Final Program

Quality, E-Quality, and Opportunity

How Educational Innovations Will Make—or Break—America’s Global Future

Pre-Meeting Symposium on January 22

New Designs for Integrative Learning

Curricular Pathways, Departments, and the Future of Arts and Sciences

E-Portfolio Forum on January 25

Held in conjunction with the 70th Annual Meeting of the American Conference of Academic Deans

“Educating Engaged Citizens: The Dean’s Role in the Advancement of Liberal Education”
Participants representing all institutional types have contributed to a rich program that encourages us to critically examine the core principles of liberal education for all students—and to explore how these principles are evolving in complex, fast-changing environments. The 2014 Annual Meeting sessions reflect a remarkable period of innovation in educational practices, investments in technology, engagement in civic communities, and commitments to evidence-based analysis of efficiency and efficacy. We encourage you to join the conversation as we continue to reimagine the future of liberal education.

Sessions highlight provocative campus-based work that advances leadership, creativity, and systemic change especially addressing three interrelated and urgent questions:

**Quality and the Big Questions**

We live in an era characterized by political and economic uncertainty, interdependence, and rapid technological innovation. To flourish in a globally interconnected future, students must acquire broad knowledge, high-level skills, and the ability to work in diverse teams—essential capacities to deal successfully with complex opportunities and unscripted problems.

Are we able to measure the meaning and quality of a degree by how closely student learning in college matches the essential capacities graduates will need to tackle the “big questions” of their generation? Are students, parents, employers, faculty members and other stakeholders accurately evaluating claims of high-quality education that do not centrally include students’ active and deep effort on research, projects, creative work, collaborative assignments, and other practices that foster deep learning and high-level skills?

What are the most promising efforts to remap pathways through college that ensure that all students have continuous opportunities to apply their learning—with guidance from mentors—to significant problems and real-world challenges?

**E-Quality and Innovation**

Technology continues to transform all aspects of higher education. But in our fascination with the promise of technology, are we paying sufficient attention to the connection between innovation and educational quality?

Are we prepared to ensure that technological innovations should expand rather than further limit student engagement in practices—such as research, field-based learning and creative projects—that build high-level 21st-century capacities? New evidence is published daily on “high impact practices” that help students both persist in college and achieve at higher levels. As a community, are we sharing how best to use this evidence to draw educationally productive innovations from the digital revolution?

**Inequality and the Opportunity Gap**

As employers are the first to attest, the outcomes basic to an excellent liberal education are urgently needed in the economy and the workplace. And liberal education is—literally—foundational to democratic vitality. What kinds of policy recommendations can we make that reinforce liberal education rather than disinvest expanded opportunity? What kinds of strategies can we articulate and pursue to reduce inequality in a two-tiered higher education system?

In the current climate, how do we resist overemphasis on educational initiatives that are designed primarily to prepare students for their first job? Can we instead judge the value of innovations by how well they create long-term opportunity, strengthen students’ capacities, and reverse the most inequitable features of US higher education?
Mobile App

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

New Session Formats

We are pleased to offer two new session formats this year:

- Flipped Sessions” that include advance readings and resources to help generate rich discussions and participation exchange
- Seminar Sessions” are small discussions limited to 25 participants (first-come/first-served).

Flipped Sessions and Seminar Sessions are designated as such in the Final Program. You can also find them listed in the mobile app under “Session Tracks.”

“Just-in-Time” Discussions

We invite participants to create your own informal “Just-in-Time” discussion or to continue the discussion begun in other sessions. On Friday, we will have a set of roundtables available in Independence A from 3:00 to 5:30 p.m. If you would like to organize a Just-in-Time discussion, please stop by AAC&U’s Publications Desk and speak to Alex Belknap to reserve a table. It will be your responsibility to generate interest for the Just-in-Time discussion via Twitter on the Annual Meeting’s mobile app. AAC&U will also list Just-in-Time discussions on a special section of the app. (Space available on a first-come/first-served basis.)

Media Coverage of AAC&U’s Annual Meeting

AAC&U’s 2014 Annual Meeting is open to all credentialed members of the media, identified by their name tags. For members of the AAC&U community, this means that comments from the floor, or made in group discussions, may be considered as “on the record” unless requested otherwise. Participants and speakers are welcome to ask if media are present at a particular session or discussion.

Don’t Forget!

- **AAC&U Members’ Meeting:**
  Wednesday, January 22, 5:30–6:45 p.m.
  Independence BCDE (See Page 8 for more information.)

- **Opening Night Forum:**
  Wednesday, January 22, 7:00–8:30 p.m.
  Constitution A/B. (See Page 8 for more information.)

- **Opening Night Reception:**
  Wednesday, January 22, 8:30–10:00 p.m.
  Please join us in Independence A.

The Association of American Colleges and Universities

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

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

The American Conference of Academic Deans

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

In addition to holding an annual meeting, in recent years ACAD members have published The Resource Handbook for Academic Deans and collaborated with other higher education organizations on projects of mutual interest. More information can be found on our website at www.acad-edu.org.
AAC&U thanks our sponsors for their generous support of our 2014 Annual Meeting.

Featured Sponsor

Flat World Education excels in the development of mobile, adaptive, competency-driven learning environments. In close partnership with our institutional partners, we envision a world where access to affordable, personalized lifelong learning will be a great equalizer, not a differentiator.

Presidents’ Forum Sponsor

LiveText provides campus-wide e-Portfolio, assessment, and accreditation management solutions. Our comprehensive solution allows for seamless integration and data reporting to effectively measure outcomes-based learning goals and institutional objectives for continuous improvement.

Contributing Sponsors

The Chronicle of Higher Education

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

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

edBridge

By working better together, educators can achieve more. edBridge understands the issues that impede collaboration and employs proven methodologies, innovative thinking, comprehensive planning and implementation strategies to transform goals into collective action.

EYP/

EYP specializes in planning and designing sustainable projects for higher education. With eight offices and 350 staff members, the firm ranks among Architect Magazine’s Top 50 A/E firms nationwide.

The IDEA Center

The IDEA Center publishes short application-oriented papers related to teaching, learning, and evaluation. Our IDEA Papers, POD-IDEA Center Notes on Instruction, and POD-IDEA Center Notes on Learning are available on our website.

LatinosinHigherEd

LatinosinHigherEd.com provides effective solutions for employers seeking qualified Latina/o professionals. We are dedicated exclusively to higher education and specialize in matching Latina/o professionals with colleges and universities.

Sponsors
Pre-Meeting Symposium

New Designs and the Student Experience: Curricular Pathways, Departments, and the Future of Arts and Sciences

Parents and students want to know the employment prospects of an arts and sciences major, while policy makers question whether liberal education contributes to workforce preparation and economic competitiveness. Such questions downplay the important role of liberal education for civic engagement and personal development. They also coincide with declining enrollments in some humanities majors, calls for reduction of general education requirements, the rise of interest in competency-based credits, and the emergence of MOOCs and other innovations that implicitly treat an education as a discrete set of credits, as opposed to a coherent course of study. In other words, the centrality of a liberal education rooted in study of the arts and sciences is being challenged around questions of purpose, cost, quality, and relevance.

During the 2014 symposium, participants will meet these challenges by exploring which structures, categories, and designs associated with liberal education and the arts and sciences might be saved, which might be adapted, and which might be discarded as we envision the future of higher education.

8:30–8:45 a.m.

WELCOME AND INTRODUCTION

Independence A

DAVID PARIS, Vice President, Office of Integrative Liberal Learning and the Global Commons, AAC&U

8:45–9:45 a.m.

PROVOCATIONS

How Should We Map, Mark, and Measure Liberal Education?

Independence A

Three leading theorists and practitioners will share provocative visions of the future of liberal education.

- RANDALL BASSE, Associate Provost, Professor of English, and Executive Director of the Center for New Designs in Learning and Scholarship, Georgetown University
- CHARLES BLAICH, Director of Inquiries, Center of Inquiry in the Liberal Arts, Wabash College
- JOHNNELLA BUTLER, Provost and Vice President for Academic Affairs, Spelman College

10:00–11:00 a.m.

REALITY CHECKS 1

CONCURRENT SESSIONS HIGHLIGHT INNOVATIVE CAMPUS PRACTICES ON THE FOLLOWING TOPICS:

Student Development: Integrating Academic, Curricular, and Experiential Learning

Independence FG

- PATRICK CLARKE, Dean of University College, Southern Utah University
- LAURA GAMBINO, Professor, Faculty Scholar for Teaching, Learning, and Assessment, Stella and Charles Gutman Community College
- CAROLYN NEUTON, Provost and Vice President for Academic and Student Affairs, The College of Wooster

Curricular Pathways: General Education, Cornerstone to Capstone

Independence DE

- DEBRA DAVID, Project Director, Give Students a Compass, California State University System Office
- MICHAEL HAGERMAN, Professor and Chair of Chemistry, Union College
- KATHY WOLFE, Dean of the College of Liberal Arts and Sciences, Nebraska Wesleyan University

Practicing Liberal Education: Connecting Curriculum and Careers

Independence HI

- SARAH HANSEN, Assistant Vice President, Division of Student Life, the University of Iowa
- ELEANOR TOWNSLEY, Associate Dean of Faculty, Mount Holyoke College

11:15 a.m.–12:15 p.m.

REALITY CHECKS 2

CONCURRENT SESSIONS HIGHLIGHT INNOVATIVE CAMPUS PRACTICES ON THE FOLLOWING TOPICS:

Competency-Based Education: Implications for Liberal Education

Independence DE

- CORI GORDON, Assistant Clinical Professor of Liberal Arts, Northern Arizona University
- REBECCA KAROFF, Senior Special Assistant to the Senior Vice President for Academic & Student Affairs, University of Wisconsin System
- JEREMY KORR, Dean of Arts and Sciences, Brandman University

Addressing Big Questions: Problem-Centered Inquiry

Independence HI

- C. “GRUFF” GRIFFIN, Director of General Education Program, Grand Valley State University
- JAMES KLEIN, Provost and Vice President for Academic and Student Affairs, Southern Oregon University
- M. GABRIELA TORRES, Associate Professor of Anthropology, Wheaton College
Wednesday, January 22

11:15 a.m.–12:15 p.m. (continued)

Global Learning:
Designing Curricula around the World
Independence FG
- CASS FREEDLAND, Director, Community-Based Learning, Goucher College
- LAURA O’TOOLE, Dean of Arts and Sciences, Salve Regina University
- ROBERT SQUILLACE, Associate Dean for Academic Affairs, New York University

12:15–1:30 p.m.

KEYNOTE LUNCHEON
Liberal Education Cuisine and the Basic Academic Food Groups
JUDITH SHAPIRO, President, The Teagle Foundation

There has been a tendency in some of the literature on higher education to draw a contrast between the general capacities (“competencies”) fostered by liberal education and the specific content that has been traditionally part of a liberal arts curriculum. This has had unfortunate and, for the most part, unintended consequences. Moreover, some of the language used in writings by higher education researchers is less than congenial to the very faculty members who are central to any effective changes in higher education. These are issues we will explore together.

2:00–2:45 p.m.

IMAGINING THE FUTURE OF ARTS AND SCIENCES 1
Independence A
Each roundtable will focus on a set of key questions related to the future of the arts and sciences and liberal education. Facilitators will lead discussion designed to capture innovative curricular designs and campus practices related to each question and scribes will record examples for later dissemination.

3:00–3:45 p.m.

IMAGINING THE FUTURE OF ARTS AND SCIENCES 2
Independence A
Participants will be invited to join new roundtable discussions designed to identify strategies for national efforts to illuminate the value(s) of study in the Arts and Sciences. Facilitators will lead conversations and scribes will capture key ideas for later dissemination.

3:45–4:15 p.m.

CLOSING DISCUSSION
Independence A
Participants will be encouraged to share critical concerns and ideas during the closing discussion.
FACILITATOR: ANN FERREN, Senior Fellow, AAC&U

Two AAC&U projects have shaped the symposium agenda:

General Education Maps and Markers (GEMs) is a one-year planning grant from the Bill and Melinda Gates Foundation to establish design principles to guide innovative efforts to develop and test portable, competency-based general education.

GEMs will use the competencies articulated in the Lumina Foundation Degree Qualification Profiles to map general education pathways that are holistic, cornerstone-to-capstone, focused on high-impact practices, and keyed to inquiry- and problem-centered projects. Dedicated working groups will explore the potential of digital learning strategies and the imperative for evidence of equitable levels of achievement and degree completion.

Faculty Leadership for Integrative Liberal Learning is a network of fifteen residential liberal arts colleges supported by the Teagle Foundation and the Mellon Foundation to examine undergraduate students’ integrative learning through multiple forms of engaged educational experiences.

As learning across boundaries becomes a signature characteristic of a 21st-century liberal education, curricular, cocurricular, and pedagogical innovations call for new forms of cross-cutting faculty oversight to discern the quality and level of students’ overall integrative learning. Project participants are articulating “Principle and Practices” of integrative liberal learning and strengthening faculty leadership for it across departments and divisions.

