examination of Harvard and BYU-Idaho as well as other stories of innovation in higher education, the book deciphers how universities can find innovative, less costly ways of performing their uniquely valuable functions. Henry Eyring will discuss how the traditional university survives by breaking with tradition, but thrives by building on what it’s done best.

**HENRY EYRING,** Advancement Vice President, BYU-Idaho, and co-author (with Clayton M. Christensen) of *The Innovative University: Changing the DNA of Higher Education from the Inside Out* (Jossey-Bass, 2011)

**This session is sponsored by Jossey-Bass**

**Authentic Assessment for Learning:**
The VALUE Rubrics in Practice

Independence BC

With continued emphasis on demonstrating improvement in student learning from policy makers and accreditors, faculty and institutions are searching for ways to use the work they assign students to satisfy accountability demands. Given the increasingly diverse student body attending college, the ability also to show learning gains for all students is increasing. This session will examine how the faculty-developed VALUE rubrics have been used on campuses in the two years since they were released, the emerging evidence about their reliability and validity, and examples of how they are being implemented and how the assessment results are affecting improved learning and pedagogy.

**TERREL L. RHODES,** Vice President, Office of Quality, Curriculum, and Assessment, AAC&U

**Expanding Undergraduate Research Opportunities at the Consortium Level:**
Opportunities and Challenges in the Public Liberal Arts Sector

Cabin John/Arlington

Since 2009 the 26 member institutions of the Council of Public Liberal Arts Colleges (COPLAC) have worked intentionally to create new opportunities for students to publish and present their scholarly and creative work, resulting in a peer-reviewed, interdisciplinary electronic journal of undergraduate research and a series of regional undergraduate research conferences. Currently, COPLAC received support from the Teagle Foundation to design a project to test the viability of distance-mentored undergraduate research, allowing students in the consortium to work under the direction of a faculty member at another COPLAC institution using computer mediated technology. This distance model has the potential to dramatically increase the range of disciplinary expertise available to students. Panelists will discuss the potential for expanding democratic access to a recognized “high-impact” practice at the consortium level through publication, presentation, and distance mentoring.

**WILLIAM SPELLMAN,** Director, Council of Public Liberal Arts Colleges; **STEVEN GREENLAW,** Professor of Economics, Mary Washington University; **CAROL LONG,** Provost, State University of New York at Geneseo

**This session is presented by COPLAC**

**Reshaping Business Education:**
Preparing Students for Society and Democracy

Independence HI

This session will report on the Carnegie Foundation for the Advancement of Teaching’s recent study—and the publication, *Rethinking Undergraduate Business Education: Liberal Learning for the Profession* (Jossey-Bass, 2011)—on better ways to provide liberal learning for business students, the largest undergraduate major. The session aims to engage participants in thinking about how they might translate and adapt the recommendations and examples from Carnegie’s research for use in their own institutions to further AAC&U’s aim at “education for the application of creative imagination and trained intelligence to the solution of social problems.”

**WILLIAM SULLIVAN,** Senior Scholar, Center of Inquiry in the Liberal Arts, Wabash College; **ANNE COLBY,** Consulting Professor, Stanford University; **MATT STATLER,** Richman Family Director of Business Ethics and Social Impact Programming, New York University Stern School of Business

**MODERATOR: EDWARD ZLOTOWSKI,** Professor of English and Media Studies, and Director of the Bentley Service-Learning Center, Bentley University

**Essential Learning Outcomes, the New MCAT® Exam, and Curricular Change**

Franklin Square

Major changes in the Medical College Admissions Test (MCAT) have recently been recommended by a committee appointed by the Association of American Medical Colleges (AAMC). The recommended changes include a focus on learning outcomes or competencies rather than courses. They also encourage an integrative approach that includes an emphasis on higher order inquiry and reasoning skills. The changes anticipated in the MCAT represent a once in a generation opportunity to encourage an integrative approach to preparation for the health professions and to emphasize scientific inquiry and reasoning skills in the behavioral and social sciences as well as the natural sciences.

**RICHARD RIEGELMAN,** Professor of Epidemiology, The George Washington University; **SAUNDRA OYEVOLE,** Chair of the Biology Program, Trinity Washington University; **ROBERT HILBORN,** Associate Executive Officer, American Association of Physics Teachers; **RICHARD LEWIS,** Professor of Psychology and Neuroscience, Pomona College

**Civic Professionalism and Institutional Change:**
The Imagining America Engaged Undergraduate Education Collaboratory

Conference Theatre

Taking a collaborative, multi-institutional approach to institutional change, the Imagining America consortium’s working group on civically engaged undergraduate education focuses on “civic professionalism” as a way to synthesize the goals of vocational paths for liberal arts graduates with skills for effective action in a democracy. This session will report on the collaborative process developed and lessons learned in exploring civic professionalism as a lever for conceptual and programmatic change in undergraduate liberal arts education.

**AMY KORITZ,** Director, Center for Civic Engagement, Drew University; **PAUL SCHADEWALD,** Associate Director, Civic Engagement Center, Macalester College; **BRIGITTA BRUNNER,** Associate Professor, Department of Communication and Journalism, Auburn University; **DARBY RAY,** Professor of Religious Studies, Millsaps College; **ROBIN BACHIN,** Assistant Provost for Civic and Community Engagement, University of Miami
The Role of Teaching Centers in Forging Collaborations for Institutional Transformation

Wilson/Roosevelt

As the field of faculty development has matured, more and more teaching centers are becoming campus leaders, nurturing collaborations among academic departments, academic support units, libraries, co-curricular offices, and administration. At the same time, they continue to offer traditional programs such as workshops, orientations, and consultations focused on individual faculty members. In this interactive session, leaders of the Professional and Organizational Development (POD) Network in Higher Education, the largest professional organization for faculty development specialists in North America, will provide compelling examples of teaching centers facilitating campus-wide collaborations for change in curriculum reform, assessment, civic engagement, diversity and other institutional priorities.

PHYLLIS DAWKINS, Associate Provost, Dillard University; PETER FELTEN, Assistant Provost, Elon University; VIRGINIA LEE, Senior Consultant, Virginia S. Lee & Associates; ANGELA LINSE, Director, Schreyer Institute for Teaching Excellence, Pennsylvania State University

This session is presented by the POD Network

ACAD Session

Advising and Liberal Education:
Engaging the Mission

Constitution CDE

Academic advising relationships provide an often overlooked site for making the outcomes of liberal education tangible to students. We will describe advising initiatives, including an educational planning and advising center and a structured advising course, underway at The College of Wooster and Denison University. Each is intended to provide a more holistic and integrative advising experience, connecting students more fully and intentionally with the opportunities of a liberal education.

KIM COPLIN, Associate Provost, Denison University; HEATHER FITZ GIBBON, Dean for Faculty Development, and HENRY KREUZMAN, Dean for Curriculum and Academic Engagement—both of The College of Wooster

4:30–5:30 p.m.

Presidents’ Forum

Reframing Accountability:
Making Student Learning a Driver for our Cost, Completion, and Innovation Challenges

Lafayette Park/Farragut Square

STAN IKENBERRY, Regent Professor and President Emeritus, University of Illinois at Urbana-Champaign; ROBERT STEINBERG, Provost and Senior Vice President, Oklahoma State University; ROBERT TEMPLIN, President, Northern Virginia Community College; JANE WELLMAN, Executive Director, The Delta Project on Postsecondary Education Costs, Productivity, and Accountability, and Executive Director, National Association of System Heads
**Presidents’ Roundtable Discussions**

**Educating Stakeholders, Influencing Faculty: What Presidents Can Do Now**

Lafayette Park/Farragut Square

**Roundtable Leaders:** Bobby Fong, President, Ursinus College; Mildred Garcia, President, California State University-Dominguez Hills; Tori Haring-Smith, President, Washington and Jefferson College; Gail Mellow, President, La Guardia Community College - City University of New York; David Oxtoby, President, Pomona College; Edward Ray, President, Oregon State University; Richard Wells, Chancellor, University of Wisconsin-Oshkosh

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**Organizing Meeting:**

**Business Education and Civic Engagement**

Lafayette Park

Following on the Carnegie Foundation’s recent study, *Rethinking Undergraduate Business Education* (Jossey-Bass, 2011) and the related conference session “Reshaping Business Education: Preparing Students for Society and Democracy” (Thursday, January 26, 4:15–5:45), we invite colleagues interested in business education to meet each other and discuss ways to collaborate in creating forms of civic engagement especially suited to the business disciplines. Can we develop civic resources for business education analogous to those developed for the STEM disciplines? What theoretical and cultural issues arise when linking civic engagement with business concepts and practices? What role can organizations like AAC&U play in fostering a more robust civic-business education dialogue? Please join us after dinner for coffee and conversation.

**Facilitator:** Edward Zlotkowski, Professor of English and Media Studies, and Director of the Bentley Service-Learning Center, Bentley University

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**AAC&U Welcomes Friends and Sister Organizations**

AAC&U is pleased to welcome the following groups that are presenting sessions, holding meetings, and/or sponsoring receptions in conjunction with the Annual Meeting.

- The Aspen Institute
- Association for Authentic, Experiential and Evidence Based Learning
- Bringing Theory to Practice
- Campus Compact
- Campus Women Lead
- 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
- Erasmus Mundus Programme
- Harvard Graduate School of Education
- HERS—Higher Education Resource Services
- The Higher Learning Commission
- Liberal Education Editorial Board
- Lumina Foundation
- National Institute for Learning Outcomes Assessment
- National Institute for Technology in Liberal Education
- National Survey of Student Engagement
- New American Colleges & Universities
- New Faculty Majority Foundation
- Phi Beta Kappa Society
- The Professional and Organizational Development Network in Higher Education (POD)
- Project Kaleidoscope
- Project Pericles
- Rumper Deans
- Women’s College Coalition
A Leadership Guide for Planning, Implementing, and Institutionalizing Interdisciplinary Programs

Constitution A

More and more campuses are talking about interdisciplinary learning—learning that fosters the cross-disciplinary skills our students will need to grapple with challenges of the 21st century. Campuses quickly learn, however, that it is easier to start interdisciplinary programs, than maintain them. Participants will engage in discussion about a new leadership guide for planning, implementing, and institutionalizing interdisciplinary programs. The guide, developed as part of PKAL’s Facilitating Interdisciplinary Learning project, provides an organizational framework within which campus leaders can anticipate and address the structural, human resource, and political issues that can stymie long-term interdisciplinary program sustainability.