We invite symposium participants to help explore the implications of this important work on campus practice.
Pre-Meeting Workshops

2:00–5:00 p.m.

Using Disruption to Stay on Course (for Liberal Education)
Farragut Square
REBECCA FROST DAVIS, Director of Instructional and Emerging Technology, St. Edward’s University, and Fellow, National Institute for Technology in Liberal Education (NITLE)
This workshop is presented by NITLE

Designing and Supporting Meaningful Writing in a General Education Classroom
Franklin Square
This workshop is presented by Wiley

Cultivating a Culture of Evidence-Informed Decision Making: Foundational Principles for Higher Education Leaders
Independence DE
MICHAEL REDER, Director, Joy Shechtman Mankoff Faculty Center for Teaching and Learning, Connecticut College, and Senior Teagle Assessment Scholar, Wabash National Study of Liberal Arts Education; ROGER BROOKS, Dean of the Faculty, Connecticut College; RICHARD HOLMGREN, Vice President for Information Services and Planning, Allegheny College; PAUL KUERBIS, Professor of Education (Emeritus) and Director of the Crown Faculty Center (Emeritus), Colorado College; KIM MOONEY, Provost and Vice President for Academic Affairs, Franklin Pierce University

Empowering Faculty to Improve Students’ Learning through Collaborative Assessment: An Implementation Workshop for Faculty and Program Administrators
Independence BC
MARY-ANN WINKELMES, Coordinator of Instructional Development and Research, University of Nevada, Las Vegas
This workshop is presented by the POD Network

Online Tools and Strategies to Assess Learning Effectively
Lafayette Park
KEVIN KELLY, Director of Wiley Learning Institute and Instructor, San Francisco State University
This workshop is presented by Wiley

Wednesday, January 22

ACAD WORKSHOP
Reanimating Liberal Studies through Intentional and Innovative Experiential Learning
Independence FG
MARY-ELLEN BOYLE, Associate Provost and Dean of the College, Clark University; MARY ELLEN CARROLL, Associate Vice President for Academic Affairs and Dean of Experiential Learning, Loras College; LAURA OTTOOLE, Dean of Arts and Sciences, Salve Regina University; JIM SALVUCCI, Dean, School of Humanities and Social Sciences, and ANNE SCHOLL-FIELDER, Vice President, Career Services—both of Stevenson University; and MICHAEL G. TANNENBAUM, Provost and Vice President for Academic Affairs, Hartwick College

ACAD WORKSHOP
Undergraduate Research, Institutional Transformation, and Administrative Leadership: Effective Practices for Lasting Change
Independence HI
MARY CROWE, Associate Provost of Experiential Education, Florida Southern College; JULIO RIVERA, Provost, Carthage College; DAVID BRALIN, Dean, College of Science and Mathematics, James Madison University; JEFFERY M. OSBORN, Dean of the School of Science, The College of New Jersey

ACAD Third Annual Deans’ Institute
Wednesday, January 22 | 8:45 a.m.-4:30 p.m.

Constitution B

SPONSORED BY PEARSON

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

The featured plenary speaker for the day is SUSAN RESNECK PIERCE, President Emerita of the University of Puget Sound and President, SRP Consulting, LLC. Dr. Pierce will examine the ever-changing, complex role of the CAO in today’s environment and how deans and provosts can be true to academic values while helping the faculty successfully navigate this new environment.

SUSAN RESNECK PIERCE, President Emerita, the University of Puget Sound and President, SRP Consulting, LLC; BRYAN ALEXANDER, Senior Fellow, National Institute for Technology in Liberal Education; TOM LONGIN, Past-President, Society for College and University Planning and Senior Fellow & Consultant, Association of Governing Boards; IFF BERGIN, Vice President, Digital Design and Development, Pearson; LAURA BEHLING, Dean of the College and Vice President for Academic Affairs, Knox College; MARK BRALIN, Provost and Dean of the College, Gustavus Adolphus College; BONNIE IRWIN, Dean, College of Arts & Humanities, Eastern Illinois University; LINDA CABEL HALPERN, Provost for University Programs, James Madison University; DAVID TIMMERMAN, Dean of the Faculty, Monmouth College; LISA UIRI, Associate Provost for Academic Program and Resource Planning, Lesley University; MARIA MAISTO, President, New Faculty Majority, Executive Director, NFM Foundation; PAMELA MONACO, Vice President, Southwestern College Professional Studies; KATHLEEN MURRAY, Provost and Dean of the Faculty, Macalester College; ADELIA WILLIAMS-LUBITZ, Senior Associate Dean, Dyson College of Arts and Sciences; JAMES M. SLOAT, Assistant Dean of Faculty for Academic Development, Colby College; KAREN WALTON, Provost and Vice President for Academic Affairs, DeSales University; CHARLOTTE BORST, Vice President for Academic Affairs and Dean of Faculty, Whittier College; CARL MOSES, Professor and Former Provost, Susquehanna University
Wednesday Night Events

AAC&U Members’ Meeting

5:30–6:45 p.m.

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

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

Light refreshments will be available.

Opening Night Forum

7:00–8:30 p.m.

Digital Innovations and the Search for Efficiency and Quality
Constitution AB

As interest grows in increasing efficiencies in higher education, what are the implications for the quality of teaching and learning? What is the role of MOOCs and other new technologies in potentially increasing both efficiencies and quality learning? How has the need for new sources of revenue altered the academic and civic missions of colleges and universities? How do we reconcile the momentum behind competency-based education, online learning, and digital badges with consistent evidence that high-impact educational practices such as research, field-based learning, and creative projects help students persist in college and achieve at higher levels?

What does quality learning mean in today’s global context and what will our institutions look like tomorrow?

MOTERATOR: SCOTT JASCHIK, Editor, Inside Higher Ed

• CATHRAEL (KATE) KAZIN, Chief Academic Officer, College for America at Southern New Hampshire University
• KAREN HEAD, Assistant Professor of Literature, Media, and Communication, and Director of the Communication Center at The Georgia Institute of Technology
• AARON BADY, Postdoctoral Fellow at the University of Texas, Austin, and Editor, The New Inquiry
• JOSH JARRETT, Chief Learning Officer, Koru

AAC&U’s Welcoming Reception

8:30–10:00 p.m.

Independence A

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

AAC&U Welcomes Friends, Partners, and Sister Organizations

• Academy of Community Engagement Scholarship
• The Aspen Institute
• Association for Authentic, Experiential and Evidence-Based Learning
• Bringing Theory to Practice
• Campus Compact
• Campus Women Lead
• CHANGE Magazine Editorial Board
• Civic Learning and Democratic Engagement Action Network
• Consortium for Faculty Diversity in Liberal Arts Colleges
• Consortium for Innovative Environments in Learning
• Council of Colleges of Arts and Sciences
• Council of Public Liberal Arts Colleges
• Council on Undergraduate Research
• Diverse: Issues in Higher Education
• Harvard Graduate School of Education
• HERS—Higher Education Resource Services
• International Journal of ePortfolio
• Lumina Foundation
• NAFSA–Association of International Educators
• 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 Pericles
• The Reacting Consortium
• Rumper Deans
Thursday, January 23

7:00–8:30 a.m.

NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS

Grassroots Leadership in a Time of Declining Shared Governance

Constitution AB

ADRIANNA KEZAR is Professor of Education and Assistant Director of the Pullias Center for Higher Education at the University of Southern California. She is a national expert of change and leadership in higher education, exploring the change process in our institutions and the role of leadership in creating change, and serves as Project Director for The Delphi Project on the Changing Faculty and Student Success.

8:45–10:15 a.m.

OPENING PLENARY

Independence Ballroom A

Welcoming Remarks

MILDRED GARCÍA, President, California State University–Fullerton, and Chair, AAC&U Board of Directors

MARC ROY, Provost, Goucher College, and Chair, ACAD Board of Directors

Presentation of the Frederic W. Ness Book Award

For the book that has contributed most this year to our understanding of liberal learning—to José Antonio Bowen, Dean of the Meadows School of the Arts and Algur H. Meadows Chair and Professor of Music, Southern Methodist University, for Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning (Jossey-Bass, 2012).

Introduction of Recipients of the 2014 K. Patricia Cross Future Leaders Award

ELENA ABBOTT, History, Georgetown University

SARAH HATTEBERG, Sociology, Indiana University

JENNIFER KING CHEN, Education in Math, Science and Technology, University of California–Berkeley

AMY LUECK, Rhetoric and Composition, University of Louisville

YEDALIS RUIZ, Higher Education, University of Massachusetts

MICHAEL VANELZAKKER, Psychology and Neuroscience, Tufts University

OMAR VILLANUEVA, Chemistry, Emory University

CATHERY YEH, Education, Chicano/Latino Studies, University of California–Irvine

8:45–10:15 a.m.

BREAKEFAST DISCUSSION

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

Lafayette Park

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

President’s Welcome

CAROL GEARY SCHNEIDER, President, AAC&U

FEATURED ADDRESS

The Battle for the American Idea:
Equality, Education, and Opportunity

E.J. DIONNE, JR. is a senior fellow at the Brookings Institution, a syndicated columnist for the Washington Post, and University Professor in the Foundations of Democracy and Culture at Georgetown University. A nationally known and respected commentator on politics, he appears weekly on National Public Radio and regularly on MSNBC. E.J. Dionne is the author and editor or co-editor of numerous publications, including Our Divided Political Heart: The Battle for the American Idea in an Age of Discontent; Community Works: The Revival of Civil Society in America; and Souled Out: Reclaiming Faith and Politics After the Religious Right. His best-selling book, Why Americans Hate Politics (1991) won the Los Angeles Times book prize, and was a National Book Award nominee.
Thursday, January 23

10:30–11:45 a.m.

CONCURRENT SESSIONS

The Degree Qualifications Profile: Updates From the Field and DQP 2.0

Constitution B

The Degree Qualifications Profile (DQP) is a postsecondary learning outcomes framework that specifies what students should be expected to know and be able to do at the associate’s, bachelor’s and master’s level. Since it was introduced at AAC&U’s 2011 Annual Meeting, nearly 300 colleges and universities have used the framework to guide curricular revisions, retool assessment approaches, support student success, and organize quality improvements in line with accreditation standards. Based on data and feedback from campuses and national associations, Lumina Foundation will release DQP 2.0 later this year. Authors of the DQP and others will summarize what has been learned from the field and preview the new edition. They will also discuss a variety of ways the DQP can help ensure high-quality degrees.

MODERATOR: HOLLY MCKIERNAN, Chief of Staff and General Counsel, Lumina Foundation

PANELISTS: PETER T. EWELL, Vice President, National Center for Higher Education Management Systems; GEORGE D. KUH, Director and Co-Principal Investigator, National Institute for Learning Outcomes Assessment; CLIFFORD ADELMAN, Senior Associate, Institute for Higher Education Policy

Preparing for Apocalypse? The Liberal Arts in the Era of “Higher Education Reform”

Constitution A

There has been a recent onslaught of economic, political, cultural, and technological changes, resulting in a sense that the future of higher education is going to be very different, very soon. This session will address many of the assumptions and anxieties behind such discussions that can animate the opposition to reform, give pause to even the most ardent reformists, and emerge as unacknowledged by-products of corporate educational enterprises. What will remain of the academic mission of colleges and universities in a future marked by “reform” and technological revolution? Is it possible to strike a balance in the face of well-financed forces that proclaim the inevitability of change? What might a university without academics look like? Could the academy survive in exile?

SCOTT COHEN, Associate Professor of English, Stonehill College; JOHANN NEEM, Associate Professor of History, Western Washington University; BENJAMIN GINSBERG, David Bernstein Professor and Director, Washington Center for the Study of American Government, The Johns Hopkins University; GOLDIE BLUMENSTYK, Senior Writer, The Chronicle of Higher Education

Faculty of the Future: Voices from the Next Generation

Farragut Square

AAC&U welcomes the 2014 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 2014 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.

MODERATOR: L. LEE KNEFELKAMP, Professor Emerita, Teachers College, Columbia University

PANELISTS: ELENA ABBOTT, History, Georgetown University; SARAH HATTEBERG, Sociology, Indiana University; JENNIFER KING CHEN, Education in Math, Science and Technology, University of California, Berkeley; AMY LUECK, Rhetoric and Composition, University of Louisville; YEDALIS RUIZ, Higher Education, University of Massachusetts; MICHAEL VANELZAKKER, Psychology and Neuroscience, Tufts University; OMAR VILLANUEVA, Chemistry, Emory University; CATHERY YEH, Education, Chicano/Latino Studies, University of California, Irvine

Distance Mentored Undergraduate Research: Expanding Student Access to Faculty Expertise

Wilson/Roosevelt

The Council of Public Liberal Arts Colleges (COPLAC), with generous support from the Teagle Foundation, is engaged in a pilot project to expand undergraduate research opportunities through distance mentoring. The project leverages the strength of a 27-campus consortium to offer students the range of faculty expertise more commonly associated with a large research university. In addition to testing the viability of distance-mentored undergraduate research and assessing its impact on student learning, COPLAC seeks to explore new ways of defining credit-bearing courses, the shape of faculty work in an increasingly constrained fiscal environment at public liberal arts institutions, and the larger faculty rewards system.