SUSAN ELROD, Executive Director, Project Kaleidoscope; MARY J.S. ROTH, Simon Cameron Long Professor of Civil and Environmental Engineering and Associate Provost for Academic Operations, Lafayette College

This session is presented by Project Kaleidoscope (PKAL)

Civic Engagement: Demonstrating Excellence in Practice

Independence DE

Join a discussion with the top finalists from Campus Compact’s 2011 Ehrlich Civically Engaged Faculty Award. In a conversation facilitated by Campus Compact, the panel of finalists will reflect upon their experiences and discuss best practices in community engagement. Their perspectives will reveal their distinct institutional, disciplinary, and community contexts, and the impacts of these on community-based practice. They will also explore strategies for developing students’ civic skills, knowledge, and commitments over time; facilitating open inquiry and active engagement among diverse groups and institutions; and integrating the professional and democratic purposes of higher education.

STUART GREENE, Associate Professor of English, Center for Social Concerns, University of Notre Dame; FREDERIC WALDSTEIN, Irving R. Burling Chair in Leadership, Director of the Institute for Leadership Education, and Professor of Political Science, Wartburg College; SUNIL BHATIA, Director, Holleran Center for Community Action and Public Policy and Associate Professor of Human Development, Connecticut College; JOHN POULIN, Professor of Social Work, Widener University

This session is presented by Campus Compact

VALUE-ing the Librarian: Collaboration to Enhance Student Learning in a High-Impact Practice

Wilson/Roosevelt

In 2010, Virginia Tech initiated a First Year Experience (FYE) program to integrate an inquiry-based component into course curriculum in order to develop information literacy and research skills for new students. Virginia Tech’s University Libraries system has partnered with various departments across campus to support the success of this program. This panel will discuss the evolution of these partnerships and the use of assessment tools, like the VALUE rubrics, to measure the program’s impact.

CAROLYN MEIER, Instructional Services Librarian, REBECCA MILLER, College Librarian for Sciences, Life Sciences and Engineering, KYRILLE GOLDBECK-DEBOSE, College Librarian for Natural Resources and Environment, PATRICK TOMLIN, Head, Art and Architecture Library, and RACHEL HOLLOWAY, Associate Dean of Undergraduate Academic Affairs—all of Virginia Tech
Two Systems, One Goal: Improving the GE Transfer Curriculum

Independence HI

Many students complete general education at several institutions, making it challenging to design a coherent learning experience. Building on work begun through AAC&U’s “Give Students a Compass” initiative, the California State University and California Community Colleges are partnering to create alternate pathways to completion of lower division general education, incorporating high-impact practices and new ways to assess student learning. Panelists will discuss their efforts at system and campus levels, highlighting one pilot project currently underway.

DEBRA DAVID, Project Director, Give Students a Compass, California State University System Office; BARRY RUSSELL, Vice Chancellor of Academic Affairs, California Community Colleges Chancellor’s Office; KEN O’DONNELL, University Associate Dean, California State University Chancellor’s Office; MARIE FRANCOIS, Professor of History, California State University - Channel Islands; CAROLYN INOYUE, Dean of Math, Science, Health, PE, and Athletics, Oxnard College

Raising Student Voices: Developing Democratic Engagement Through Dialogue About Teaching and Learning

Franklin Square

The largest group at universities—students—do not have the most powerful voices in higher education. This acoustic imbalance echoes a paradox that underlies our country’s democracy, which claims that all citizens have an equal say in important decisions, but in which the voices of the powerful often silence others. This session will explore opportunities for engaging students, faculty, and staff in democratizing dialogues about teaching and learning through an analysis of three innovative programs. Participants will consider how creating structures that foster careful listening to diverse voices can not only improve teaching and learning, but also develop democratic capacities across campuses.

PETER FELTEN, Assistant Provost, and TAYLOR BINNX, Undergraduate Student—both of Elon University; ALISON COOK-SATHER, Professor of Education and Coordinator, The Andrew W. Mellon Teaching and Learning Institute, and MIA CHIN, Student—both of Bryn Mawr College; CARMEN WERDER, Director, Teaching-Learning Academy and Learning Commons/ Communication Faculty, DMITRI SIMJUEL, Student, and DANIEL ESPINOZA-GONZALEZ, Student—all of Western Washington University

Where Is the Political in Civic Engagement?

Constitution B

This generation of college students has become increasingly active in volunteerism and civic engagement, and yet increasingly disengaged from the political process. These trends have important implications for the future and nature of democracy. This panel will explore the relationship between these phenomena and look at specific civic programs that aim to connect students to broader political and policy goals.

ERIC MLYN, Executive Director, DukeEngage, Duke University; AMANDA MOORE McBRIE, Director, Gephart Institute for Public Service, Washington University in St. Louis; J. MATTHEW HARTLEY, Associate Professor and Chair, Higher Education, University of Pennsylvania; NANCY WILSON, Interim Dean, Tisch College/Tufts University; ADAM WEINBERG, President and CEO, World Learning

Developing Assessment Skills Via “Institutional Service Learning”

Independence FG

A growing number of academics view assessment as part of their professional identity. The Center of Inquiry’s Teagle Assessment Scholar Program seeks to develop academics so they can help their own and other institutions use evidence to strengthen liberal education. This session, in which Teagle Scholars share lessons learned from the program, will be particularly useful for those wishing to build institutional assessment capacity and support the professional development of individuals leading campus assessment efforts.

CHARLES BLAICH, Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium, Wabash College; FRANK BOYD, Associate Provost, Illinois Wesleyan University; LORI COLLINS-HALL, Professor and Chair, Sociology, Hartwick College; LORI DAWSON, Dean, School of Humanities and Social Sciences, Worcester State University; MANDY MOORE, Assistant Professor, Business Division, John Brown University

Liberal Arts for Twenty-First Century Global Engagement and Understanding: Insights from Educators in Muslim-Majority Nations

Independence BC

Liberal arts education evolved through the nineteenth and twentieth centuries in the context of Western philosophy and deeply held democratic values. Yet liberal education has been implemented in non-Western nations without long-held democratic traditions. What insights can we gain from leaders of institutions that are a part of the Global Liberal Arts Alliance— particularly those from Muslim-majority nations—about essential characteristics of liberal education in a global context and how they contribute to international understanding?

RICHARD DETWEILER, President, Great Lakes Colleges Association, and also the Global Liberal Arts Alliance; PETER DORMAN, President, American University of Beirut; DRISS OUAAOUICHA, President, Al Akhawayn University; MEDHAT HAROUN, Provost, American University in Cairo; MARCIA GRANT, Vice Rector, Forman Christian College; HAIFA JAMAL AL-LAIL, President, Effat University

Presidents’ Session

Numbers and Narratives: Creating a Culture of Inquiry, Civic Responsibility, and Demonstrated Achievement

Lafayette Park/Farragut Square

CHARLES BANTZ, President, Indiana University-Purdue University Indianapolis; GRANT CORNWELL, President, The College of Wooster; SYLVIA HURTADO, Professor and Director, Higher Education Research Institute, University of California, Los Angeles

MODERATOR: HELEN GILES-GEE, President, Keene State College
Please note:
The following two 30-minute session slots are scheduled concurrent with 10:30-11:45 a.m. sessions. The listing for the 10:30-11:45 a.m. 75-minute sessions begins on Page 23.

10:30–11:00 a.m.

30-Minute Concurrent Sessions

Mathematics Pathways for Student Success in Community Colleges

Cabin John/Arlington

An alarming number of community college students referred to developmental mathematics do not successfully complete the sequence of required courses. Some spend semesters repeating courses, others simply drop out. These students’ progress toward career and life goals is thwarted—a circumstance with dire consequences for them and for our society. The Carnegie Foundation, in collaboration with faculty, researchers, developers and students, is working to change those statistics with two new math pathways.

GAY CLYBURN, Associate Vice President, Public Affairs, Carnegie Foundation for the Advancement of Teaching

Developmental Education

Wilson/Roosevelt

Developmental education is a widely utilized approach for supporting students who are under-prepared for college-level work; yet, little is known about how developmental faculty encourage students to be agents in their own learning. Using focus group data, we highlight the struggles that forty-four faculty from four community colleges encounters with students’ background characteristics and the approaches they used to engage them. We hope discussions with attendees will stimulate recommendations for broad use in developmental classrooms.

HEATHER WATHINGTON, Assistant Professor, University of Virginia; CHRISTINE PATTON, Senior Research Analyst, Harvard University

Examining Student Engagement in Undergraduate Professional Education

Conference Theatre

It is well documented that professional education accounts for a far larger share of undergraduate majors than in previous decades. This study seeks to examine patterns of engagement in effective education practices in selected professional majors relative to the arts and sciences, with a particular focus on study time, deep approaches to learning, and high-impact educational practices. We examine these questions using data from the 2010 administration of the National Survey of Student Engagement.

ALEXANDER MCCORMICK, Associate Professor of Education and Director, National Survey of Student Engagement, and JILLIAN KINZIE, Associate Director, Center for Postsecondary Research and NSSE Institute—both of Indiana University Bloomington

Rural Student Success: Cultivating Social Capital for Innovative Access to Higher Education

Franklin Square

Lack of access to higher education for rural students has historically stalled professional opportunities for individual and community success. Social capital provides the framework for a case-study of a unique approach to innovative pedagogy in rural southern Virginia, born of public-private partnerships and leading to increased social and intellectual capital for a struggling region. Learning outcomes will provide audience members with an insight into project challenges as well as best practices for replication.

LEANNA BLEVINS, Associate Director, New College Institute; JANIE BRAZIER, Professional Faculty, Faculty-in-Residence, Site Coordinator, Norfolk State University; KIMBLE REYNOLDS, JR., Vice Mayor, City of Martinsville, Virginia

11:15–11:45 a.m.

30-Minute Concurrent Sessions

Supporting Student Access and Success Through Systematic Scholarly Inquiry

Cabin John/Arlington

How do students from under-represented populations (aboriginal, first-generation, non-traditional, rural, etc.) learn the skills and strategies necessary to succeed in university coursework? What are their most significant challenges and how can these be overcome? At Mount Royal University, we are addressing these and other questions through a formal program in scholarship of teaching and learning, using classroom inquiry and faculty investigation to understand and improve student learning within undergraduate studies and the context of university access.

RICHARD GALE, Director of the Institute for Scholarship of Teaching and Learning, and DEB BENNETT, Coordinator of the University Entrance Program—both of Mount Royal University

Three-Year Degrees and the Liberal Arts: Quality Assurance

Conference Theatre

Three-year degree programs exist that do not diminish the Liberal Arts. The Integrated, Competency-Based Three-Year Bachelor’s Degree model, successfully implemented by Southern New Hampshire University, is proof. The model eschews seat-time for competency achievement which entails reworking an existing four-year curriculum into one that can be delivered in six semesters and 120 credits, without summer or winter-session classes. Saving 25 percent can be the difference between a high school degree and a college education for many students.

ROBERT SEIDMAN, Professor of Computer Information Technology, MARTIN BRADLEY, Professor of Organizational Leadership, and STEVEN PAINCHAUD, Professor of Organizational Leadership—all of Southern New Hampshire University

Friday, January 27
### Strategic Partnerships for Students and Community: Augustana and Texas Medical Center

**Wilson/Roosevelt**

Can liberal arts colleges with limited resources, especially in the sciences, provide a model through which resources and experiences can be extended by cooperation with large research/clinical medical institutions? Panelists will describe the current partnership between Augustana and Texas Medical Center, concentrating on the aspects that mark this program as particularly successful. The key question that will shape the session is, “What elements of this model can be extended to other institutions?”

**Robert Haak, Associate Dean, Steve Bahl, President, and Heidi Storl, Professor of Philosophy—all of Augustana College**

### Understanding Boundaries, Breaking Borders: Developing Successful Inter-Institutional Global Learning Communities

**Franklin Square**

In Spring 2011, John Jay College of Criminal Justice and the University of Texas at El Paso developed a course in which students explore race and ethnicity in New York City and the US-Mexico border. Through the use of various technologies, students from both campuses learn and work collaboratively to understand each global site as an area in which identities are contested and constructed. Participants will learn how campuses can collaborate to create such global learning opportunities for their students, as well as about challenges and results.

**Isabel Martinez, Assistant Professor, Latin American and Latina/o Studies, and Kate Szur, Director of First Year Experience—both of the City University of New York John Jay College of Criminal Justice; Irma Montelongo, Lecturer, and Dorothy Ward, Director of Entering Student Program—both of the University of Texas at El Paso**

### 10:30–11:45 a.m.

<table>
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<tr>
<th>HEDs-Up SESSION</th>
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<td>HEDs Up—A series of Ten-Minute Presentations in the Spirit of “TED” Talks</td>
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**Independence BC**

These “Higher Education Sessions” will address reclaiming a democratic vision for college learning—one student, one classroom, one institution at a time...

**Moderator: Ashley Finley, Senior Director of Assessment and Research, AAC&U**

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<th>Teacher as Yoda</th>
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In *From Philosophy to Neuroscience*, Stephan Hall identified eight pillars of wisdom and mused about what it might mean to teach these in college. What indeed might happen if we took as our primary mission teaching compassion, humility, and patience? What if students had to make sound judgments, regulate their emotions, and tolerate uncertainty? This presentation explores teaching wisdom in the context of a molecular biology course and challenges attendees to imagine themselves as Yoda.

**Amy Mulnix, Professor of Biology and Teaching and Learning Consultant, Earlham College**

### Using Avatars to Foster Empathy and Support Democratic Education

Cultivating empathetic response is a critical part of a student’s education for democracy, as a number of political scientists, historians, and psychologists have argued. Thus, research indicating a decline in dispositional empathy among college students is particularly troubling. But can students “learn” empathy? Working with students examining South American dictatorships from 1964–1990, the speaker developed a project that placed students into the history they were studying with stunning results in terms of empathetic response. He will discuss the concrete process, and challenges, of creating an avatar project as a high-impact educational practice that can foster education for democracy.

**Steven Volk, Professor of History, and Director, Center for Teaching Innovation and Excellence, Oberlin College. (Dr. Volk was recently named the 2011 Outstanding Baccalaureate College US Professor of the Year.)**

### Team Projects as Democracy Killers

What if one of the practices that we hope will instill democratic skills and thinking in our students is actually doing the opposite? The potential benefits of team projects are clear: They can teach students how to learn collaboratively, communicate with others, create shared visions, and manage relationships. In reality, however, they are often one of the assignments students hate most. This talk provocatively explores the ways in which team projects can undermine the capacity for civic engagement. It asks: If we aren’t doing team projects well, should we be doing them at all?

**Kristine Lalonde, Associate Professor of Honors, Belmont University**

### Democracy in an Age of Uncertainty

The presenter will share both an idea and a challenge: How can an institution educate for democracy when it replicates within its own structures and hierarchy non-democratic practices? Metro State is working to enhance democratic practice within higher education. Each year a cohort of twenty—including classified or secretarial staff, contingent faculty, tenure-track faculty, and administrators—is selected to participate in a yearlong series of seminars, joining with the President and the cabinet, in critical conversations about the College, its direction, new challenges, and potential solutions. Hear our story, share ideas, and consider future strategies.

**Elizabeth Parmelee, Director, Center for Individualized Learning, Metropolitan State College of Denver**

### The Play’s the Teaching Thing

Educators who have created case studies or performance tasks know the hard work inherent in adequately creating scenarios that capture the complexity and ambiguity of challenges faced in the real world, where solutions are not obvious, where information can be partial or conflicting, and where there are competing frameworks from which to view the situation. So do playwrights. The presenter will draw from experience facilitating professional development workshops to help faculty create rich classroom projects that can be used as formative assessment tools. Audience members will learn ten tips in ten minutes about how to craft meaningful case studies, informed by lessons from playwriting.

**Marc Chun, Director of Education, Council for Aid to Education**
Implementing Reform in Life Science Education: Institutional Strategies for Wider Scale Success

Constitution A

There are parallel, yet separate, national movements in higher education and in STEM education, each with its own set of national reports, goals, and recommendations leading toward higher quality undergraduate education. This fragmentation, however, impedes the reform momentum at the very time that coordinated efforts are needed in order to create the sustained institutional and systemic changes called for in the national report literature. While such reports describe critical outcomes and desired end points, they generally do not provide institutional or leadership strategies for achieving these goals. This session will provide an opportunity for participants to review key STEM and higher education report recommendations and work together to generate strategies for moving from analysis to wider scale institutional action.

SUSAN ELROD, Executive Director, Project Kaleidoscope; CYNTHIA BAUERLE, Senior Program Officer, Howard Hughes Medical Institute, and Professor and Chair, Department of Biology, Spelman College

This session is presented by Project Kaleidoscope

Show Me the Learning: Best Practices in Institutional Transparency

Constitution B

The National Institute for Learning Outcomes Assessment (NILOA) has been monitoring for several years how colleges and universities are communicating their assessment activities and results. Based on this work, NILOA created a Transparency Framework to assist institutions in providing information to both internal and external audiences, now being used at scores of campuses. Presenters will illustrate how their institutions are responding to the transparency mandate and will describe successful strategies for cultivating faculty and staff buy-in. They will also discuss challenging questions, such as how much information should be made public and when.

STACI PROVEZIS, Project Manager and Assistant Research Scientist, NILOA; GARY PIKE, Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis; THOMAS KEPPEL, President, Juniata College; JO BELD, Director of Evaluation and Assessment and Professor of Political Science, St. Olaf College; KAREN PUJIESI, Vice Provost for Academic Affairs, Northern Arizona University

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

Maximizing Institutional Effectiveness: Synchronous Support for Planning, Assessment and Compliance with TracDat

Burnham Room

Nuventive’s enterprise software system, TracDat, provides a foundation for institutional effectiveness and a culture of assessment by supporting accreditation, strategic planning, and management of academic and administrative outcomes. This session will focus on how American University uses TracDat to assess student learning outcomes and manage strategic planning. This Middle States accredited university is able to digitally update planning and assessment information, link courses to learning outcomes, and create ongoing reports to support improvement and accreditation compliance.

KAREN FROSLID JONES, Director of IR and Assessment, American University; DENISE RANEY, Channel & District Manager, Nuventive

This session is sponsored by Nuventive

Linking Education Abroad Assessment with Measure of Overall Undergraduate Learning

Independence FG

Education that addresses the challenges of a globalized world is an increasingly important goal for institutions today. This session will feature two experts in collegiate institutional research in a dialogue about assessment, linking evidence of outcomes of education-abroad programming across the disciplines with major studies of undergraduate learning overall. The presenters will focus on the findings and methodology of the National Survey of Student Engagement (NSSE) and the Georgia Learning Outcomes of Students Study Abroad Research Initiative (GLOSSARI).

MARGARET HEISEL, Director, Center for Capacity Building in Study Abroad, NAFSA: Association of International Educators; MARK SALISBURY, Executive Director, Institutional Research and Assessment, Augustana College; RICHARD SUTTON, Executive Director of International Programs, Western Kentucky University

This session is presented by NAFSA: Association of International Educators

Creating A Culture of Democratic Engagement

Independence DE

Panelists for this session are contributors to the volume edited by John Saltmarsh and Matthew Hartley, To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education (2011). Panelists will discuss what is needed to create a culture of democratic engagement on campus. Each will approach the topic from a unique perspective, examining leadership, faculty development and rewards, and graduate education that prepares future faculty as engaged academics.

JOHN SALTMASH, Co-Director, and LORLENE HOYT, Visiting Scholar—both of the New England Resource Center for Higher Education at the University of Massachusetts Boston; J. MATTHEW HARTLEY, Associate Professor Chair, Higher Education, University of Pennsylvania; WILLIAM PLATER, Chancellor’s Professor of Public Affairs, Philanthropic Studies, English, and Informatics, IUPUI; KERRYANN O’MEARA, University of Maryland, College Park
Leading with Data:
Tracking Student Success with Interactive Data Dashboards

Independence HI

Three groups of institutions will share early experiences creating aggregated “data dashboards,” displaying how students make progress to degree—even across transfer. The dashboards draw from learning management systems, student information systems, and other databases, consolidated across institutions within a region. The work is early, but the potential payoff significant: more robust information about student learning and progress to degree could better demonstrate which educational practices work, and which ones don’t.

JEFF GOLD, Director, Academic Technology, and DESDEMONA CARDOZA, Special Consultant—both of the California State University System Office; JAVIER MIYARES, Senior Vice President, Institutional Effectiveness, University of Maryland University College; DEBORAH NOBLE-TRIPLETT, Assistant Vice President, Academic Affairs, University of Missouri System

ACAD Session

Becoming a CAO

Constitution CDE

This session is intended for faculty members, department chairs, and assistant or associate deans who are considering becoming a chief academic officer. The session will include advice from two current CAOs who have recently made this transition, a discussion of the formal preparation programs available, and advice on the search process and working with search consultants. Brief presentations will be followed by a discussion of participants’ questions and next steps.

ROBERT HOLYER, Senior Consultant, AGB Search; ANDREA WARREN HAMOS, Associate Director, ACE Fellows Program; MICHAEL ORR, Provost, Lake Forest College; NAYEF SAMHAT, Provost, Kenyon College

10:30—Noon

Presidents’ Session

Working with Boards, Policy Leaders, and Stakeholders: Toward Better Frames for Reporting Student Accomplishment

Lafayette Park/Faragut Square

RICHARD FREELAND, Commissioner, and PATRICIA CROSSON, Senior Advisor for Academic Policy—both of the Massachusetts Department of Higher Education; DAVID PARIS, Executive Director, New Leadership Alliance for Student Learning and Accountability

MODERATOR: CAROL GEARY SCHNEIDER, President, AAC&U

11:45 a.m.–1:15 p.m.

ACAD Keynote Luncheon

The Market Made Me Do It

Independence A

DON MICHAEL RANDEL, President, The Andrew W. Mellon Foundation

Among the many complaints about higher education is that it is not sufficiently responsive to its “customers” and its market. The fact is that higher education in the US is what it is because of the market or markets that it tries to serve. There is still something of a market for the traditional values. But there are other markets for things that we might not be very proud of.