MODERATOR: STEVE GREENLAW, Professor of Economics, University of Mary Washington

PANELISTS: SUMI COLLIGAN, Professor of Sociology, Massachusetts College of Liberal Arts; JAY SELF, Chair, Department of Communication, Truman State University; CHELSEA BERESFORD, Undergraduate Student (History), University of North Carolina Asheville

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

National Coalitions of Small and Medium Institutions as a Path to Sustain Residential and Liberal Education

Independence HI

The New American Colleges & Universities (NAC&U) is developing policies to promote inter-institutional collaboration, innovation, and resource sharing with the goal of providing students with enriched curricular offerings through domestic and international exchanges, cross-institutional collaborative undergraduate research opportunities, and virtual specialty courses. Inter-institutional collaboration will promote faculty exchanges, collaborative research, collaborative proposals for external funding, and sharing of innovative approaches to student learning. Inter-institutional collaboration may also lead to reduced costs for various back-office activities. Panelists will discuss NAC&U strategies to pave the way for easy cross-institutional registration, tuition, financial aid, and professional development opportunities for faculty.

MODERATOR: NANCY HENSEL, President, New American Colleges and Universities

PANELISTS: MARK HECKLER, President, Valparaiso University; RICHARD GUARASCi, President, Wagner College; THOMAS KAZEE, President, University of Evansville

This session is presented by the New American Colleges & Universities
Re-Inventing Higher Education: Getting From Local Discussion to Universal Action

Burnham

This interactive session shares several higher education reinvention plans which use radical stewardship. Each defines higher education as an enterprise which develops excellence through openness and inclusion. We will focus on community engagement, technology, liberal education, and student agency. In addition, each plan recognizes that higher education shifted to a "glocal" experience where campus citizens are local with a global reach. No one person is responsible for moving higher education into the future. A genuine shift requires faculty, staff, and students to share responsibility for establishing intra- and inter-institutional coalitions and broader systems to transform higher education.

RAYMOND BURGMAN, Director, HERS Institutes, HERS, University of Denver; LAURA BRIGGS, Chair, Women, Gender, Sexuality Studies, University of Massachusetts Amherst; CELIA EASTON, Dean of Residential Living, State University of New York at Geneseo; ROSINA MILLER, Executive Director, The Philadelphia Center; PAMELA SCOTT-JOHNSON, Interim Dean of the College of Liberal Arts, Morgan State University

Faculty Development in a World of Constant Change

Cabin John/Arlington

Higher education is undergoing constant change, so faculty members need support in their new roles. Teaching centers often provide that support. When there is clear communication with higher administration, they can effectively support the strategic direction of the institution and offer new opportunities to faculty. They can help assess the faculty's professional development needs and create programs to serve those needs. Three veteran teaching center directors will explain how their centers assist new initiatives on campus (e.g., globalization, faculty learning communities, and online or blended courses) and will lead a discussion about making faculty development more effective.

CONSTANCE E. COOK, Associate Vice Provost and Executive Director, Center for Research on Learning and Teaching, University of Michigan; KATHLEEN T. BRINKO, Director, Faculty and Academic Development, Appalachian State University; LESLIE ORTQUIST-AHRENS, Director, Center for Transformative Learning, Berea College

This session is presented by the POD Network

Creating Innovative Institutions to Meet Underserved Students’ Needs

Independence BC

Panelists will share stories and strategies about the opening years of institutions that were each founded to create innovative ways to support a changing student body’s needs. But while thinking through new solutions to address issues of equity, access, practicability, and affordability for students, these models each exist within larger institutions—CUNY houses the Guttman Community College; Southern New Hampshire University (SNHU) houses the College for America; and College Unbound is a degree delivery model housed at Charter Oak State College and SNHU—and have to navigate institutional politics and accreditation challenges. This session will present a template of change and innovation in higher education that other campuses can use to think through the present moment.

ADAM BUSH, Co-Founder, and DENNIS LITTKY, Co-Founder—both of College Unbound; SCOTT EVENBECK, President, Stella and Charles Gutman Community College/City University of New York; PATRICIA LYNOTT, Provost, Senior Vice President for Academic Affairs, and Dean of Faculty, Southern New Hampshire University

This session is sponsored by The Washington Center

Building Partnerships for Change: Celebrating The Washington Center’s 2013 Higher Education Civic Engagement Award Winners

Independence DE

Building partnerships beyond campus is key to making and sustaining genuinely transformational impacts in civic engagement. This panel celebrates the work of five institutions that have not only achieved depth and breadth in their commitment to civic engagement, but have also demonstrated leadership and innovation with their community partners in defining and addressing issues of public concern. The panelists represent the five recipient institutions of The Washington Center’s 2013 Higher Education Civic Engagement Awards. Sponsored by the New York Life Foundation, the five recipients will receive scholarship funding to help students from their campus participate in the TWC Academic Internship Program during the next year.

MODERATOR: GERI MANNION, Program Director, Carnegie Corporation of New York and Member, The Washington Center Board of Directors

PANELISTS: CONWAY SAYLOR, Director of Service Learning and Civic Engagement, The Citadel; SETH POLLACK, Director, Service Learning Institute, California State University, Monterey Bay; MARYLIN HIGGINS, Vice President of Community Engagement and Economic Development, Syracuse University

This session is sponsored by The Washington Center

Governance, Democracy, and Change

Latrobe

This seminar explores the question: Should/can universities serve as models of the democratic process and/or democratic societies? If the answer is “yes,” then we must further ask how are we to plan and act accordingly? For example: Can changing a curriculum help democratize the academy, through an open review/reform process, and by proper design of the content, the method of delivery, and faculty preparation? In addition, how can we best promote a culture of shared governance that facilitates healthy change? Seminar participants will survey the challenges facing campus leaders and identify ways to promote democratic values and model democratic processes.

TERESA LONZO, Associate Professor of Hispanic Studies, and EUGENE TRACY, Chancellor Professor of Physics—both of the College of William & Mary; KELLY JOYCE, Director, Science, Technology and Society Program and Associate Dean for Humanities and Social Science Research, Drexel University

This seminar is limited to 25; please arrive early.
Thursday, January 23

10:30–11:45 a.m. (continued)

Shared University Governance in the 21st Century: Challenges and Best Practices
Conference Theatre
In the changing environment of American higher education what should “shared governance” mean and how can universities achieve it? Too often faculty feel left out of university decision making or overwhelmed by the demands of committee service, while administrators feel at risk of leading without broad support. At the same time, students can see themselves as forgotten in choices impacting them and professional staff may feel unrepresented in university-wide decisions. Through examples from the literature and experiences of panelists and audience members, this discussion will highlight strategies to overcome these challenges by building connections between stakeholders for inclusive, effective governance.

KARL SCHONBERG, Professor of Government and Associate Dean for International and Intercultural Studies, St. Lawrence University; MEGAN MEYER, Associate Professor and Associate Dean of Academic Affairs, University of Maryland, Baltimore; MATTHEW BURCHETT, Director of Student Activities, Baylor University; DANIELLE WILLIAMS, Director of Transfer Services, Norfolk State University; KEN SPRING, Associate Dean for Academic Affairs, Belmont University

Creating Cohesive Paths to Civic Engagement: Mapping the Curricular and Co-curricular Offerings on 26 Campuses
Independence FG
Project Pericles works with provosts and faculty to enhance links between the curriculum, campus, and community. Creating Cohesive Paths to Civic Engagement—a project to inventory, map, and develop more integrated programs for civic engagement and social responsibility—creates pathways for students (including those in humanities and STEM) to integrate civic engagement into their education. The project enhances curricular and co-curricular programs that strengthen critical thinking, skills, social responsibility, and active engagement where students bring theory to practice. Audience and panelists will discuss replicable best practices, challenges, and solutions.

JAN LISS, Executive Director, Project Pericles; LINDA DEMERRITT, Provost and Dean of the College, Allegheny College; CHAD BERRY, Academic Vice President and Dean of the Faculty, Berea College; CHRISTY HANSON, Dean of the Institute for Global Citizenship, Macalester College; STEPHEN PRESKILL, Distinguished Professor, Wagner College

Creating the Capacity for Sustained Engagement: The Quest for Quality
Franklin Square
Colleges and universities in the 21st century must develop the capacity to support and encourage collaborations that span disciplines, generations, and institutional boundaries in order to prepare graduates to work in progressively more challenging and meaningful ways. This session will illustrate how institutions can couple their capacity for community engagement with the quest for quality in a sustained manner. Key perspectives to be addressed include: alignment of engagement strategies with other higher education initiatives; innovations in undergraduate and graduate curricula; and accessing networks and other resources to develop capacity to sustain engagement strategies.

SHERRIL GELMON, Professor of Public Health and Chair, Division of Public Administration, and JUDITH RAMALEY, Distinguished Professor of Public Service—both of Portland State University; DEVORAH LIEBERMAN, President, University of La Verne; SUSAN AGRE-KIPPENHAN, Vice President for Academic Affairs and Dean of Faculty, Linfield College

FLIPPED SESSION
#flippedfailure: Designing “Unsettled” Learning Spaces Beyond the Flipped Classroom
Lafayette Park
How might educators and their students co-design multiple learning spaces that “unsettle” classrooms as primary settings for where, how, and when teaching and learning occurs? Innovation at the intersection of instructional design, educational technology, and digital media seldom fosters distributed collaboration beyond classroom walls or online discussion forums. Participants will evaluate the constraints and affordances of both physical places and virtual spaces for teaching and learning. Working as designers to experiment, fail fast, and iterate, participants will engage a series of design exercises intended to situate the locations and behaviors of teaching and learning beyond the “classroom-as-container.”

JEREMIAH HOLDEN, Candidate, Department of Curriculum and Instruction, University of Wisconsin–Madison

* Links to readings are available online and via the mobile app.

ACAD SESSION
Two-and Four-Year Institutional Collaborations to Educate Engaged Citizens
Constitution CDE
Education in the liberal arts promotes those qualities—the ability to think, to assess and solve problems, and to communicate—that are core skills demanded of citizens in a free society. Partnerships between four- and two-year institutions can support such endeavors. This interactive session presents dean-supported examples of two-to-four-year collaborations and invites discussion to share additional ideas.

STEVE BISHOP, Provost and Vice Chancellor for Academic Affairs, Ozarks Technical College; JOHN D. BOOKST AVER, Dean, Division of Business, Science, Education, Math, and Computer Science, St. Charles Community College; GLORIA J. GALANES, Dean, College of Arts and Letters, TAMERA JAHNKE, Dean, College of Natural and Applied Sciences, and VICTOR MATTHEWS, Dean, College of Humanities and Public Affairs—all of Missouri State University

11:45 a.m.–1:15 p.m.

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR
Penn Quarter (Lagoon Level)
Globalization at Home

REZA FAKHARI is the Associate Provost and Professor of International Politics at Kingsborough Community College of The City University of New York. He serves as Chairman of the Board of Directors of the Student World Assembly, a student-run global dialogue organization devoted to promoting democratic values, human rights, and youth leadership. He is also on the national steering committees of The Democracy Commitment and The Dream: US Dreamer Scholarship Initiative. Dr. Fakhari was named a 2013 Distinguished College Administrator by the Phi Theta Kappa Honor Society.

Reza Fakhari
CONCURRENT SESSIONS

4TH ANNUAL ERNEST L. BOYER AWARD
The Future of Scholarship

Constitution B

The New American Colleges & Universities has established a national award to honor the legacy of Ernest L. Boyer by recognizing an individual whose achievements in higher education exemplify Boyer’s quest for connecting theory to practice and thought to action, in and out of the classroom. As stated by Boyer: “We emphasize this commitment to community not out of a sentimental attachment to tradition, but because our democratic way of life and perhaps our survival as a people rest on whether we can move beyond self-interest and begin to understand better the realities of our dependence on each other.” Edward Ayers will deliver this address as recipient of the 2014 Boyer Award.

EDWARD L. AYERS, President of the University of Richmond, is a noted historian, author of ten books, and recipient of numerous honors and awards, including the National Medal for the Humanities awarded by President Obama. Dr. Ayers is a pioneer in digital humanities and was co-creator of The Valley of the Shadow: Two Communities in the American Civil War, a digital archive project used in thousands of classrooms around the world.

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

1:30–2:30 p.m.

Has the Long Overdue Technological Revolution in Higher Education Begun?

Independence DE

According to the Economist (June 29, 2013): “Now at last a revolution is under way. At its heart is the idea of moving from ‘one-size-fits-all’ education to a more personalized approach, with technology allowing each student to be taught at a different speed, in some cases by adaptive computer programs…” A number of game-changers are making this revolution possible and inevitable: from high-speed mobile networks, ubiquitous tablet computing, the ability to process huge amounts of actionable data, to sophisticated online gaming and adaptive-learning algorithms. Flat World Education and Brandman University are pioneering this technological revolution with a competency-based undergraduate degree that’s mobile-first; utilizes the latest in adaptive learning and gamification to sophisticated online gaming and adaptive-learning algorithms. Flat World Education and Brandman University are pioneering this technological revolution with a competency-based undergraduate degree that’s mobile-first; utilizes the latest in adaptive learning and gamification techniques and big data insights to improve quality and consistency; dramatically reduces the cost and time to completion of a college degree; and provides employers with a true measure of student competencies by focusing on workforce skills, knowledge, and abilities.