The ACAD luncheon is sponsored by Interfolio

12:15–2:00 p.m.

Presidents’ Luncheon and Address

Campus Commitments and Policy Priorities: Bringing a President’s Insights to the Department of Education

Penn Quarter (Lagoon Level)

SISTER ROSEMARIE NASSIF, Senior Consultant, U.S. Department of Education and President Emerita, Holy Names University

1:30–2:30 p.m.

Concurrent Sessions

The Critical Role of Mentoring in Increasing Graduates and Faculty of Color

Independence HI

Which people and programs have a proven record of success in mentoring and getting under-represented students through the pipeline? Are their efforts scalable? This session will engage leaders and organizations that have their fingers on the pulse of successful mentoring programs. Don’t miss this opportunity to learn about important data to support “Diversity Best Practices” for you and your campus.

MODERATOR: MAYA MATTHEWS MINTER, Vice President of Editorial and Production, Diverse Issues in Higher Education

This session is sponsored by Diverse Issues in Higher Education
**Higher Education for Social Change: Fufilling the Promise**

*Independence FG*

In the last decade there has been a wealth of scholarship that emphasizes that economic equality, minimized consumer lifestyles, social connectedness, and participatory democracy are keys to happier and healthier citizens and communities. How can we change our colleges and universities to fulfill the social and democratic promise of higher education? Panelists will provide brief assessments of the current situation and offer recommendations for closing the gap between higher education’s social promise and its current operations.

**ERIC BAIN-SELBRO**, Executive Director, Society for Values in Higher Education, Western Kentucky University; **GEORGE McHAFFY**, Vice President for Academic Leadership and Change, American Association of State Colleges and Universities; **JOHN DE GRAAF**, Co-Director, The Happiness Initiative

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**Reimagining the Faculty Hiring Process**

*Burnham Room*

Learn how Rutgers and other institutions are designing faculty hiring processes that help administrators and search committee members focus their time and expertise on reviewing and identifying the best candidates for their institution. Discover new methods and best practices used to build faculty hiring programs that are adopted and embraced across your organization. Session leaders will share tools, methods and updated processes that can dramatically increase the efficiency and success of your faculty hiring initiatives.

**FRANK FESSENDEN**, Vice President, Higher Education Partnerships, Interfolio, Inc.; **QUIONNE L. MATCHETT**, Assistant to Department Chair, Department of English, Rutgers, The State University of New Jersey

*This session is sponsored by Interfolio*

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**Paving the Way for Improved Institutional Assessment**

*Farragut Square*

With a new president and expanded reporting requirements for continuing accreditation, The University of Findlay embarked on a campus-wide effort to improve institutional assessment with TaskStream’s enterprise management solution. Learn how Findlay is staying on track with its ambitious implementation plan and promoting a shared commitment to quality improvement.

**CHERYL CAPE**, Faculty Liaison, Center for Teaching Excellence, and **SCOTT TRIMMER**, Academic Technology Specialist, Blackboard Administrator & Technical Support, Center for Teaching Excellence—both of The University of Findlay; **DARA WEXLER**, Education Solutions Specialist, TaskStream

*This session is sponsored by TaskStream*

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**The US Liberal Arts Bachelors versus the Bologna Bachelors: Apples versus Oranges?**

*Independence BC*

As the implementation of the Bologna degrees enters its final stages in most European countries, we can more systematically examine the competencies and equivalencies of Bologna degrees with non-Bologna degrees. Representatives of three European national agencies will discuss Bologna degrees with their US counterpart, examining the educational philosophies they represent and what is expected of the student. Finally, the outcomes of the US Liberal Arts Bachelor versus the Bologna Bachelor will be deconstructed. Are we talking about the same thing? Does it really matter?

**PETER KERRIGAN**, Deputy Director, German Academic Exchange Service (DAAD); **EMILIENNE BANETH-NOUAILHETAS**, Higher Education Attaché, French Embassy; **MICHELLE DERVAN**, Director, SVP Services, Education Ireland

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**The STUDENT Voice in College Learning and the Realization of Democratic Ideals**

*Independence DE*

Around the world, educators seem to be focused on “student-centered learning,” but are student voices included in defining their own goals for learning and success? Where student voices are included, are they representative of the new diversity of students? The European Students’ Union asserted their own definition through their “Toolkit for Student-Centred Learning,” while Tecnológico de Monterrey in Mexico is working to clearly measure the outcomes of citizenship education among students, and the Baltimore Collegetown Network is supporting students in implementing their vision within the community. Participants will engage with students, administrators, and community partners in an open discussion around how educators can move beyond the rhetoric and ensure student voices are heard and action is taken to realize our democratic ideals. What more needs to be done?

**GWENDOLYN JORDAN DUNGY**, Executive Director, NASPA; **KRISTEN CAMPBELL MACGREGOR**, Executive Director, Baltimore Collegetown Network

*This session is presented by NASPA*
Facilitating Off-Campus Study for Large Numbers of Students Through Careful Enrollment and Fiscal Management

Wilson/Roosevelt

Many of us believe that liberal education should embrace better global understanding, as well as experiential education, and that experiences in other nations or in more applied settings contribute greatly to these goals. Our colleges have long supported a majority of our students to spend a semester off campus, and we are often asked, “How can you afford this?” We report here how we have developed tools to manage the enrollment and fiscal aspects of off-campus study to allow us to support wide participation in these challenging budgetary times.

JIM SWARTZ, Duk Professor of Chemistry, Director, Center for Science and the Liberal Arts, Interim Director, Office of Analytic Support, Grinnell College; KATHLEEN MURRAY, Provost and Dean of the Faculty, Macalester College

Future Scenarios for Liberal Education

Constitution A

How will our campuses change in the next ten years? Bryan Alexander, NITLE’s Senior Fellow, leads participants in a scenario exercise to help us imagine and strategize trends. After introducing the scenarios method, we present several possible 2022s: International Liberal Arts, Good Times are Here Again, The Residential Alternative, and Lost Decade. Participants then break into small groups to work through their assigned futures. Groups reassemble to share their results, collaboratively building a future planning methodology.

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

This session is presented by the National Institute for Technology in Liberal Education (NITLE)

Reforming Undergraduate Education: Lessons from Institutions that Improved Student Engagement

Constitution B

Calls to reform undergraduate education have grown more insistent. How does evidence-based improvement work? This session shares findings from an in-depth study of institutions that realized steady improvements in their NSSE scores over time. Project staff and institutional representatives will discuss the impetus for reform and factors of organization, participation, and implementation that facilitated success. Results reveal valuable insights about achieving improved performance and lessons about campus data use for improvement.

JILLIAN KINZIE, Associate Director, Center for Postsecondary Research and NSSE Institute, and ALEXANDER MCCORMICK, Director, National Survey of Student Engagement—both at Indiana University Bloomington

The Sputnik Moment—Then and Now

Lafayette Park

America’s response to the launch of Sputnik in 1957, and the decision four years later to send men to the Moon, profoundly shaped the course of our nation. Amidst calls for a new “Sputnik Moment” to galvanize the American body politic to respond to contemporary problems, this presentation will revisit the first “Sputnik Moment” and its consequences, and will challenge participants to explore how these lessons can be applied today.

FRED LEDLEY, Professor, Department of Natural and Applied Sciences, and GEORGE FISHMAN, Senior Lecturer, Astronomy and Space Science Teacher Liaison, Space Foundation—both of Bentley University; ROGER LAUNIUS, Senior Curator, Division of Space History, National Air and Space Museum, Smithsonian Institution

Information Session

The Faculty Fellows Internship Program

Washington Board Room

The Faculty Fellows Internship Program enables faculty to broaden their professional, disciplinary, and personal horizons, reinvigorating their own work as scholars, teachers and educational leaders. Through professional internship experiences, Faculty Fellows return to campus with new insights about how the aims of liberal education can be enhanced by high quality experiential learning programs. The Faculty Fellows Internship Program is offered in cooperation with AAC&U and the Washington Internship Institute.

MARY RYAN, President, Washington Internship Institute

ACAD Session

Embracing Academic Politics

Constitution CDE

Politics is unavoidable. Good politics makes an organization smarter. Many administrators try to “cushion” politics by minimizing conflict, which only removes it from the public sphere. By cultivating productive and transparent conflicts in clearly defined structures, deans can create the conditions for higher level disagreements and deeper commitments.

BRANDON CLAYCOMB, Dean of the School of Arts and Sciences, Edgewood College
Please note:
The following two 30-minute session slots are scheduled concurrent with 2:45-4:00 p.m. sessions. The listing for the 2:45-4:00 75-minute sessions begins below (column two).

2:45–3:15 p.m.

30-Minute Concurrent Sessions

Designing Leadership: The Arts, Innovation, and the Creative Economy

Wilson/Roosevelt

Among the recommendations contained in Boston University’s task-force report on undergraduate education was the challenge, “How can today’s liberal education provide all college students with the knowledge, skills, and historical and global perspectives they need to be effective and discriminat-
ing in everything they do—in higher education, in the workplace, in their communities and families, and as leaders, practitioners, and teachers?” The College of Fine Arts and the College of Engineering will highlight new pro-
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ung programs, and participants are invited to join a frank discussion of what works, what doesn’t, and what’s next in enriching the undergraduate educational experience.

VICTOR COELHO, Professor of Music, BENJAMIN JUAREZ, Dean, College of Fine Arts, and JONATHAN ROSEN, Special Assistant to Provost for Entrepreneurial Studies—all of Boston University

Aligning Co-Curricular Initiatives and Organizational Structure to Support an Integrative Learning Agenda and Student Success: Leadership Lessons from the Field

Cabin John/Arlington

Over the past five years, Rollins College has engaged in planning and piloting a general education curricular model. This session describes steps toward the creation of an integrated learning agenda across co-curricular areas based on Liberal Education and America’s Promise (LEAP) learning outcomes. Given the complexity of campus culture this initiative was followed by institutional restructuring to maximize student success. The presenters will focus on lessons learned in managing the administrative and political challenges surrounding this work in support of the liberal education of students.

LAURIE JOYNER, Vice President for Planning and Dean of the College, and MEGHAN HARTE, Executive Director of Student Success—both of Rollins College

3:30–4:00 p.m.

30-Minute Concurrent Sessions

Making Art (In a Liberal Arts Course)

Wilson/Roosevelt

John Dewey proposes that a separation between “intellectual” and “artistic” work is false—while distinguishable in terms of form and content, their processes are inseparable in terms of learning and thought. This session will explore ways in which “intellectual” and “artistic” processes are peda-
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Student Learning Outcomes Assessment at Community Colleges

Independence DE

Demands for learning outcomes assessment have intensified. This session features results from two recent NILOA studies that portray the state of the art of assessment at community colleges, with a particular focus on successful approaches for involving faculty and best practices for program-level assessment. Partners from two Achieving the Dream campuses—distinguished for using data effectively to evaluate and improve programs and student achievement—will respond to and elaborate on the findings, highlighting the challenges of implementing effective assessment efforts and discussing the connections between assessment and accreditation.

JILLIAN KINZIE, Associate Director, NSSE Institute and Research Associate, NILOA; TRUDY BERS, Executive Director, Research, Curriculum and Planning, Oakton Community College; MARY KATE QUINLAN, Director of Learning Outcomes and ATD, Community College of Allegheny County

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

Contingency and the Common Good: Setting the Stage for Democratic Reform of Academic Employment Practices

Constitution A

This session will situate the model of contingent academic employment in the context of national political and socioeconomic trends and concern for the quality, vitality, and public standing of undergraduate liberal education. Panelists will present examples of successful reforms and invite the audience to consider whether and how these and other ongoing efforts to reform the contingent academic hiring model support democratic values, strengthen the teaching profession, and enhance undergraduate learning. Participants can propose additional actions and strategies to strengthen the contingent academic employment reform movement and ensure the vitality and integrity of higher education for the common good.

ADRIANNA KEZAR, Associate Professor for Higher Education, University of Southern California; MARIA MAISTO, President of the Board, New Faculty Majority, and Adjunct Faculty, Cuyahoga Community College; CARYN MCTIGHE MUSIL, Senior Vice President, AAC&U

This session is presented by the New Faculty Majority Foundation (NFM) and is scheduled in conjunction with the NFM Foundation’s National Summit on Saturday, January 28

Critical Thinking Across the Curriculum

Lafayette Park

Our Underachieving Colleges reported that 90% of faculty believe critical thinking is the most important goal of an undergraduate education; yet, as reported in Academically Adrift and elsewhere, large proportions of our students are not in fact developing these skills. So what should be done? This session will introduce participants to a common rubric and a common approach (performance tasks) to closely link teaching, learning, and assessment of higher order thinking skills.

MARC CHUN, Director of Education, Council for Aid to Education; KIMBERLY BOYD, Associate Professor of Biology and Chair, Science Department, Cabrini College; DAN KULMALA, Assistant Dean for the Graduate School, Fort Hays State University; ELIZABETH MCCENEANEY, Associate Professor, California State University Long Beach

Building and Sustaining Interdisciplinary Campus Programs: ‘What Works’ Case Studies from the Keck/PKAL Facilitating Interdisciplinary Learning in Science and Mathematics Project

Independence FG

Real-world problems do not neatly divide into academic disciplines, yet educators oversimplify problems to fit discipline-specific courses. Interdisciplinary learning (IDL) supports student motivation and application of abstract concepts from multiple fields, resulting in meaningful understanding of complex systems. We will share five campus cases illustrating the mobilization and implementation of IDL science courses. Participants will use AAC&U recommendations and the cases to consider how to develop and implement their own interdisciplinary programs.

JUDY RIGGWAY, Assistant Director, Center for Life Sciences Education, The Ohio State University; WHITNEY SCHLEGEL, Associate Professor of Biology, Indiana University; SCOTT DENHAM, Director, Center for Interdisciplinary Studies, Davidson College; MARK STEWART, Associate Dean, College of Liberal Arts, Willamette University; MARY J.S. ROTH, Associate Provost for Academic Operations, Lafayette College

This session is presented by Project Kaleidoscope

The American Commonwealth Project: Organizing Around the 150th Anniversary of The Morrill Act

Conference Theatre

The goal of this session is to draw conference attendees into an empowered connection with a new national initiative on higher education and civic engagement, the American Commonwealth Project (ACP), initiated by the White House Office of Public Engagement. Our plan is to send attendees away with concrete ideas about how they and their institutions can take an active role in organizing around this crucial occasion—and beyond.

JULIE ELLISON, Professor of American Culture, English, and Art and Design, University of Michigan; M. CHRISTOPHER BROWN, President, Alcorn State University; CECILIA M. ORPHAN, Graduate Student, University of Pennsylvania; ISMAEL AHMED, Associate Provost for Integrated Learning and Community Partnerships, University of Michigan-Dearborn

The Bard College Center for Civic Engagement: A Model for Higher Education Institutions Acting in the Public Interest

Farragut Square

Informed by the belief that higher education institutions should operate in the public interest, Bard College displays public leadership, shapes policies and implements programs with social consciousness and an entrepreneurial spirit. The Bard Center for Civic Engagement offers a unique organizational model that unites a local, national, and international program utilizing a wide array of deep local, national, and international governmental and institutional partnerships. A panel discussion of Center partners will highlight Bard’s programs and projects.

JONATHAN BECKER, Vice President and Dean for International Affairs and Civic Engagement, ERIN CANNAN, Dean of Student Affairs, RIC CAMPBELL, Dean of Teacher Education and Director, Master of Arts in Teaching Program, PAUL MARRENTHAL, Director of Trustee Leadership Scholars, and Dean of Civic Engagement—all of Bard College at Simon’s Rock; VALERI THOMSON, Principal, Bard High School Early College Queens
Richard Arum, ed, in his report on learning gains during college, stresses the importance of highly engaged undergraduates who demonstrate engagement with current events. While college graduates overall are facing difficult transitions, from graduate school to unemployment, living arrangements, and engagement in civic life, the journey two years after graduation is of particular interest. Students often spend limited hours studying and show small gains, often not enough to significantly change general education. Parallel use of AAC&U research led to curricula meeting the mission and needs of each institution. Presentations and participant discussions focus on faculty/CAO collaboration, conflict and consensus, and embedding citizenship across the curriculum.

Elizabeth Tobin, Dean of the College and Vice President for Academic Affairs, and James Marshall, Professor of Mathematics and Chair of the Task Force on General Education—both of Illinois College; Steven Griffith, Senior Vice President and Academic Dean, and Coryanne Harrigan, Co-Director of General Education and Associate Professor of English—both of Simpson College

**ACAD Session**

**Associate Deans—Managers of Innovation**

Constitution CDE

Associate Deans often serve as managers of academic innovation—either implementing new initiatives or overseeing changes to familiar programs. This interactive session explores challenges and opportunities that Associate Deans face institutionally, programmatically, and personally in their role. This is a networking and development opportunity for new and veteran Associate Deans.

James M. Sloat, Associate Dean for Assessment and New Initiatives, Washington & Jefferson College; Kathleen E. Harring, Associate Dean for Institutional Assessment, Muhlenberg College; Adrienne Bross, Associate Dean for Academic Affairs and Institutional Relations, Roanoke College

**4:15–5:30 p.m.**

**Concurrent Sessions**

**Life after College:** Findings from the *Academically Adrift* Follow-Up Study

Constitution B

Students often spend a limited number of hours studying and show small (or no) gains on a measure of critical thinking, complex reasoning, and writing during college. How are these graduates faring two years after degree completion? We consider a range of transitions, from enrollment in graduate school, to unemployment, living arrangements, and engagement with current events. While college graduates overall are facing difficult transitions, highly academically engaged undergraduates who demonstrated learning gains during college report more positive outcomes.

Richard Arum, Professor of Sociology and Education, New York University; and Josipa Roksa, Assistant Professor of Sociology, University of Virginia—co-authors of *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2011)

**Beyond Tolerance: Assessing Multi-Faith Understanding, Interfaith Cooperation, and Religious Pluralism on College Campuses**

Independence DE

Although our institutions differ in many ways, we share the overarching goals of our students’ obtaining knowledge about diverse faith communities and people of no faith, understanding the value of pluralism and intercultural cooperation, and creating positive and meaningful interaction among difference. This session builds on an ongoing Teagle Foundation “Engaging Evidence” grant to explore how institutions might define and assess the development of pluralism and inter-faith understanding in our students.

Trina Janiec Jones, Associate Professor of Religion, and Ron Robinson, Perkins-Prothro Chaplain, Professor of Religion and Director of the Center for Global and Community Engagement—both of Wofford College; Peter Felten, Assistant Provost and Director of the Center for the Advancement of Teaching and Learning, and Brooke Barnett, Faculty Administrative Fellow for Diversity and Global Engagement, Office of the President—both of Elon University; Mary Ellen Giess, Vice President of Campus Partnerships, Interfaith Youth Core

**Reclaiming A Democratic Vision For College Learning: Why Now?**

Constitution A

Five prominent educators explore the complex answer to the following questions: Why is the civic mission important now? If educators do not adopt a more deliberate civic mission, does our inaction imperil the future of higher education? What are the shared futures and difficult choices that educators need to make to realize the vision of providing civic education for our students? Join us for a stimulating exploration of the issues in this TED Talks-style presentation.

Linda Major, Assistant to the Vice Chancellor; Student Affairs, University of Nebraska – Lincoln; Eric Popkin, Associate Professor of Sociology, Dean of Summer Sessions, Colorado College; John Saltmarsh, Director of the New England Resource Center for Higher Education, University of Massachusetts, Boston; George Sanchez, Professor of American Studies and Ethnicity and History, University of Southern California; Abby Kiesa, Youth Coordinator & Researcher, Center for Information and Research on Civic Learning and Engagement, Tufts University

**Fostering Global Citizenship Through Campus and Study Away Experiences**

Cabin John/Arlington

This session explores how coursework, co-curricular activities, and community engagement weave together in supporting students’ global learning and development. Highlighting data for both international and domestic students from eighty US colleges and universities, panel members will discuss variations in the types of educational experiences that foster global learning, including its cognitive, intrapersonal, and interpersonal dimensions. A case study of community-engaged experiences (service-learning, field study and internships) illustrates how students’ global citizenship was (and was not) affected.

Larry Braskamp, Senior Fellow, AAC&U; Neal Sobania, Executive Director, Wang Center for Global Education, Pacific Lutheran University; Chris Glass, Researcher and Doctoral Student, Michigan State University
Breaking the Immunity to Change and Making the Difficult Choices: An Appraisal of Robert Kegan’s Theory of Institutional Change as a Paradigm for Institutional Leaders

Independence FG

In 2009, Robert Kegan and Lisa Laskow Lahey published *Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization*, synthesizing their research on developmental psychology, institutional dynamics, and creating workable methodologies for effecting change. This session will disseminate the basic theory and methodology of this work, providing a key resource for facing difficult choices.

MICHAIL CRAFTON, Provost and Vice President for Academic Affairs, Clayton State University; ROSS PETERSON-VEATCH, Director of Curriculum, Teaching, and Faculty Development, Goshen College; VICTORIA ROMAN-LAGUNAS, Vice Provost for Academic Affairs, Northeastern Illinois University; LINDA SAMEK, Dean of the School of Education, George Fox University; SCOTT FURLONG, Dean of the College of Liberal Arts and Sciences, University of Wisconsin - Green Bay

Beyond Rhetoric: Really Making Excellence Inclusive

Wilson/Roosevelt

At the heart of this interactive session is the question, “What would a college or university look like with Inclusive Excellence fully integrated into all aspects of its operation?” Participants will be put to work on two interrelated activities: engaging in an envisioning exercise focused on the central question above; and then determining the steps that need to be taken to implement that vision, moving beyond rhetoric towards authentic implementation of inclusive excellence.