CHARLES A. BULLOCK, Executive Vice Chancellor and Chief Academic Officer/Provost, Brandman University; JAMES RIANHARD, President, Flat World Education

This session is sponsored by Flat World Education

True Student Learning

Building an Effective Culture of Assessment to Ensure True Student Learning

Wilson/Roosevelt

During this session, participants will gain insight into best-practice models for involving faculty in strategic assessment planning and implementation of effective university-wide general education assessment. The session will provide take away practical tips and techniques to apply at home institutions, including strategies for engaging faculty, techniques for effective technology implementation, assessing students in innovative ways, collecting and measuring reliable student learning assessment data, and using actionable data to make improvements.

IDA ASNER, Director of Educational Consultants, LiveText

This session is sponsored by LiveText

Collaborative Space: Is it Worth It?

Measuring the Impact in Quantitative Terms

Cabin John/Arlington

Central to the planning and design of learning spaces is the premise that physical environments affect teaching, learning, and collaboration. This interactive session will explore how planning for learning and research environments significantly impacts space allocation and cost. The presentation will also examine a research program, first introduced at AAC&U’s 2012 Annual Meeting, that quantifies the actual impact of collaborative spaces. Presenters will reveal additional findings that assess how existing buildings lacking collaborative space compare, and new institutional data that measures the impact of collaborative spaces on teaching, research, hiring, and facility usage. Participants will gain insight into the benefit of planning for collaborative spaces in renovation or new construction projects, and an understanding of the research methodology used to measure the impact of these spaces.

LEILA KAMAL, Vice President Design & Expertise, and KIP ELLIS, Lead Designer—both at EYP; LINDA EISENMANN, Professor of Education, Professor of History, and Provost, Wheaton College (MA)

This session is sponsored by EYP

Straight Talk about Implementing E-Portfolios

Conference Theatre

A decade of experience with a wide range of e-portfolio implementations has provided IUPUI’s ePortfolio team with an unusually broad perspective for observing common pitfalls and overlooked opportunities. This session will help participants sort through the maze of seemingly conflicting advice about how, when, and even why to adopt E-portfolios and will offer practical advice on useful approaches when starting out and in growing beyond the pilot. Topics include how to avoid over-planning, how to approach selection of a technology environment, how to balance multiple purposes, where to find ideas worth borrowing, and how not to worry about getting something wrong. Bring your questions along with your own experience to share.

SUSAN KAHN, Director, ePortfolio Initiative, and Director, Office of Institutional Effectiveness, and SUSAN SCOTT, ePortfolio Coordinator and Assistant Director, Office of Institutional Effectiveness—both of Indiana University-Purdue University Indianapolis
Deepening Civic Learning and Community Engagement: Promising Efforts in Curriculum and Student Leadership Development

Independence HI
Rick Battistoni—Campus Compact’s 2013 Thomas Ehrlich Civically Engaged Faculty Award winner—will facilitate a conversation on the future of community engagement in higher education. Over the past three decades, there has been tremendous growth in the number of higher education institutions that have integrated civic engagement efforts into their teaching and learning initiatives. There are concerns, however, that many of these efforts are “a mile wide and an inch deep.” Much of Battistoni’s work has been to think about how community engagement work can be enhanced to contribute more deeply to students’ civic learning and their more robust participation in our democracy. This session will examine efforts to strengthen curricular approaches to engagement and to develop student voice and leadership through community-based research and service.

*RICK BATTISTONI, Professor of Political Science and Public and Community Service Studies and Director, Feinstein Institute for Public Service, Providence College; SHERRIEL GELMON, 2011 Ehrlich Award Winner and Chair, Division of Public Administration, Portland State University; NICHOLAS LONGO, Associate Professor of Public and Community Service Studies, Providence College; TANIA D. MITCHELL, Assistant Professor of Postsecondary Teaching and Learning, University of Minnesota; JOHN SALTMARSH, Co-Director, New England Resource Center for Higher Education, University of Massachusetts, Boston

Who is Coming to College: Results from the 2013 CIRP Freshman Survey

Independence FG
In this always popular session, the 2013 results of the CIRP Freshman Survey will be released. Find out what is unique about the entering class of 2013. Particular attention will be given to changes in students’ results that we know, from extensive studies using CIRP data, impact the likelihood of graduating. In addition, participants will examine new questions that address student understanding and expectations of time to degree.

* JOHN PRYOR, Director, Cooperative Institutional Research Program, University of California–Los Angeles

SEMINAR (Participation limited to 25; please arrive early.)
What Must (Not) Change in the Liberal Arts and Sciences?

Latrobe
As the transformation of the academy continues to pick up speed—through the sometimes purposeful focus on educational innovation and disruption, the erosion of a tenured faculty, and the growing use of budget models that explicitly consider the profitability of academic programs—the role of the liberal arts and sciences as the common core of a college education becomes less certain. This discussion focuses specifically on changes in the liberal arts and sciences that should be resisted by faculty and administrators and those that should be willingly or grudgingly embraced. Discussion topics will include the role of MOOCs, the outsourcing of language courses, competency-driven degrees, and differential tuition rates tied to the first-job of college graduates. Attention will be given to using a Responsibility Centered Management (RCM) budget model as a way of advancing liberal education on campus.

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

FLIPPED SESSION *
The Challenges and Opportunities of Competency-Based Education: Are We Swimming Upstream or Moving Toward a Sea Change in Higher Education?

Constitution A
There is growing consensus regarding the credit hour’s inadequacy as currency for student learning, accompanied by increasing recognition of the potential of competency-based education to elevate expectations for student learning and provide strong evidence for what students know and are able to do. This context raises significant policy questions at institutional, system, state, and federal levels. This Flipped Session will engage participants in these questions, guided by Peter Ewell’s “The Lumina Degree Qualifications Profile (DQP): Implications for Assessment” with an afterword by Carol Geary Schneider and a brief on the University of Wisconsin System’s competency-based Flexible Option initiative.

* REBECCA KAROFF, Senior Special Assistant to the Senior Vice President for Academic and Student Affairs, University of Wisconsin System; IOCELYN MILNER, Director of Academic Planning and Institutional Research, University of Wisconsin–Madison; AARON BROWER, Interim Provost and Vice Chancellor, University of Wisconsin–Extension

Connecting Learning with Work: Exemplars from the Field

Independence BC
One reason for the positive effects of high-impact practices (HIPs) is that—when done well—they challenge and support students to transfer what they are learning to concrete, unscripted situations and reflect on these experiences, which further enriches and deepens learning. This process also helps students develop the capacity for continuous learning, an outcome emphasized in AAC&U’s LEAP campaign and insinuated in Lumina’s Degree Qualifications Profile, one that is valued by employers and policy makers. This session features two proven examples of engaging students in this manner—the University of Iowa’s Guided Reflection on Work initiative and The Washington Center’s internship program, which has adapted VALUE rubrics to assess student learning. Those in attendance will learn about how to convert student employment and field placements into high-impact experiences.

* GEORGE KUH, Chancellors’ Professor of Higher Education Emeritus, Indiana University Bloomington; ALAN GROSE, Director of Academic Affairs, The Washington Center for Internships and Academic Seminars; SARAH HANSEN, Assistant Vice President for Student Life Assessment and Strategic Initiatives, and CARSON D. DINGER, Residence Life Coordinator—both of the University of Iowa
Civitas and Humanitas, or Bread and Roses
Franklin Square

The defense of liberal education starts with an account of the liberally educated person. And most accounts of a fully educated person include the civic dimension, or the ability of a citizen to act in the public world. All too often, however, the “civic” is reduced to a set of political skills, or political knowledge, and does not include a rich account of what a civic-minded person might care about beyond the instrumentality of politics. This session will explore civic education programs which explicitly integrate philosophical exploration, the arts, and the broader humanities—all with the goal of engaging students in the first political questions: what is the good society and what is justice?

BERNIE RONAN, Associate Vice Chancellor, Public Affairs, Maricopa Community Colleges; BRIAN MURPHY, President, De Anza College; TIMOTHY EATMAN, Faculty Co-Director, Imagining America: Artists and Scholars in Public Life; NEESHA TAMBE, graduate of DeAnza College and Georgetown University

FLIPPED SESSION *
The Coming Transformation of Liberal Arts Education: Preparing to Succeed in a New World
Lafayette Park/Farragut Square

Utilizing a case-study for focus, this session will engage participants in a facilitated discussion exploring the implications of disruptive innovations such as adaptive learning platforms, competency-based degrees, and MOOCs on the business models of traditional residential, four-year colleges. Participants will work collaboratively to identify strategies through which traditional, four-year colleges could thrive in a radically transformed higher education landscape by embracing new technologies where it makes sense to do so, while preserving and even enhancing their liberal arts core. The admittedly audacious goal is to identify at least two models for delivering a baccalaureate education that would yield the liberal arts outcomes we associate with four-year colleges, while embracing new technologies, lowering the cost of attendance, and remaining financially vibrant.

RICHARD HOLMGREN, Vice President of Information Services and Planning, Allegheny College

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

* Links to readings are available online and via the mobile app.

ACAD SESSION
We Interrupt Your Regularly Scheduled Appointment: How Academic Affairs Administration Becomes a Moving Target When Forced to Deal With Change, Disruption, and Transition
Constitution CDE

This interactive session focuses on how to proceed when work is interrupted due to turnover in the academic affairs administrative team. While turnover can derail moving forward on critical agenda items, changes can also provide an opportunity. Session facilitators will draw upon personal experiences, resources available, and session attendees’ own experiences to provide best practices for not having critical work derailed because of transitions.

JEFFREY R. BREESE, Interim Vice President for Academic Affairs, and MICHAEL A. CLUMP, Associate Dean, School of Graduate and Professional Studies—both of Rockhurst University; JOSEPH INCANDELA, Associate Dean of Faculty, Saint Mary’s College

2:45–3:50 p.m.

PRESIDENTS’ SESSION
Welcome and Introduction
Lafayette Park/Farragut Square

MILDRED GARCIA, President, California State University–Fullerton

DAVID BERGERON, Vice President, Postsecondary Education, Center for American Progress; JAMIENNE STUDLEY, Deputy Under Secretary, US Department of Education; EDWARD RAY, President, Oregon State University; KENNETH RUSCIO, President, Washington and Lee University

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

Two Cultures or One? Student Engagement of Liberal Arts College STEM Majors within and outside of Science
Wilson/Roosevelt

While many of the positive outcomes of majoring in STEM fields at liberal arts colleges are known, we do not know much about how students integrate the content and skills from their non-science courses into their major. Drawing on interviews with STEM majors participating in a panel study at seven liberal arts colleges, we developed a typology based on patterns of course enrollment and orientation toward non-science courses—samplers, explorers, straddlers, and connectors—reflecting increasing degrees of integration between science and non-science fields. Students with an intermediate number of science courses were more likely see explicit connections between their science and non-science courses, gaining insight into the methodology and integrating knowledge and experiences across the curriculum. Our findings have implications for faculty and administrators seeking to expand opportunities for the type of integrative learning necessary to addressing complex, global issues.

ADELE WOLFSON, Professor of Chemistry, and LEE CUBA, Professor of Sociology—both of Wellesley College

Faculty Work in the Digital Age: What’s Beyond Online Teaching?
Independence BC

There is more to the impact of the digital age on faculty work than new roles in online teaching. In fact, new forms of scholarly and scientific communications have been called “the real digital change agents” on campus. Scholars and scientists are reading and writing in dramatically new ways. An integrated view across emerging forms of faculty work can show how digitally-inspired teaching, reading, and writing may be seen together as resources for educational innovation by shaping expectations for student learning and for future faculty, including their contributions to new electronic forms of liberal and general education.

STEVEN WEILAND, Professor of Higher Education, Michigan State University
**Expanding Pre-Professional Experiential Learning Through Technology-Enabled Off-Site Internships**

**Independence HI**

Eastern Connecticut State University and CIGNA have developed an innovative approach to reducing geographic, scheduling, and other barriers to student participation in pre-professional internships. In order to expand internship options available to students in this rural part of the state, an on-campus facility—the “Work Hub”—was created leveraging the university’s technology and technical expertise to allow students to complete internships without regularly leaving campus. This session will address the technical and other requirements, challenges, opportunities and outcomes of on-campus technology-enabled internships with perspectives from the chief academic officer, chief information officer, and the internship supervisor from CIGNA.