REBECCA KAROFF, Special Assistant to the Senior Vice President for Academic Affairs, and CHRISTINE NAVIA, Senior Equity and Diversity Planner—both of University of Wisconsin System Administration

Bringing High-Impact Practices to Scale: Institutionalizing Undergraduate Research, Scholarship, and Creative Activity within Systems and Consortia

Independence BC

The Council on Undergraduate Research (CUR) is working with six state systems and public and private consortia to improve the quality of undergraduate education at each of the constituent campuses and within the larger systems/consortia by focusing on institutionalizing undergraduate research, scholarship, and creative activity. The systems/consortia include the Council of Public Liberal Arts Colleges, University of Wisconsin System, California State University System, City University of New York System, Great Lakes Colleges Association, and Pennsylvania State System of Higher Education. Panelists will discuss what has worked, current challenges, ongoing implementation issues, and lessons learned from their experiences.

JEFFREY M. OSBORN, Dean, School of Science, The College of New Jersey, and Past-President, Council on Undergraduate Research; ELIZABETH L. AMBOS, Assistant Vice Chancellor for Research Initiatives and Partnerships, California State University; WILLIAM SPELLMAN, Director, Council of Public Liberal Arts Colleges; KAREN HAVHOLM, Director of the Center of Excellence for Faculty and Undergraduate Student Research Collaboration, University of Wisconsin Eau Claire

Hosted Receptions

Reception:
Faculty and Administrators of Color
Independence I
Diverse: Issues in Higher Education welcomes all friends, colleagues, and those interested in creating more diverse campuses.

Reception:
Council of Colleges of Arts and Sciences
Burnham Room
All CCAS members and interested parties are welcome.

Reception:
Council on Undergraduate Research
Farragut Square
A reception in Honor of Nancy Hensel

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

Reception:
NCA Higher Learning Commission
Latrobe
All representatives of Higher Learning Commission accredited institutions are welcome.

Reception:
Project Kaleidoscope
Penn Quarter A (Lagoon Level)
PKAL welcomes all who are interested in advancing “what works” in 21st century STEM education to better serve all students, no matter their background or major.

Raytheon We thank Raytheon Company for their generous sponsorship of this reception.

Reception:
For Alumni of the Harvard Institutes for Higher Education
Penn Quarter B (Lagoon Level)
By invitation only
Concurrent Sessions

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

Independence DE

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 Emile Netzhammer 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; the impact of budget cuts on programs and quality; changing faculty roles and rewards; the impact of the current focus on college completion data; and success in advancing a variety of important learning goals.

DEBRA HUMPHREYS, Vice President for Communications and Public Affairs, AAC&U; SCOTT JASCHIK, Editor, Inside Higher Ed; EMILE C. NETZHAMMER, III, Provost and Vice President for Communications and Public Affairs, Keene State University

Sustaining and Sustainable Collaboration: Making an Impact

Wilson/Roosevelt

This panel presents results from an Associated Colleges of the Midwest (ACM) project that fostered new models for collaboration and will offer lessons for creating collaborations with consequential outcomes. The session will focus on the Faculty Career Enhancement program as a whole and on three successful sub-projects—“Global Citizenship in Malta,” “Strategies for Internationalizing Undergraduate Psychology,” and “Developing Student Agency Through Community Exploration.” Each highlights the collaborative process and outcomes that promote democratizing and globalizing impact.

JOHN OTTENHOFF, Vice President, Associated Colleges of the Midwest; DEBORAH NORLAND, Professor of Education, Luther College; KENNETH ABRAMS, Assistant Professor of Psychology, Carleton College; NATALIE GUMMER, Associate Professor of Religious Studies, Beloit College

“Arab Spring:” The Role of Liberal Education in Emerging Democracies

Independence BC

Recipients of a Fulbright-Hays grant, Roger Williams University faculty experienced a month-long immersion in Egypt, just after the 2011 “Arab Spring” revolution, amidst continuing demonstrations and protests as Egyptians grappled with democratic reformation. Panelists will discuss the role of education in emerging democracies; the potential for librarians to foster democratic societies; the opening up of traditional canons by representing the global human spirit; and the role of social networking in encouraging collective action based in ideals of freedom, justice, democracy, and interfaith dialogue.

ROBERT COLE, Dean of Education, Arts & Sciences, REBECCA LEUCHAK, Associate Professor of Art & Architectural History, MARYBETH MACPHEE, Associate Professor of Anthropology, JOSEPH ROBERTS, Assistant Professor of Political Science, and ANN WINFIELD, Associate Professor of Education—all of Roger Williams University

E-Portfolio Forum

Look What I Can Do: Reclaiming a Focus on Learning

Independence Level

Annual Meeting registrants are invited to participate in the morning sessions of the E-Portfolio Forum at no additional fee. Registration for the E-Portfolio Forum luncheon and the afternoon sessions does carry an additional fee. (Registration is available through noon on Friday, January 27.) Complete information about the Forum, including a description of all sessions, begins on Page 35.

8:15 a.m.–5:00 p.m.

A National Summit Sponsored by the New Faculty Majority Foundation

Reclaiming Academic Democracy:
Facing the Consequences of Contingent Employment in Higher Education

Constitution A

Annual Meeting registrants are welcome to attend the morning sessions of the National Summit. Afternoon sessions are open only to those who registered for the National Summit through the New Faculty Majority.

8:15–9:15 a.m.

Plenary Session

Contingency and the Future of US Higher Education

This panel will analyze the causes and scope of the current revolutionary change from a tenure-track majority to a contingent faculty majority and will probe the implications of this change for other top educational priorities, including underserved student success, students’ labor market success and sustaining US global leadership in knowledge creation. Speakers also will look at contingent academic employment in the context of broader trends in recent US economic and political history.

CAROL GEARY SCHNEIDER, President, AAC&U; GARY RHODES, Professor of Higher Education, University of Arizona and Past President, AAUP; CLAIRE GOLDSTENE, Professorial Lecturer, Department of History, American University

9:30–10:30 a.m.

Plenary Session

Promising Practices, Proposed Solutions

This session will focus on solutions to contingency that have been practiced and proposed, including an overview of what has been done on unionized and nonunionized campuses. Discussion will also address the suitability of the Presidents’ Climate Commitment as a potential model of a public commitment and accountability project, providing information and tracking the progress of institutions that commit publicly to the project’s principles of equity, excellence, responsibility, and social justice.

ADRIANNA KEZAR, Associate Professor for Higher Education, University of Southern California

8:30–9:30 a.m.

Concurrent Sessions

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Cultivating a Culture of Evidence-Based Decision Making about Student Learning

Lafayette Park

Developing a campus culture that encourages and facilitates faculty use of data to improve student learning is a prerequisite to future success for any college. How can administrative leaders work with faculty to help create a culture that both values and utilizes evidence about student learning? Colleges and universities collect a great deal of data about students and student learning—and most of it goes unused, particularly by faculty. This session will explore principles and strategies to facilitate faculty ownership of the evidence about student learning that many of our institutions are already collecting, and help systematize the ways in which faculty use that data to make decisions about curriculum, course design, and teaching.

MICHAEL REDER, Director, Joy Shechtman Mankoff Faculty Center for Teaching & Learning, Connecticut College, and Senior Teagle Assessment Scholar; RICHARD HOLMGREN, Chief Information Officer and Associate Professor of Mathematics, Allegheny College; PAUL KUEBIS, Director, Crown Faculty Center and Professor and Chair, Education, Colorado College

Assessing Diversity, Empowering Students

Cabin John/Arlington

This session features the efforts of a three-year, five-college collaborative funded by the Teagle Foundation to involve students in the assessment of campus diversity initiatives. Faculty and students from the collaborative will describe specific ways that students participated in the assessment project, consider successes and challenges, and identify how this process helps students develop skills and capacities for professional life and responsible citizenship.

SHERYL GOODMAN, Associate Professor of Media and Communication Studies, Ursinus College; GAIL EDMONDS, Vice President and Dean of Students, Goucher College; TEANCA SHEPHERD, Assistant Dean of Student Life and Director of Diversity Programs and Multicultural Affairs, Washington & Jefferson College; MAHLIA JOYCE, Director of the Office of Diversity and Multicultural Affairs, Washington & Jefferson College; and KWEI MADUOT-PAREK, Student—both of McDaniel College; DARRELL PARKER, Director of Multicultural Affairs, Washington College

Workshop

Shared Futures / Difficult Conversations: Combining Women’s Multicultural Assets and Collaborating across Differences

Burnham Room

The future of higher education lies in its ability to draw strength from its multicultural assets instead of being fractured by divisions across difference. For over ten years, AAC&U affiliate Campus Women Lead has practiced faculty and administrative leadership consistent with this assertion through its Women’s Leadership Project for Inclusive Excellence. Using a case study drawn from that project, session leaders will demonstrate an intentional pedagogy for conducting difficult conversations about resource allocation for inclusive excellence in the face of competing priorities and perspectives. Attendees will practice participating in this pedagogy and will develop strategies for facilitating similar discussions on their campuses.

PATRICIA LOWRIE, Director, Women’s Resource Center, Michigan State University; CARYN MCTIGHE MUSIL, Senior Vice President, AAC&U

Concurrent Sessions

Tenure and Promotion and the Challenge of Institutionalizing Civic Learning

Cabin John/Arlington

In light of our shared efforts to institutionalize a civic ethos, civic perspectives, civic literacy, and civic agency, the AAC&U audience is invited to join a frank discussion of tenure and promotion wording that supports civic learning. Is your college already rewarding faculty who integrate community-based learning, service learning, and experiential learning into the curriculum across the disciplines but not civic learning or civic literacy? To reshape institutional structures to appropriately incorporate civic learning and support the faculty who do, we need to share our institutions’ internal processes as we are engaging in a national dialogue that influences how we move forward together. How does your school institutionally reinforce a democratic vision? How do you propose to strengthen and improve it?

Facilitated by the Faculty Learning Community on Civic Engagement, Middle Tennessee State University

MARY A. EVINS, Associate Professor of History and Coordinator, American Democracy Project; HILARY STALLINGS, Manager of Recruitment and Resources, College of Liberal Arts; KAYLENE GEBERT, Professor of Speech and Theatre; TONY JOHNSTON, Professor of Agribusiness and Agriscience; LAURA CLARK, Assistant Professor of Educational Leadership—all of Middle Tennessee State University
ACAD Session

Learning to Speak Both Adminispeak and Academese: What Role Do Deans Play in Getting Faculty Behind Larger Campus Initiatives That Go Beyond Their Standard Job Expectations and, Perhaps, Their Ideal Vision of a University?