**RHONA FREE,** Provost, and **JOSEPH TOLISANO,** Chief Information Officer—both of Eastern Connecticut State University; **KEVIN RYAN,** CIGNA

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**Pedagogy and Place: [Re]designs for the Learning Paradigm**

**Franklin Square**

Two very different institutions, linked by a common commitment to the liberal arts and to enacting what John Tagg called *The Learning Paradigm College* (2003), faced a similar opportunity in [re]designing learning spaces and the undergraduate curriculum. Cullen, Harris, and Hill in *The Learner-Centered Curriculum* (2012) call for creativity and adaptability as fundamental and guiding principles of action both in designing a curriculum that is learner-centered and for the design of new and renovation of older learning spaces. Both Georgia Gwinnett College and Oxford College of Emory University have applied creativity and adaptability in the design and redesign of their physical spaces and their individual curricula.

**JEFFERY GALLE,** Director of Center for Academic Excellence, and **MYRA FRADY,** Dean for Resource Planning and Chief Financial Officer—both of Oxford College of Emory University; **JO GALLE,** Associate Vice President of Academics, Georgia Gwinnett College

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**Holistic Higher Ed through ePortfolios**

**Burnham**

This session will explore how the use of ePortfolios at the College of General Studies at Boston University has helped give faculty and administrators a more holistic understanding of students and has helped students develop greater self-awareness by allowing them to integrate and reflect on their curricular and cocurricular activities. We will describe how we use e-portfolios in our program, showcase some particularly noteworthy portfolios, and conduct a discussion in which we answer questions and share best practices.

**NATALIE MCKNIGHT,** Interim Dean, and **MEGAN SULLIVAN,** Associate Dean—both of the College of General Studies, Boston University

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**30-MINUTE PRESENTATIONS**

**We Know What to Do... Why So Little Change (in STEM Education)?**

**Wilson/Roosevelt**

Despite 20+ years of theoretical and empirical research indicating the benefits of research-based teaching practices for student learning, especially in STEM disciplines, such practices are still not in widespread use in most institutions of higher education. Two key questions emerge: Why don’t more (STEM) faculty members adopt such teaching practices? How can institutions achieve wider adoption of research-based teaching practices (in both STEM and non-STEM disciplines)? In this session we will explore these questions, making use of cognitive research on resistance to change, recent empirical research on faculty adoption of (and persistence with) pedagogical innovations, and participants’ campus experiences.

**SCOTT SIMKINS,** Director, Academy for Teaching and Learning, North Carolina Agricultural and Technical State University

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**Mentoring Strategies that Retain Diverse Students and Faculty**

**Independence HI**

What evidence-based approaches improve the success of first-generation college students from diverse racial-ethnic backgrounds and of underrepresented faculty? In this interactive session, we explore models of network-based mentoring as a key lever for supporting and retaining diverse students and faculty. We also examine to what degree institutions are building capacity for all faculty—not just underrepresented faculty—to support students from all backgrounds, as this is critical to the retention of diverse students and faculty. Participants will explore several network-based mentoring approaches, assess their own infrastructure, and translate the model/approaches to their own institutions.

**BECKY PACKARD,** Director of Weissman Center for Leadership and Professor of Psychology, Mount Holyoke College; **MARY DEANE SORCINELLI,** Associate Provost for Faculty Development, University of Massachusetts Amherst and Distinguished Scholar in Residence, Mount Holyoke College; **ROBBIN CHAPMAN,** Associate Provost and Academic Director for Diversity and Inclusion, Wellesley College

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**National Research and Trends on High-Impact Practices in the First-Year Seminar**

**Independence BC**

First-year seminars have historically been a place where other high-impact practices such as learning communities, service learning, common intellectual experiences, and diversity/global learning have been situated or connected. Seminar participation can expose a student to multiple HIPs and serve as an important and efficient vehicle for educational engagement and progress toward 21st-century learning outcomes. This presentation will use data from the 2012-2013 administration of the National Survey of First-Year Seminars to examine how seven high-impact practices are integrated into first-year seminar design and delivery and to suggest specific areas for educational innovation and improvement for HIPs in the first-year seminar.

**JENNIFER KELLY,** Director of The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina Columbia
CONCURRENT 75-MINUTE SESSIONS

Connecting Quality Initiatives: Implications and Intersections of LEAP, DQP, and Tuning

Constitution B

Many institutions are involved in multiple initiatives designed to address one or more issues related to the quality of undergraduate student learning. This session will explore how an array of campuses are using different initiatives—including the AAC&U LEAP and VALUE initiatives as well as Lumina DQP and Tuning initiatives—to address different challenges related to defining, assessing, and improving levels of student achievement. of important learning outcomes.

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

PANELISTS: JAMES GROSSMAN, Executive Director, American Historical Association; ELIZABETH H. TOBIN, Dean of the College and Vice President for Academic Affairs, Illinois College; DANIEL McNERNEY, Professor of History and Associate Department Head, Utah State University; PAUL L. GASTON, Trustees Professor of English, Kent State University

MOOCS, Debt, and Relevance: Civic Engagement’s Moment?

Independence FG

Given this period of “disruption” in American higher education, what can and should those of us who care about civic engagement say and do in order to respond to this important historical moment? Will this be a time of retrenchment for connecting our institutions to broader local, national, and global challenges as finite resources are allocated to more traditional forms of higher education? Will technology and online education serve to disconnect our institutions from their growing civic roles, or will this be the moment where the unique contributions of civic engagement help us to make the case for this work? Join four civic engagement experts who hold a variety of roles to explore whether this is civic engagement’s moment to grow or whither.

ERIC MLYN, Executive Director, DukeEngage, Duke University; AMANDA MOORE McBRIDE, Director, Gephardt Institute for Public Service, Washington University in St. Louis; DAN BUTIN, Dean, School of Education and Social Policy, Merrimack College; ASHLEY FINLEY, Senior Director of Assessment and Research, AAC&U

Building Bridges across Academic and Student Affairs to Develop Institutional Roadmaps for Student Success

Cabin John/Arlington

How do we ensure that all students have access to a quality education and achieve essential learning outcomes that prepare them for work, life, and citizenship in the 21st century? How can we leverage the entire educational experience, curricular and cocurricular, to reach these goals? Participate in a session with three colleges from the multi-year project, “Developing a Community College Student Roadmap,” that are developing transformative models for student success. Following a brief overview of the Roadmap project and theory of action, team leaders from three campuses, all of whom are entering their fourth year with the project, will share strategies for engaging a cross-divisional team to enhance student success and learning. Leaders will discuss approaches to creating a comprehensive institutional roadmap, improving educational practice, and building campus engagement among students, faculty, academic affairs, and student affairs.

TIA BROWN McNAIR, Senior Director for Student Success, AAC&U; CHRISTINE MANGINO, Associate Dean Academic Affairs, City University of New York Hostos Community College; KRISTEN RONEY, Associate Vice President and Dean, University College, University of North Georgia; MARY ELIZABETH TYLER BOUCEBCI, Community-Based Learning Coordinator, Georgia Perimeter College
2:45–4:00 p.m.

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

Constitution A

MODERATOR: KEVIN HOVLAND, Senior Director for Global Learning and Curricular Change, AAC&U

The MOOC Moment and the End of Reform

The “MOOC moment” relies on the idea that we’re always already behind the times. If Harvard, Stanford, and MIT are making MOOCs, then anyone who doesn’t jump on the bandwagon will be left behind. We don’t have to understand why it’s happening, where it’s going, or where it came from; the fact that it’s happening is all the reason we need.

Instead of a transition between old and new, MOOCs represent the end of a process of constant change that has always defined higher education. At the micro level, MOOCs are cheap because you record them once and then reuse them. They don’t grow and evolve, and they don’t require the hiring of academic faculty, whose intellectual lives keep inquiry moving forward. MOOCs are structurally devoted to pinning knowledge down like a butterfly, putting it on file, putting a price on it, and floating it on the market.

AARON BADY, Postdoctoral Fellow, University of Texas, Austin

“The MOOC Moment and the End of Reform” was first published in The New Inquiry (May 15, 2013). AAC&U recently published a version of “The MOOC Moment” in the Fall 2013 issue of Liberal Education.

Flipping & Clickers & Podcasts – Oh My! Integrating Technology without the Classroom Becoming a Three-Ring Circus

The talking head is dead. No longer are students receiving the majority of their education from a professor standing at a podium or writing on a chalkboard. Technology has firmly and undeniably made its way into the classroom. However, the role of the professor remains the same: work with students to access deep learning of both content knowledge and critical skills. The presenter will discuss a survey of best practices for integrating technology, along with challenges and some current and emerging trends.

BRIDGET TROGDEN, Associate Professor of Chemistry and Director of First-Year Integrative Studies, Mercer University

Trans Ed: Academic Comfort Food (And Just as Unhealthy)

The tension between students’ expectations of education’s transactional rewards (such as employment) and educators’ highfalutin fantasies of transformational learning is well concealed but debilitating. Even as we academics decry the transactional expectations of our students, we own and operate that very system. More troubling, we manage the transactional and transformational models of education side by side with little apparent awareness—the unhealthy double bind of trans ed. Eliminating trans ed’s double bind from the American classroom will be as challenging and necessary, and will take as much tenacity and honest dedication, as removing trans fats from the shelves of the American pantry.

JIM SALVUCCI, Dean of the School of Humanities and Social Sciences, Stevenson University

Liberal Education as an End in Itself: Retrieving That Crazy Idea

In this fast-paced and visually-stimulating presentation, the argument is made for retrieving John Henry Newman’s defense of liberal education as an end in itself. That argument will be used to provide a framework for a more balanced defense of higher education—juxtaposed to defenses that adopt an almost exclusively market-oriented approach, higher education will continue to be forced to limit its vision of the educated graduate until it becomes little more than a training ground for marketable skills and capacities ripped from their liberal education moorings.

ERIC BAIN-SELO, Executive Director, Society for Values in Higher Education

Creating Building Blocks for Deeper Learning in a Specialized World

Is there a way to resolve the false choice between the drive to deepen knowledge and the imperative to broaden it? Our education system presses students toward specialization by introducing them to a range of subjects early on and then funneling them into increasingly narrow silos of expertise. This process is time-consuming and expensive and short-circuits development of critical, integrated thinking. The Macat project is building the world’s largest interactive, digital library and learning platform in the social sciences, arts, and humanities—a knowledge ecosystem that takes a unique approach to resolving the depth-breadth trade-off. This partnership between the world’s best scholars, cutting-edge technology, and academic institutions is opening up new ways of creating customized learning and making the best scholarship accessible to any student, anywhere.

SALAH KHALIL, Founding Director, Macat International Limited
Catalyst for Change?
Reframing E-Portfolio in an Evolving Educational Landscape
Conference Theatre
The e-portfolio movement is coming of age at a complex, precarious juncture in higher education history. This session will review the findings from the Connect to Learning (C2L) e-portfolio research project, share data demonstrating e-portfolio's measureable impact on student success, and introduce the Catalyst for Learning e-portfolio resource site. We will explore the answers to three key questions: What difference does e-portfolio make for student learning? What does it take for e-portfolio to make a difference on a campus? And, thinking about the rapidly changing higher education landscape, what difference could e-portfolio make to the future of higher education?

BRET EYNON, Associate Dean for Academic Affairs and Founding Director, Making Connections National Resource Center; and JUDIT TOROK, Co-Director, Making Connections National Resource Center—both of La Guardia Community College/City University of New York; RANDALL BASS, Associate Provost and Professor of English, Georgetown University; LAURA GAMBINO, Professor, Faculty Scholar for Teaching, Learning and Assessment, Stella and Charles Gutman Community College/City University of New York

How Business Model Innovation Can Serve Liberal Arts Education
Independence DE
This presentation recommends that colleges and universities redefine their value proposition to meet the needs of today’s students; unbundle and personalize the services provided; develop more service-delivery partnerships with external content and technology providers; and make the cross-disciplinary integration and application of knowledge central to the curriculum. It also argues that these “business model” innovations are liberal-arts friendly. They privilege some place-based education while enabling institutions to contain costs and improve outcomes. Second, they emphasize the integration and application of knowledge from many spheres and student preparation for all adult roles—volunteers, civic leaders, citizens as well as workers.

STEPHEN CRAWFORD, Research Professor, George Washington Institute of Public Policy, The George Washington University; ROBERT SHEETS, Research Director, Business Innovation Services, University of Illinois at Urbana-Champaign

ACAD SESSION
The Dean as Connector
Constitution CDE
Deans can advance the mission of their institutions by creating connections among ideas, persons, or programs. All-College programs, interdisciplinary programs, and the coordination of financial and program planning are examples of important initiatives that can be created by joining already-existing components. We will present several case studies and solicit examples from the audience for general discussion.