Wilson/Roosevelt

Academic deans must be comfortable with Adminispeak, the language spoken by decision-makers, and Academese, a language that faculty find palatable, in order to champion campus wide initiatives. In this interactive session, with the use of clicker technology, we will encourage participants to share their own answers to questions we have asked ourselves at our respective institutions.

PAUL EISENSTEIN, Dean, School of Arts and Sciences, Otterbein University; AMY JESSEN-MARSHALL, Dean of the College and VPAA, Sweetbriar College

Closing Plenary

From Résumés to Revolutions: Realizing the Rights and Responsibilities of Education in the 21st Century

Constitution AB

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

Lisa Anderson—President of the American University of Cairo—will reflect on the impact of varying definitions of the public good on the meaning and significance of liberal education. She will draw on her experience teaching undergraduates in New York and Cairo while leading institutions committed to fostering curious and courageous citizens, innovative and inquiring researchers, engaged local communities and global partners, and sustainable policies and procedures.

PRESIDENT ANDERSON, a specialist on politics in the Middle East and North Africa, served as the James T. Shotwell Professor of International Relations at Columbia University and is the former dean of Columbia’s School of International and Public Affairs. President Anderson also served as the chair of the political science department and as the director of Columbia’s Middle East Institute. Before joining Columbia, she was assistant professor of government and social studies at Harvard University.
8:15–9:30 a.m.

**Welcome and Opening Plenary**  
Independence A

**Welcoming Remarks**

Terry Rhodes, Vice President for Quality, Curriculum, and Assessment, AAC&U

**Plenary Presentation**

* A Stronger Prescription: Breaking the Spell of Courses, Credits, and Grades

The promise of ePortfolios is institutional attention to the personal, professional, and intellectual development of individual students. Yet they do not appear to be a sufficiently strong counterbalance to the deeply embedded course credit system that underlies and negatively controls academic practices in nearly every academic institution. Breaking the control of the credit system will require a stronger prescription: a model in which actual student learning outcomes become an academic currency for tracking student achievement, simultaneously individually and collectively, from the time students arrive until they leave. Within that new institutional context, ePortfolios will have their full positive effect.

David Shupe, Chief Innovation Officer, eLumen Collaborative

9:45–10:45 a.m.

**Concurrent E-Portfolio Sessions**

**E-Portfolio Community Track**

* Are There Non-Negotiable Core Features of E-Portfolios? A Collaborative Exploration*

Independence DE

The Inter/National Coalition for Electronic Portfolio Research is studying four core features that may be the non-negotiable cores of eportfolio practice: interaction of pieces of evidence; the contribution of reflection; the role of material practices in the making of knowledge; and comparison of eportfolios without standardization. Using student examples together, we explore the efficacy of these propositions and consider how institutions adopting them can enhance their eportfolio programs and practices.

Kathleen Yancey, Kellogg Hunt Professor of English, Florida State University; Barbara Cambridge, Director, Washington Office, National Council of Teachers of English; and Darren Cambridge, Senior Consultant, American Institute for Research—all Co-Directors of the Inter/National Coalition for Electronic Portfolio Research

**Outcomes and Assessment Track**

* Everything You’ve Ever Wanted to Know about Gen Ed Assessment Using E-Portfolios (But Were Afraid to Ask)*

Independence BC

Faculty and assessment staff at Salt Lake Community College are developing answers to questions like this: What role can ePortfolios play in assessing General Education? Can ePortfolios be used simultaneously to assess Gen Ed and program outcomes? What is it like to examine an ePortfolio using a holistic Gen Ed rubric? What sort of institutional investment is needed to properly assess a sample of Gen Ed ePortfolios? The session will mix presentation with hands-on participation.

David Hubert, Professor of Political Science, and ePortfolio Director, Salt Lake Community College

**E-Portfolio Forum**

Saturday, January 28
Institutional Support Track
Deep Learning Using E-Portfolios for Course to Enterprise Transformation

Independence HI

Electronic portfolio capabilities suggest to us a new vision of learning and assessment aligned with current learning theory and with the reality of needing to continue learning throughout life in our culture as it is now. Their capabilities allow educators to imagine a new epistemology that fits our times that is also doable because of eportfolio management capabilities. Join in addressing essential questions about current higher education structures and how they could be realistically and positively replaced.

TRENT BATSON, Executive Director of AAEEBL, Association for Authentic, Experiential and Evidence-Based Learning

DIG[ication] E-Portfolio Community Track
Student Work Matters: A Student Centered Approach to e-Portfolio Implementation

Lafayette Park

This session will provide a brief case study of two institutions, Stony Brook University and LaGuardia Community College, that have successfully implemented a student-centered approach to e-Portfolios. While these institutions have different implementation goals, accreditation and assessment requirements, and markedly different profiles, they share a similar focus on student success. This session will highlight the steps these institutions have taken to enable student success, exemplary e-Portfolios created by students, assessment strategies, and the support systems available to students and faculty on campus to support their goals.

JEFFREY YAN, Co-Founder and CEO, Digication

This session is sponsored by Digication

Folioteik

Capturing the Foundations of Liberal Education Using Electronic Portfolios

Farragut Square

Please join us to explore the use of ePortfolios as a means to assess a Liberal Education program. We shall demonstrate how ePortfolios are used to assess student achievement of the Learning Goals at Westminster College. We also highlight student use of presentation portfolios as a means of showcasing their achievements.

PETER INGLE, Director of the Learning Coalition, Westminster College; TODD NARROL, Assessment Advisor, Folioteik

This session is sponsored by Folioteik

Concurrent E-Portfolio Sessions
11:00 a.m.–12:15 p.m.

E-Portfolio Community Track
Current E-Portfolio Research Methodologies and Findings: Highlights from the International Journal of ePortfolio

Independence FG

This panel, comprised of the journal’s co-executive editor and three recently published authors, will provide an overview of recently and soon to be published scholarship on ePortfolios. In depth explorations of three important studies regarding reflection and feedback within the context of ePortfolios for learning will be showcased. This interactive panel will not only emphasize the findings of these studies but also the research methodologies they employed.

C. EDWARD WATSON, Associate Director, Center for Instructional Development and Educational Research, Virginia Tech; JILL JENSON, Associate Professor and Head, Department of Writing Studies, University of Minnesota Duluth; JENNIFER A. TURNS, Associate Professor, Department of Human Centered Design and Engineering, University of Washington; JERRY WHITWORTH, Associate Dean and Professor of Education, College of Professional Education, Texas Woman’s University; SAMUEL HARDY, Associate Professor, Department of Educational Leadership, Counseling and Special Education, Augusta State University

E-Portfolio Community Track
Connect to Learning: Building a National E-Portfolio Conversation—Progress & Preliminary Findings

Independence BC

The project leader of “Connect to Learning”—a three-year, FIPSE-funded collaboration designed to strengthen reflective ePortfolio practice on multiple campuses and generate a national developmental model of best practice—will discuss the nature of this project, its goals, and its distributive innovation and research processes. Working in diverse environments, moving from learning design to implementation and assessment, the project will ultimately produce and publish broadly applicable models of reflective ePortfolio practice. Participants will have an opportunity to explore and discuss portfolio structures used by the project to build linkages, support research, and deepened campus practice.

BRET EYNON, Assistant Dean for Academic Affairs, Founding Director, Making Connections National Resource Center, LaGuardia Community College, CLNY

Institutional Support Track
Paper to Pixels, Staples to Scroll Bars, and Loose-leaf to Links: A Transition to E-Portfolio

Independence HI

Have you been hearing about ePortfolio and wondering if it is right for your campus? This session will examine the transition from a paper to ePortfolio system, while managing to enhance the unique mission of the college. This session will provide the opportunity to examine the unique needs, resources and strengths of your institution and think about how ePortfolio might best be used on your campus. Strategies for success and potholes to avoid will be discussed.

ALISON CARSON, Associate Professor and Chair of Psychology; JIM FRANK, Associate Professor and Chair of Studio Art, and GILLIAN HANNUM, Professor of Art History—all of Manhattanville College

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Institutional Support Track

Documenting Learning with E-Portfolios: A Stakeholders Approach

**Independence DE**

This interactive session will present an ePortfolio implementation framework operationalizing the eight critical issues for ePortfolios and student success (Chen and Penny Light, 2010) into an iterative process of defining learning outcomes, identifying and understanding learners and stakeholders, designing learning activities, informing assessment of student learning, using ePortfolio tools and technologies, and evaluating the impact of an ePortfolio initiative. Drawing upon selected case studies and the experiences of the audience, we plan to illustrate and role-play the application of this framework from the perspective of various campus stakeholders.

**HELEN CHEN**, Research Scientist, Stanford University; **TRACY PENNY-LIGHT**, Assistant Professor, St. Jerome’s University; **JOHN ITTELSON**, Professor Emeritus, California State University, Monterey Bay

Engagement and Integrative Learning Track

Fostering Civic Learning within E-Portfolios

**Franklin Square/McPherson Square**

Whether you have been teaching service learning courses for years or are responsible for planning campus-wide service events, this session will help you be more intentional in promoting student civic growth and how you might assess the civic learning we all believe to be taking place. Attendees will come away with a suite of tools designed to help students critically reflect in ways that will help them articulate civic knowledge, values, and beliefs necessary to thrive in today’s global workplace.

**KRISTIN NORRIS,** Instructional Technology Specialist, and **ROBERT BRINGLE**, Executive Director of the Center for Service & Learning—both of Indiana University-Purdue University Indianapolis; **WILLIAM PLATER,** Chancellor’s Professor Emeritus, Indiana University

E-Portfolio Luncheon

**Independence A**

**Overview of the International Journal of ePortfolio**

**C. EDWARD WATSON,** Associate Director, Center for Instructional Development and Educational Research (CIDER); Founding Co-Executive Editor, International Journal of ePortfolio, Managing Editor, International Journal of Teaching and Learning in Higher Education, and Adjunct Professor of Visual Media, Virginia Tech

**Overview of the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL)**

**TRENT BATSON,** Executive Director, AAEEBL

Luncheon Plenary

Getting There from Here: Holistic Approaches for E-Portfolio Adoption

Virginia Tech’s large-scale adoption of ePortfolio was accomplished through recursive strategic planning and the active engagement of faculty as well as the administration. Ongoing needs assessment of these key stakeholders proved invaluable to the ePortfolio diffusion and adoption process. This plenary address will describe Virginia Tech’s ten-year ePortfolio journey. Throughout this narrative, the focus will be on the design, development, and implementation of well-developed plans. Plenary highlights will include strategic plan alignment, overcoming cultural challenges, project sustainability and longevity, partnership development, budgets, personnel, piloting activities, and pedagogical support. It will also describe the importance of discovering and leveraging your institutional zeitgeist as a key component of an ePortfolio change initiative.