DAVID BURROWS, Provost and Dean of the Faculty, Lawrence University; JONATHAN CHENETTE, Dean of the Faculty, Vassar College; MARC ROY, Provost, Goucher College; GERARD SEAMAN, Vice President and Dean of the Faculty, Ripon College

CONCURRENT SESSIONS
Accreditation:
Riding the Wave of Innovation—or Going Under?
Constitution B
In the face of increasing demands and criticisms, regional accreditation continues to evolve. Increasingly accreditors are emphasizing the value of accreditation for institutions and programs, entertaining emerging forms of course delivery and competency evaluation, promising broader disclosure of results, and implementing less intrusive, more efficient protocols. But critics complain that accreditation inhibits innovation, drives up costs, and fails to protect the public interest. In the face of demands for radical change, will accreditation continue to affirm the benefits of a liberal education or yield to an increasingly pragmatic and vocational vision of higher education? Is there more that regional accreditation might do to discourage the prospect of greater state and federal intrusiveness? How can those committed to the values of liberal education make common cause with accreditors? And will accreditation as we know it survive the scrutiny it is experiencing and ride the wave of innovation—or wipe out?

PAUL L. GASTON, Trustees Professor of English, Kent State University, and author, Higher Education Accreditation: How It’s Changing, Why It Must (Stylus Publishing, 2013); JUDITH EATON, President, Council for Higher Education Accreditation; and SYLVIA MANNING, President, Higher Learning Commission of the North Central Association

Best Practices:
Minority Faculty Recruitment & Retention
Independence DE
As a part of our year-long 30th Anniversary Celebration, Diverse: Issues In Higher Education is convening an “Emerging Scholars Reunion” featuring some of our most accomplished past Emerging Scholars, named each January in a special edition first published in 2002. Where should institutions look for top minority talent? Once hired, how can institutions ensure they stay for the long haul? What kind of supports are key to fully engaging scholars hailing from underrepresented groups? Better yet, are they scalable? These questions and more will be answered by some of the academy’s brightest stars. Don’t miss this opportunity to learn about best practices in Recruiting and Retaining top-tier faculty and administrators of color.

BEN VINSON, III, Dean, Columbian College of Arts and Sciences, George Washington University; MONICA F. COX, Associate Professor of Engineering Education, Inaugural Director, Engineering Leadership Minor, and Interim Statewide Director, Indiana Louis Stokes Alliance for Minority Participation (LSAMP) Program, Purdue University

This session is sponsored by Diverse: Issues In Higher Education
Quality Collaboration for Successful Student Transfer

Independence BC

The Quality Collaboratives initiative has engaged nine states and twenty two- and four-year colleges and universities in examining the use of the Degree Qualifications Profile, student learning outcomes, and demonstrated levels of proficiency on those outcomes as the metrics for determining student readiness for transfer, rather than course completion and credit earned. This panel will engage attendees in the lessons learned regarding faculty active and collaborative engagement in assessment, how assessment improves classroom assignments, how faculty and other educational professionals contribute to student learning, and how state offices can facilitate campus-level work and sharing across state boundaries.

TERREL RHODES, Vice President, Office of Quality, Curriculum, and Assessment, AAC&U; RUTH SLOTNICK, Director of Assessment and Articulation, Mount Wachusett Community College; CHRISTOPHER CRATSLEY, Director of Assessment, Fitchburg State University; ELISE MARTIN, Dean of Assessment, Middlesex Community College; CHARLOTTE MANDELL, Vice Provost for Undergraduate Education, University of Massachusetts Lowell; and PAT CROSSON, Senior Advisor for Academic Policy, Massachusetts Department of Higher Education

The New Appalachia:
The ARC of Success for Latino/a Students

Cabin John/Arlington

Learn how a consortium of small private colleges in Central Appalachia was able to collaborate with funders and outside experts to provide meaningful programs and successes in outreach to Latino/a students. Located in the fastest growing area for Latino/a populations, these campuses are proactively collaborating with each other, with national partners, and with their communities to serve and encourage a vital ARC—Access, Retention, and Completion—of success for the Latino/a students of Appalachia.

IRENE BURGESS, Vice President for Academic Programs, Appalachian College Association; DEBORAH SANTIAGO, Vice President, Policy and Research, Excelencia in Education; VANDY KEMP, Vice President and Dean of Students, and JOSE PEREZ, Student—both of Maryville College

New Technologies and Library/Faculty Partnerships Enabling Curricular Change

Burnham

Faculty can work with partners to enrich student assignments, incorporating technologies and encouraging deeper engagement with course content. Bringing together faculty, library expertise, and technology-rich facilities can support curricular change. At the University of Pennsylvania, library staff partner with faculty to explore development of assignments that require new media creation that revitalizes traditional writing expectations across the curriculum. At North Carolina State University, the library is positioned as a technology incubator and center of exploration and learning. Students create multimedia projects, and new campus partnerships are being formed through collaboration in the library’s Makerspace equipped with 3D printing and other technologies.

JOAN LIPPINCOTT, Associate Executive Director, Coalition for Networked Information; ANU VEDANTHAM, Director, Weigle Information Commons, University of Pennsylvania; KIM DUCKETT, Associate Head for Digital Technologies and Learning, North Carolina State University

FLIPPED SESSION *

Spawning Faculty Innovation on Your Campus: Barriers and Breakthroughs

Constitution A

While today’s innovations advance not only the way people interact and communicate but also the way they learn and conceptualize ideas, they are often met with resistance. Four very different institutions, facing similar barriers to innovation, will take an interactive approach at demonstrating how they overcame these obstacles to improve the quality of teaching and academic culture at their campuses. This ‘flipped’ session will engage participants in identifying challenges to innovation and considering strategies to mitigate them. Participants will leave with a better understanding of opportunities to collaborate, resources they can leverage, and ideas to take to their campuses.

KIERNAN MATHES, Director, Collaborative on Academic Careers in Higher Education (COACHE), Harvard University; CHARLES BOLYARD, Associate Professor of Philosophy, James Madison University; JOSEPHINE MODICA-NAPOLETANO, Provost and Vice President for Academic Affairs, Merrimack College; WILLIAM MILBERG, Dean of the New School for Social Research, and Special Advisor to the Provost for Research, The New School; TAIMI A. OLSEN, Associate Director of the Tennessee Teaching and Learning Center, University of Tennessee Knoxville

* Links to readings are available online and via the mobile app.

Outcomes Assessment:
US and International Perspectives

Franklin Square

Higher education institutions in many parts of the world are articulating global learning outcomes. While there is significant agreement on what should be included, global learning outcomes are also shaped by diverse perspectives, assumptions, and definitions. Panelists will provide insights into how a variety of US, European, and Australian institutions are approaching global learning outcomes. They will highlight shared approaches and significant differences as they engage the audience in discussion of the relative value of consistency versus flexibility in an evolving global higher education context.

MADELEINE GREEN, NAFSA Senior Fellow for Internationalization, and HANNEKE TEEKENS, NAFSA Senior Fellow in Internationalization—both of NAFSA: Association of International Educators; and MICHAEL SCHWAGER, Minister-Counsellor (Education, Science and Technology), Embassy of Australia

This session is presented by NAFSA: Association of International Educators

Improving the Quality of College Teaching:
What Really Works?

Independence HI

More and more colleges are moving to improve the quality of teaching. Some institutions do it well. Others do it poorly. This session will focus on changing practices in improving teaching. It will include results of a just-completed study on the practices that are considered most effective today and how this has changed over time. Important and surprising shifts will be discussed. The session will be highly interactive and will focus on new lessons learned about what really works today, key strategies, and red-flag warnings. The program will include short presentations, group discussion, individual work, and an interactive exercise.

PETER SELDIN, Distinguished Professor of Management, Pace University; JOHN ZUBIZARRETA, Professor of English, Director of Honors and Faculty Development, Columbia College
FLIPPED SESSION *

Using E-Portfolios to Support Academic Advising: Developmental Perspectives from Three Institutions

Conference Theatre

E-portfolios have been effectively used in areas such as institutional accreditation, program accountability, and student assessment. However, the specific applications of e-portfolios as an approach to facilitate and improve academic advising, particularly for underserved students and in face-to-face interactions between advisors and students, are still being explored. Join professional advisors from Duke, Notre Dame, and Stanford Universities to discuss the benefits and challenges of using e-portfolios in an advising context particularly with respect to addressing and supporting the developmental needs of students—intellectually, socially, emotionally—across their educational learning career.

HELEN CHEN, Director of ePortfolio Initiatives, and LOURDES ANDRADE, Associate Director, Academic Progress and Policy—both of Stanford University; G. ALEX AMBROSE, Interim Coordinator, Notre Dame ePortfolio Engagement Program and Co-Director, Balfour Hesburgh Scholars Program, University of Notre Dame; ELIZABETH FOX, Associate Dean, Trinity College and Director, Academic Advising Center, Duke University

* Links to readings are available online and via the mobile app.

Civic Learning at the Intersections: Liberal Education, Work, and the Civic Arts of Collective Action

Independence FG

Taking on one of the challenges named in A Crucible Moment: College Learning and Democracy's Future, The Kettering Foundation and AAC&U are collaborating in a joint project to explore what the world of work asks of education in the liberal and civic arts as well as what civic arts education brings to liberal education and work for work. Without resorting either to the tired opposition of work vs. liberal education or to conflating the important distinctions between them, how can we think freshly about the mutual implications of civic life with work and with learning? How can we be more explicit about the work and career benefits of good, rich civic experiences? Is there a way to design work as civic practice? How does the most transformative understanding of civic work lead to rethinking liberal learning?

DEREK BARKER, Program Officer, The Kettering Foundation; CHARLES KOLB, Executive Director, The French-American Foundation; ELIZABETH MINNICH, Senior Fellow, and CARYN MCTIGHE MUSIL, Senior Scholar and Director of Civic Learning and Democracy Initiatives—both of AAC&U


Wilson/Roosevelt

We all know the interconnected “ecology” of higher education—how the ripples of political, economic, and technological events move out in varying waves to affect the state of campuses. How well do we frame our responses to these “stimuli”? This panel proposes a new set of high-impact practices, addressing not only the quality of learning but also the quality of our communication and collaboration with the many players who interact with our environment. We focus on the “process” lessons learned from LEAP, Quality Collaboratives, the DQP, and other initiatives that may help build shared solutions for shared problems.


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

This special plenary is presented by the Aspen-Wye Academic Programs in collaboration with AAC&U.
Friday, January 24

7:00–8:30 a.m.

NETWORKING BREAKFAST
Opportunities or Disruptions to Progress?
Diverse Institutions, Common Problems
Independence A

ACAD MEMBERS’ BREAKFAST
Constitution CDE

PEARSON
The ACAD Members Breakfast is sponsored by Pearson

PRESIDENTS’ BREAKFAST
Liberal Arts and Pre-Professional Graduates:
Should Post-College Salaries be a Measure of Quality?
Independence GHI

8:45–10:00 a.m.

CONCURRENT SESSIONS

Student Achievement Measure (SAM):
A More Comprehensive Measure of Student Attainment
Constitution B

Learn about the Student Achievement Measure (SAM), a collaborative effort by six higher education associations to enhance transparency and to present a more comprehensive measure of student attainment. SAM tracks student movement across institutions to provide a more inclusive picture of undergraduate student progress and completion. SAM is a voluntary alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. Through a shared website, institutions across sectors can deliver a more complete picture of student progress along the path to earning a college degree or certificate.

CHRISTINE KELLER, Associate Vice President, Academic Affairs, and TERI HINDS, Director of Research and Policy Analysis—both of the Association of Public and Land-grant Universities; KENT PHILLIPPE, Associate Vice President, Research and Student Success, American Association of Community Colleges; JOSH TRAPANI, Director of Policy Analysis, Association of American Universities

PKAL SESSION
Changing the Culture of STEM Higher Education:
Theory and Evidence
Constitution A

The need to provide opportunities for students to participate in research, collaborative assignments, and other innovative engagement practices is increasingly evident and urgent. This is particularly true for students from all underrepresented groups. Oftentimes, however, the culture of STEM departments is not conducive to implementation of modern pedagogies. The lack of time, access to resources, absence of viable reward structures, and lack of diverse faculty who are able to serve as role models for diverse undergraduate STEM populations all contribute to hindrances in STEM higher education reform. This session will explore the underlying organizational change and social science theories that best explain institutional and/or departmental barriers to implementation of better STEM pedagogies, which disproportionately impact STEM faculty and particularly those from underrepresented groups. Emphasis will be placed on analysis of national data and trends as part of an evidence-based approach to institutional transformation, the inclusion of narratives and other qualitative data in driving institutional change, and the importance of promoting STEM faculty agency in overcoming barriers to both institutional and departmental change.

MODERATOR: GERTRUDE FRASER, Vice Provost for Faculty Recruitment and Retention, University of Virginia
PANELISTS: CLAUDIA RANKINS, Senior Program Officer, National Science Foundation; CYNTHIA WINSTON, Associate Professor of Psychology, Howard University; KERRY ANN O’MEARA, Associate Professor of Higher Education, University of Maryland

This session is presented by Project Kaleidoscope (PKAL)

Intellectual Oomph in First-Year Experiences
Cabin John/Arlington

National studies yield promising findings about the rate at which institutions are offering high-impact educational opportunities and the students who are taking advantage of these experiences. Yet, these same data identify missed opportunities in the administration and delivery of HIPs that suggest the quality of HIPs may not be meeting their full potential. This panel includes representatives from the National Resource Center for The First-Year Experience and Students in Transition, the California State University system office, and two CSU campuses to discuss systematic approaches to bringing academic intentionality to high-impact practices in the first year.