**C. EDWARD WATSON,** Virginia Tech CIDER, and International Journal of ePortfolio

**2:00–3:00 p.m.**

Concurrent E-Portfolio Sessions

**TaskStream**

**How the University of Nebraska Went from “Problematic” to “Excellent” with Its Gen Ed Assessment**

**Independence BC**

Spurred by a visit from the Higher Learning Commission in 2008, the University of Nebraska at Kearney transformed its General Studies program to be more outcomes-oriented. The university quickly met the challenge to assess general education, building off the work of the AAC&U VALUE initiative. The verdict? HLC commended the university for the excellent progress it has made. See how UNK uses TaskStream e-portfolios to advance its general education assessment.

**DARA WEXLER,** Education Solutions Specialist, TaskStream

**This session is sponsored by TaskStream**

**iWebfolio:**

**Drexel Students Move to the Next Level with E-Portfolios**

**Independence DE**

iWebfolio, Nuventive’s rich e-Portfolio platform, supports the learning, assessment and presentation needs of individuals and institutions. Institutions manage their own collection of templates and measures designed to support the varied needs of portfolio users including formative evaluations, reflective learning, and demonstration of achievement and competencies. Students and faculty can showcase coursework while cultivating reflective and integrative critical thinking skills. Hear how Drexel University is using iWebfolio in undergraduate and graduate programs to support teaching and learning.

**MIKE SCHEUERMANN,** Associate VP - Instructional Technology Support, Drexel University; **DENISE RANEY,** Channel & District Manager, Nuventive

**This session is sponsored by Nuventive**
Studies, and Professor—both of LaGuardia Community College Professor of English, Evangeline Harris Stefanakis, providing “a window into the learner’s mind and diverse abilities.”

Reflections on selected artifacts, writings, movies, art, graphics, posters, etc,folios include student work using multi-media formats, as well as student ment the process and products of student learning. So far 7500 users in developing a comprehensive assessment system using e-Portfolios to docu-

Starting in 2007, the community of learners at Boston University has been making Learning Visible, and

Making Learning Visible: Comprehensive Assessment with E-Portfolios

Outcomes and Assessment Track

Institutional Support Track

A Tale of Two Community Colleges: Successful Implementation of E-Portfolio in Pre-Licensure Nursing Programs

Franklin Square/McPherson Square

A collaborative effort of faculty from two urban community colleges resulted in the successful implementation of ePortfolio in pre-licensure nursing programs. Innovative strategies to overcome barriers and sharing of resources will be presented. Concrete examples of guided reflection will be provided, applicable to a broad range of disciplines. Students’ ePortfolios that demonstrate academic progress and professional growth will be showcased.

PATRICIA BURKE, Assistant Professor, and GEORGINA COLALILLO, Associate Professor—both of Queensborough Community College; MARGARET NORRIS, Assistant Professor, and DEBORAH MCMLLAN-CODDINGTON, Assistant Professor—both of LaGuardia Community College

Guiding First-Year Students to be Critical Consumers of the Media

Independence FG

The First Year Experience course at Spelman College has recently implemented a multimodal design for pedagogy which we hope will, among other things, encourage multimodal reflection essays from students in SpEl Folio, our overarching portfolio program. The theme last year, updated for this year, “civility,” broadly connects with signature values at Spelman and, most importantly, provides the occasion to deepen students’ critical encounters with rich media. This faculty-driven set of scripts and resources explores methods for blending popular videos on public events with academic analysis so central to the liberal arts.

ANNE WARNER, Director, Comprehensive Writing Program and Associate Professor of English, GENEVA BAXTER, Associate Dean, Office of Undergraduate Studies, and MICHELLE HITE, Lecturer, Department of English—all of Spelman College

Engagement and Integrative Learning Track

We Make the Road by Walking It: Integrating Learning and Generating Lifelong Knowledge in Different Institutional Contexts

Independence BC

This session will describe the innovative use of Integrative Knowledge ePortfolios and Generative Knowledge Interviewing within different disciplines, learning environments, and institutions. In an effort to educate flexible and adaptive life-long learners, these methods help students identify and connect the formal (explicit) knowledge they are gaining from academic courses with the unconscious and informal (tacit) knowledge they are gaining directly from life experience. The presentation will include an overview of how these methods are used, as well as a brief description of the kinds of changes taking place with regards to students’ learning and educators’ teaching practices. Participants will receive sample ‘how-to’ materials and resources to use in their own institutions.

MELISSA PEET, Director, Integrative Knowledge Collaborative, University of Michigan; ANDREW THOMPSON MILLER, Associate Vice Provost for Academic Diversity Initiatives, Cornell University

Campus Strategies for E-Portfolio Diffusion

Independence DE

It’s easy to underestimate the extent to which ePortfolios represent changed ways of thinking about teaching and learning. Campuses may thus require several trials before discovering the implementation path best suited to their needs. Using IUPUI’s sometimes painful experience as a case study, this session will examine possible campus strategies for implementing ePortfolios, engaging participants in active discussion of our lessons and theirs to help identify new or additional opportunities for success.

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

Using Electronic Learning Portfolios across Disciplines in the LeBow College of Business to Transform Undergraduate Curriculum

Franklin Square/McPherson Square

Learning portfolios combine reflection, documentation, and collabora-
tion to enhance learning. This working session offers a brief overview, best-practice strategies, multiple uses, and examples of electronic learning portfolios in a business college which can be adapted to other programs and institutions. Presenters will share ongoing research on the impact of learning portfolios, and participants will design and exchange portfolio project ideas in their respective disciplines and programs while examining approaches and issues in using portfolios.

CHRIS FINNIN, Clinical Associate Professor & Director, General Business Studies, DANA D’ANGELO, Clinical Professor, General Business Studies, and JENNIFER WRIGHT, Associate Clinical Professor of Accounting—all of Drexel University; JOHN ZUBIZARRETA, Professor of English, Director of Honors & Faculty Development, Columbia College
Engagement and Integrative Learning Track
Developing ePortfolio Literacy for Lifelong Learning
Independence FG

Participants will engage in discussion around the topic of the skills learners need to use electronic portfolio to develop deep knowledge. The discussion will be framed by a presentation of ePortfolio communities of practice that illustrate how students enrolled in a college writing studies program as first-year students, and then in a capstone course for graduating seniors, develop a range of increasingly advanced skills empowering them to continue learning beyond their formal education.

Paul Treuer, Associate Professor and Director, Knowledge Management Center, and Jill Jenson, Associate Professor and Head, Writing Studies—both of the University of Minnesota Duluth

Engagement and Integrative Learning Track
Finding What You Never Lost: Studying Engagement and Identity in Professional Portfolios
Independence HI

Are there things we can do that increase student engagement in building a portfolio? Can keeping a portfolio transform the way students perceive themselves, and transform their identity? These are just some of the questions being asked at Virginia Tech, through an NSF CAREER grant. At five schools, students are given a curriculum and weekly feedback in order to create a professional portfolio. The curriculum and the feedback principles are free and open for your use, so stop by this session and discover how the lessons learned through this grant about engagement in portfolios and identify development through portfolios can be applied on your campus.

Wende Garrison, Director of Curriculum, Assessment, and Communications, Portfolio To Professoriate, and Lisa McNair, Associate Professor of Engineering Education and Co-Director of the VT Engineering Communication Center—both of Virginia Tech

4:30–5:00 p.m.

E-Portfolio Final Keynote

Closing Plenary
The Inevitable Evolution of Higher Education: E-Portfolios, the Education Leadership Commons, and an Educational Positioning System
Independence A

We must continue to use e-portfolios to improve upon and account for learning outcomes, even as we sort out the inevitable redesign of education. The word “inevitable” is appropriate because the mounting need to increase the proportion of postsecondary credential holders in most populations implies (in the aggregate) admitting and credentialing a growing proportion of learners who are financially needy, which in turn implies that the credentialing process must be redesigned for mutual affordability among needy learners and the governments and credentialing institutions that support them. There is a metaphor, however, for the future of today’s e-portfolio. Discover the metaphor and learn how we can accomplish this transition through a true collaboration at this forward thinking and inspiring closing plenary.

William Graves, Senior Vice President, Academic Strategy, SunGard Higher Education
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This report from the National Task Force on Civic Learning and Democratic Engagement calls on the nation to reclaim higher education’s civic mission. Commissioned by the Department of Education and released at a White House convening in January 2012, the report pushes back against a prevailing national dialogue that limits the mission of higher education to workforce preparation and training while marginalizing disciplines basic to democracy. The Task Force calls on educators and public leaders to advance a 21st century vision of college learning for all students—a vision with civic learning and democratic engagement an expected part of every student’s college education. The National Task Force thanks the Bringing Theory to Practice project and its supporters, the S. Engelhard Center and the Christian A. Johnson Endeavor Foundation, for funding the design, printing, and dissemination of this publication.

All annual meeting registrants will receive a complimentary print copy of this publication. The entire report is also available as a PDF document online at www.aacu.org/civic_learning/crucible. Additional print copies can be purchased either online or at the AAC&U publications table.

$15 members/$15 nonmembers

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In releasing this new edition of The Drama of Diversity and Democracy, the Association of American Colleges and Universities invites higher education to reengage with one of our most foundational questions: the role educators can and should play in building civic capacities—knowledge, skills, commitments, collaborations—for our diverse and globally connected democracy. This edition features a new foreword by Ramón A. Gutiérrez and a new preface by AAC&U President Carol Geary Schneider. The original version of this publication was released in 1995 as part of AAC&U’s national initiative American Commitments: Diversity, Democracy, and Liberal Learning.

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Engaging Diverse Viewpoints: What is the Campus Climate for Perspective-Taking?

by Eric L. Dey and Associates

Engaging Diverse Viewpoints focuses on whether—and which—environments promote students’ abilities to understand and be informed by perspectives that differ from their own. The report presents findings from a unique campus climate assessment study—administered in 2007 to 24,000 students and 9,000 academic administrators, faculty, and student affairs professionals at twenty-three colleges and universities—that illuminates how these groups believe their campuses promote the importance of taking seriously the perspectives of others.

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Civic Responsibility: What is the Campus Climate for Learning?

by Eric L. Dey and Associates

Based on the major study described above, Civic Responsibility provides insights about civic commitments and practices of today’s colleges and universities. Ideal for on-campus and campus-community discussions about the aims of education and civic engagement, Civic Responsibility describes the degree to which students are encouraged to develop civic awareness and skills, and highlights practices that advance students’ civic commitments.

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July 11–15, 2012
The University of Vermont
Burlington, Vermont
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Institute on High-Impact Practices and Student Success
June 19–23, 2012
Portland State University
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Deadline for application: March 1, 2012

PKAL Summer Leadership Institutes for STEM Faculty
July 17–22/
July 31–August 5, 2012
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For more information: www.aacu.org/summerinstitutes