KEN O’DONNELL, Senior Director, Student Engagement, California State University Office of the Chancellor, California State University System Office; JENNIFER KEUP, Director, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina; SALLY MURPHY, Senior Director of Undergraduate Studies and General Education, California State University–East Bay; NANCY PAGE FERNANDEZ, Director, Freshman Programs, California State University–Fullerton
Democratic Discourse and Action in Courses: How Do You Actually Do It?

Burnham

This session will focus on the teaching and learning of civic discourse and democratic practices within the humanities curricula. Both County College of Morris and Kingsborough Community College are part of the AAC&U and The Democracy Commitment’s NEH-funded project, Bridging Cultures to Form a Nation. Both colleges have made a commitment to engage faculty, redesign curricula, and empower students around the themes of difference, diversity, and democratic thinking. Implementing this initiative—envisioning a class environment infused with civic learning—involves many levels of leadership. Panel members will discuss their experiences and provide concrete models pertaining to administrative support, faculty development, course redesign, and assessment, and innovative pedagogical techniques.

FACILITATOR: CARYN McTIGHE MUSIL, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U
PANELISTS: JAMES HART, Assistant Professor of Languages and ESL, MATTHEW JONES, Assistant Professor of Communications—both of County College of Morris; REZA FAKHARI, Associate Provost and Professor of Political Science, HELEN-MARGARET NASSER, Associate Director of Honors Program, STEPHEN ARMSTRONG, Assistant Professor of English, and JASON LEGGETT, Assistant Professor of Political Science—all of City University of New York Kingsborough Community College

Powerful Practices for an Engaged Campus

Independence DE

Join the finalists of the 2013 Thomas Ehrlich Civically Engaged Faculty Award in a panel discussion focused on powerful practices for institutionalizing civic engagement. The speakers will share their experiences, reflect on the changing nature of civic engagement in higher education, and explore the challenges and opportunities created by working at engaged campuses.

MODERATOR: AMANDA WITTMAN, Director of Academic and Strategic Initiatives, Campus Compact
PANELISTS: ROBBIN CRABTREE, Dean, College of Arts and Sciences and Professor of Communication, Fairfield University; MARY ALICE MORGAN, Senior Vice Provost for Service-Learning and Professor of English and Women's Studies, Mercer University

This session is presented by Campus Compact

Workplace Skills and Liberal Education: Equity and Access…and Quality and Depth

Independence BC

Amalgamations of workforce preparation and liberal education present a variety of challenges for American colleges and universities. How can our institutions excel at bringing together two modes of education that are very distinctive—at least in foundational intent—in ways that satisfy the equally distinctive interests and goals set through our missions and boards, and to best serve our students, faculty, and other stakeholders? We explore different approaches to advancing equity and excellence in our quest to shape “dual mode” practical and liberal education.

SAUL FISHER, Executive Director for Grants and Academic Initiatives, and Visiting Associate Professor of Philosophy, Mercy College; TIMOTHY CLOYD, President, Hendrix College; DONNA HEILAND, Vice President and Special Assistant to the President, Emerson College; DAVID POTASH, President, Wilbur Wright College

SEMINAR (Participation limited to 25; please arrive early.)
The “Big Questions” are Moral Questions

Latrobe

The rancor and ineffectiveness of our public and political discourse suggests that we are not equipping our college graduates with the kind of moral capacities necessary to address the “big questions” that we need answered. Seminar leaders will spark discussion with questions such as: What are the “big questions” that need to be addressed in the next ten, twenty-five, or one-hundred years? What is the role of higher education in the moral education of our students? What role should faculty play in the moral education of undergraduates?

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

Multi-University Community Engagement Corridor Initiative

Franklin Square

This session features the tri-campus Civic Engagement Corridor initiative of the University of Michigan, Michigan State University, and Wayne State University to bring the intellectual and material resources of these universities in partnership with communities in the Southeast Michigan area, including Detroit, and beyond. The civic work of residential-based universities and the opportunity that exists to address pressing social problems in partnership with communities provide one important justification for the value of the traditional place-based university. Discussion will focus on the opportunities and challenges for addressing social issues, civic engagement, community-based research, teaching, and learning of intentional multi-university collaborations with communities.

DAVID SCHOFM, Director, Michigan Community Scholars Program, University of Michigan; HIRAM FITZGERALD, Associate Provost, University Outreach and Engagement, Michigan State University; VICTOR GREEN, Director, Community Relations, Wayne State University

Bringing Faculty into the Conversation about the Future of Liberal Education

Conference Theatre

As universities explore technology-based solutions to the challenges facing higher education, faculty often feel excluded from the conversation. How can they help shape their institutions’ futures? Faculty development can play a role. Busy faculty often struggle to keep up with the literature about technology-based innovations and reforms, and they often are not invited to conversations where new ideas are discussed. This session will explore strategies for increasing faculty members’ understanding of and engagement in campus conversations about technology-based educational revisions. Session leaders will frame questions, share resources, and offer examples, but the focus will be on participant discussion.

JULIE SIEVERS, Director of Center for Teaching Excellence, and CORY LOCK, Associate Professor and Interim Dean of University Programs—both of St. Edward’s University
Disruptive Innovators from Coast to Coast and In-Between!
Engaging, Retaining, and Motivating Students with High-Impact Practices & the New “R”s for Modern Learners

Wilson/Roosevelt

Everywhere we turn the call for disruptive innovation has been loud and clear. In order to be successful we must inspire faculty to alter their methods optimizing student success and developing essential capacities among learners. During this engaging session participants will be introduced to the new “R”s for meeting the needs of modern learners. Disruptive innovators from a cross-section of institutions will share how they are utilizing high-impact practices to achieve amazing success rates. Although best practice applications will be shared, participants will develop a plan for how they might bring about disruptive change at their own institutions.

CHRISTY PRICE, Professor of Psychology and Case/Carnegie US Professor of the Year (2012), and SANDRA STONE, Vice President for Academic Affairs—both of Dalton State College; JACK FRIELANDER, Executive Vice President, Santa Barbara Community College; SHANNON BEETS, Executive Vice President and Provost, Sierra Nevada College; JOAN KINDLE, Associate Provost, William Rainey Harper College; MICHAEL CALIFIELD, Director of Blended and Networked Learning, Washington State University Vancouver

A Different Take on Value: Quality, E-Quality, and Student Success

Lafayette Park/Farragut Square

DEWAYNE MATTHEWS, Vice President, Policy and Strategy, Lumina Foundation; TIA BROWN McNAIR, Senior Director for Student Success, AAC&U; CANDACE THILLE, Assistant Professor of Education and Senior Research Fellow, Office of the Vice Provost for Online Learning, Stanford University, and Founding Director of the Open Learning Initiative at Carnegie Mellon University

CONCURRENT SESSIONS

10:30–11:45 a.m.

PKAL SESSION

Changing the Culture of STEM Higher Education: Practice

Constitution A

Institutions of higher education and US federal agencies have both made considerable efforts to address the systemic institutional barriers that not only undermine STEM faculty workplace satisfaction, but also negatively impact STEM student learning and persistence in STEM majors. Despite such efforts, there still remains a need for providing accurate and precise mechanisms by which all institutions of higher education can achieve optimal conditions for both faculty professional development and implementation of modern STEM pedagogies. This session will focus on providing attendees with explicit strategies for recruiting, retaining, and advancing STEM faculty, particularly those from underrepresented groups. Emphasis will be placed on implementing evidence-based recruitment strategies for diversifying STEM faculty, the utilization of STEM faculty professional network analysis for promoting career advancement, and institutionalization of STEM faculty professional development. Attendees will discuss and be invited to share real-life institutional challenges with expert feedback from a panel of institutional change scholars and practitioners.

MODERATOR: PATRICE McDERMOTT, Vice Provost for Faculty Affairs, University of Maryland Baltimore County

PANELISTS: NANCY STEFFEN-FIUHR, Associate Professor of English and Director of the Murray Center for Women in Technology, New Jersey Institute of Technology; WILLIAM LACOURSE, Dean, College of Natural and Mathematical Sciences, University of Maryland Baltimore County; LORETTA MOORE, Interim Vice President for Research and Federal Relations and Professor of Computer Science, Jackson State University

This session is presented by Project Kaleidoscope (PKAL)

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

Innovation—You Don’t Need an App for That

Independence F

The word innovation has become synonymous with technology; the idea of “something new and different” signifies new and different software, apps, and systems. But what innovations beyond the technological do faculty need in order to best serve today’s student? This hands-on, minds-on session invites participants to examine what pedagogical innovation truly means for their unique students, classrooms, and institutions. Through a variety of learner-centered activities designed to build community and engage with the discussion in a way that is thought-provoking and (dare we say it?) fun, we will model easily adaptable approaches to face-to-face teaching and learning.

MEGAN STIELSTRA, Associate Director, Center For Innovation in Teaching Excellence, LOTT HILL, Executive Director, Center For Innovation in Teaching Excellence, and SOO LA KIM, Director, Center For Innovation in Teaching Excellence—all of Columbia College Chicago
Well-Being and Higher Education

Cabin John/Arlington

For more than a decade, Bringing Theory to Practice (BTtoP) has championed the reclaiming of the core purpose and mission of colleges and universities: to develop and sustain a campus culture that supports the whole student learner while deepening and provoking higher learning that is necessarily connected to student flourishing (which might also be termed the psychosocial, or eudaimonistic, well-being of students) and student civic engagement and development. As a project, we remain committed to strengthening the discussion, and then the curricular, pedagogical, and institutional structures, that will intentionally heighten fluency in these matters, and thereby the effectiveness of initiatives and actions taken by campuses. This moderated discussion will involve brief provocative comments by discussants, with audience interaction regarding matters of student well-being and higher education.

MODERATOR: DON HARWARD, Director of BTtoP and President Emeritus, Bates College
DISCUSSIONS: BRANDON BUSTED, Executive Director, Gallup Education; AMANDA HYBERGER, QEP Director and Associate Professor, Chattanooga State Community College; NIGEL BOYLE, Associate Dean for Global and Local Programs, Pitzer College; and KIMBERLY M. FERGUSON, Dean of Students, Spelman College

This session is presented by Bringing Theory to Practice and the S. Engelhard Center

The VALUE of Quality Degrees

Independence BC

How can we demonstrate to students, ourselves and others the quality of our degrees? This session will share how faculty and educational professionals are using the VALUE rubrics with their colleagues to assess the quality of student work, as well as invite feedback on new national initiatives on measuring and reporting student learning. Campus examples of engaging faculty in assessing student learning will be shared.

MO BISCHOF, Assistant Vice Provost, and JOCelyn MILNER, Director of Academic Planning and Institutional Research—both of the University of Wisconsin, Madison; SAM HINES, Provost and Dean of the College, and TARA McNELLY, Associate Provost for Planning, Assessment and Evaluation—both of The Citadel, The Military College of South Carolina; TERREL RHODES, Vice President, Office of Quality, Curriculum, and Assessment, AAC&U

Making the Case for Thematic General Education Pathways

Independence DE

Many colleges and universities connect general education courses through common themes as a way to improve coherence, but little attention has been given to the impact of this approach on student engagement, learning, and completion. The California State University and California Community Colleges have been piloting several models of thematic general education pathways focused on “big questions” and the LEAP Essential Learning Outcomes. We will present findings from two promising models and facilitate a discussion of directions for future research.

DEBRA DAVID, Project Director, Give Students a Compass, California State University System Office; WILLIAM LOKER, Dean, Undergraduate Education, California State University Chico; MARY BETH LOVE, Professor and Principal Investigator of Metro Academies Initiative, San Francisco State University, and City College of San Francisco; RAMA ALI KASED, Coordinator, Metro Academy of Health, City College of San Francisco and San Francisco State University; JUDITH RAMALEY, President Emerita, Portland State University

Using General Education Courses as a Launching Point for E-Portfolios:
How Faculty and Students Are Making the Journey Together

Franklin Square

With the implementation of a new general education curriculum, the University of Mount Union has made significant progress in engaging faculty and students in the use of e-portfolios. Faculty came together in dedicated workshops to reflect, share authentic student work, and plan actions and improvements. The presenter will discuss how Mount Union overcame common obstacles like resource allocation, as well as how they developed policies and processes that promoted the use of e-portfolios. The session will offer lessons learned as well as real examples of their general education e-portfolio template, reports generated by Taskstream, and faculty training workshop agendas.

FANG DU, Director of Assessment and Program Development, University of Mount Union

This session is sponsored by Taskstream

How Can Faculty Learn About and Invest in Evidence-Based Teaching?

Burnham

Much educational research has been devoted to better understanding how students learn, how learning works, and what teaching approaches most help students to learn. What we know much less about is what conditions motivate faculty to adopt already-known, evidence-based improvements in pedagogy. This interactive session extends the conversation about how to improve student learning with a parallel exploration of how to improve faculty learning—and ultimately, faculty teaching practice. Session attendees will leave with strategies that encourage the adoption by faculty members of evidence-based teaching approaches on their own campuses.

MARY DEANE SORCINELLI, Associate Provost for Faculty Development, University of Massachusetts Amherst and Distinguished Scholar in Residence, Mount Holyoke College; ANN AUSTIN, Professor, Higher, Adult, Lifelong Learning, Michigan State University

Toward a Consortial Teaching and Learning Commons: Collaborating across Campuses to Address Faculty Needs

Conference Theatre

Can colleges and universities develop strategic collaborations to create region-wide Teaching and Learning Centers (TLCs), leveraging the work of better-developed centers to support faculty needs at campuses without TLCs? Can these collaborations strengthen the support and validation of teaching and provide just-in-time responses to faculty needs? These are some questions the Great Lakes Colleges Association (GLCA) members are exploring through a Teagle-funded program to enhance support for liberal arts pedagogy across multiple campuses. The panel will offer an overview of our experiences and suggestions for those seeking to develop regional networks to support teaching and learning on their individual campuses.

STEVEN VOLK, Professor of History, Director, Center for Teaching Innovation and Excellence, Oberlin College; KIRAN CUNNINGHAM, Professor of Anthropology, Kalamazoo College; FRANK HASSEBROCK, Associate Professor of Psychology, Denison University; AIMEE KNUPSKY, Associate Professor of Psychology, Allegheny College; CLAUDIA THOMPSON, Associate Professor of Psychology, The College of Wooster
Assessing Experiences and Engagement that Foster Global Learning and Development

Wilson/Roosevelt

This session will illustrate an approach for assessing the impact of students’ engagement with meaningful educational experiences on their global learning and development. We will discuss the results of a particular four-year study at Elmhurst College together with broader research conducted by the Global Perspectives Institute and the NSSE Institute.

JAMES KULICH, Vice President and Chief Information Officer, Elmhurst College; MARK E. ENGBERG, Associate Professor of Higher Education, Loyola University Chicago; JILLIAN KINZIE, Associate Director of the Center for Postsecondary Research and the National Survey of Student Engagement Institute, Indiana University Bloomington

ACAD SESSION

The Role of Institutional Norms in Shared Governance

Constitution CDE

The obstacles to change in the academy lie not only in the formal structures of shared governance but may also rest on institutional norms of governance embedded in the institution’s culture. Such norms, institution-specific and developed over time, can have a significant impact on a dean’s ability to facilitate change. Through dialogue and discussion, participants will seek an emergent consensus on how to identify and leverage norms to make them a seamless part of the governance process.

CARL MOSES, Professor and Former Provost, Susquehanna University; FRANK BOYD, Associate Provost, Illinois Wesleyan University; LINDA CABE HALPERN, Vice Provost for University Programs; THOMAS MEYER, Dean, Academic Affairs, Broward College

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

Constitution B

MODERATOR: JIM SALVUCCI, Dean of the School of Humanities and Social Sciences, Stevenson University

Personalization through Competencies: Opportunities in E-Quality

Universities and colleges face a paradoxical challenge: the rising cost of education in the face of reduced funding. One university confronts this dilemma “HED-on” by developing three fully online, competency-based degree programs that hold high-quality, low-cost education at the heart of their mission. Competency-based learning is hardly a new concept, but online learning platforms are enabling these models to flourish, giving rise to a new genre in the educational landscape. However, the road to this educational utopia (dystopia?) has not been without its challenges. This presentation will look at how one university has navigated the tumultuous waters of competency-based learning.

CORI GORDON, Assistant Clinical Professor of Liberal Arts, Northern Arizona University

What If We All Shared? Would Student Learning Improve?

Can an individual faculty member come up with enough innovative, competency-based, challenging learning activities on her own? Is that even necessary? Imagine you shared and borrowed free interdisciplinary instructional resources that teach scientific inquiry and reasoning skills to improve upon your course syllabus. Would that result in better learning for your students so that more of them build the skills needed to solve tomorrow’s complex problems in health and beyond? Learn about the journey of the AAMC to build a collection that supports new pre-health competencies and a revised MCAT exam.

JEN PAGE, Director, Pre-health Collection within MedEdPORTAL iCollaborative, Association of American Medical Colleges

Ready or Not Writing: An Opportunity to Collaborate with your Partner High Schools

Ready or Not Writing is a web-based tool that allows high school students to submit written essays through a website. These essays are routed to college faculty who use a “Bridge Rubric” built around the Common Core standards to gauge the essay for college readiness. This system provides direct access for high school students to obtain feedback from college instructors. High schools are provided with detailed reporting about their students’ writing tendencies and abilities related to the Common Core standards. Find out how your college can use this tool to collaborate with your partner high schools by attending this session.

MEGAN ADAMCZYK, K–12 Collaboration Coordinator—both of Minnesota State Community and Technical College

More Data is Not Better

A tweet from AAC&U’s 2013 Annual Meeting declared “Most CAO’s report using assessment tools…but only 20% believe they are making good use of data.” Given the national discourse about the quality and meaning of degrees, educational improvement, and accountability, assessment data remains high on many agendas. What holds data use back? How can campus leaders foster data use and connect it to the life of the campus? This talk will discuss factors that help strengthen the use of assessment data on campus and provide several key practices, principles, and strategies to help faculty, staff, and administrators use assessment data to improve.

LAURA PALUCKI BLAKE, Director of Institutional Research and Effectiveness, Harvey Mudd College

Confessions of an Online Dean: Lessons from the Dark Side

Why did a department chair at a traditional college—and skeptical of online education—leave a tenured position to become dean of one of the largest online schools in the country? More importantly, what has he learned from his experience that can help you? Join us for a frank and provocative look at the relative pros and cons of the traditional and online worlds, including some insights that may surprise you. Learn how his faculty are your faculty. Hear stories of cheating so devious your hair will stand on end. Discover what’s best left to the traditional world…and what the online world actually does better.

SCOTT DALRYMPLE, Dean, School of Liberal Arts, Excelsior College


11:45 a.m.–1:15 p.m.

ACAD KEYNOTE AND LUNCHEON

Inspiring Creativity

Independence A

Each year the MacArthur Fellows program identifies twenty to twenty-five exceptionally creative individuals for recognition. Who are they? What environment produces them? What lessons does this program offer for how to best cultivate creativity for the future? This talk will address the importance of creativity in a 21st-century economy, the many faces of creativity, and the importance of the liberal arts as sustenance for creativity.

Cecilia A. Conrad, Vice President of the MacArthur Fellows Program, John D. and Catherine T. MacArthur Foundation

The ACAD Luncheon is sponsored by Pearson.

12:00–2:00 p.m.

PRESIDENTS’ LUNCHEON AND ADDRESS

Navigating Turbulent Waters: Liberal Education and the Public Good

Independence GHI

While the luncheon itself is reserved for presidents and their guests, a limited number of seats will be available (on a first-come, first-served basis) for those who wish to hear Dr. Lewis’s presentation, which will begin at 1:00 pm.

Constitution A

This session will address quality in higher education by focusing on new direct assessment programs that use competency-based instruction to improve students’ learning outcomes. Panelists from institutions whose programs have been recently accredited by the Higher Learning Commission will offer advice and strategies for others interested in developing such programs. Panelists will address such topics as curriculum development and instructional design; coaching, mentoring, and addressing the academic needs of struggling students; mechanisms devised to demonstrate students’ academic progress; approaches to integrate liberal education and global perspectives; and efforts to equip graduates to succeed in meaningful jobs and civic life.

Jeff Rosen, Vice President for Accreditation Relations, Higher Learning Commission; Deborah Bushway, Chief Academic Officer, Capella University; Fred Hurst, Senior Vice President for Extended Programs, Northern Arizona University; David Scheibal, Dean, University of Wisconsin Extension

Advancing Faculty Interdisciplinarity and International Engagement

Constitution B

In this interactive session, a panel of college and university presidents and vice provosts will discuss their approaches to advancing faculty interdisciplinarity and international engagement at their institutions. Using a moderated Q&A format, panelists will compare and contrast their institutions’ tenure and promotion policies, grant programs, professional development opportunities, and related initiatives and challenges. National-level data from the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey, and the American Council on Education’s Mapping Internationalization on U.S. Campuses study will frame the discussion.

Kiernan Mathews, Director, Collaborative on Academic Careers in Higher Education, Harvard University; Robin Matross Helms, Senior Research Specialist, Center for Internationalization and Global Engagement; American Council on Education; Arlene Carney, Vice Provost for Faculty and Academic Affairs, University of Minnesota; Patrick Reynolds, Vice President of Academic Affairs and Dean of Faculty, Hamilton College; Suzanne Shipley, President, Shepherd University

1:30–2:30 p.m.

CONCURRENT SESSIONS

How the University Can Prepare Global Leaders

Independence DE

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 cabinet secretary and US Senator, the youngest big-city Democratic mayor, dean of a public policy school, and a globe-trotting scholar who administers a political leadership institute in four countries—who will address these questions and discuss several unique leadership programs that help develop scholar-leaders through direct engagement with international colleagues.

Spencer Abraham, Chairman and CEO of The Abraham Group, former Secretary of Energy, and former US Senator; Peter Buttigieg, Mayor of South Bend, Indiana, and former Rhodes Scholar; Sam Potolicchio, President, Preparing Global Leaders and Distinguished Professor and Department Chair, Russian Presidential Academy; and Edward Montgomery, Dean, McCourt School of Public Policy, Georgetown University

Multicultural Students and the Global Advantage of Liberal Learning

Burnham

The global advantage of an honors education steeped in integrative liberal learning: critical reflection; and progressive pedagogies may not make sense to multicultural students who come to our classrooms unfamiliar with honors programs and active, reflective learning methodologies. What do multicultural students say about the quality and demands of high-impact pedagogical strategies? Are they prepared for the complexities of our world beyond a college degree? Do they have a global advantage? Come hear students’ lively and interactive perceptions of the role of integrative, reflective, liberal learning in their honors education.

John Zubizarreta, Professor of English and Director of Honors and Faculty Development, Kristina Syrigos, Student, Carla Teixera, Student, and Venelina Vateva, Student—all of Columbia College
SPONSOR SESSION
Addressing Faculty Fears of Student Retaliation in Online Course Evaluations

Lafayette Park

A common concern among faculty members using online course evaluations is that students receiving poor grades will use the online evaluations to retaliate against their instructors. A feature of the IDEA Online system allows the IDEA Online coordinator to track whether students have responded, providing a unique opportunity to test the retaliation theory at the institution and instructor levels. The interactive findings from one institution include all courses, all subjects, and all levels, broadening the scope of previous published research.

MICHAEL STANKEY, Associate Provost for Institutional Improvement, Texas Woman’s University; KEN RYALLS, President, The IDEA Center

This session is sponsored by the IDEA Center

Attracting, Retaining, and Graduating a Million STEM Students: Lessons from HBCUs

Latrobe

The nation has realized the need to produce one million STEM college graduates. Reaching this goal means recognizing that today’s college students increasingly come from historically underrepresented racial/ethnic minority (URM) groups. NSF research shows that Historically Black Colleges and Universities have led all sectors of higher education in producing black STEM graduates. The panel of women of color STEM faculty will share how AAC&U’s Preparing Critical Faculty for the Future initiative enables them to build on their past success to reach new heights in STEM leadership. These women represent the growing population of URM college students, and they are well-positioned to advance institutional efforts to attract, motivate, and develop these students’ capability for STEM success. The panel will emphasize practices that ensure that the nation reaches its “one million” STEM graduates goal.

ALMA CLAYTON-PEDERSEN, Senior Scholar, AAC&U, and Project Director, Preparing Critical Faculty for the Future; GOLDIE S. BYRD, Professor and Dean for the College of Arts and Sciences, BELINDA SHIPPS, Assistant Professor, Management Information Systems, and STEPHANIE LUSTER-TEASLEY, Assistant Professor, Chemical Engineering—all of North Carolina Agricultural and Technical State University

This session is presented by the Preparing Critical Faculty for the Future Initiative

A Crucible Moment Progress Report—and Planning the Next Phase

Cabin John/Arlington

When A Crucible Moment: College Learning and Democracy’s Future was released at the White House in January 2012, it laid out an ambitious, decade-long agenda for higher education that aimed to make civic learning and democratic engagement pervasive and expected for every student rather than random and optional for a few. This session is designed to mark what progress has been made, in what areas, and through what strategies. It will also engage participants in advising where and how to concentrate energies in the coming two years. Representatives from thirteen national organizations that agreed to invest in advancing recommendations from A Crucible Moment will report on what evidence they are seeing in the field.

CARYN McTIGHE MUSIL, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U; BRIAN MURPHY, President, De Anza College; DON HARWARD, Director, Bringing Theory to Practice; KEVIN KRUGER, President, NASPA—Student Affairs Administrators in Higher Education

Professional Action Learning Networks as a Key Leverage Point to Raising Student Achievement

Franklin Square

This session offers a compelling response to one of this meeting’s essential questions: “What leverage points have the greatest potential to move higher education toward desired outcomes…including increasing post secondary access and degree completion.” The answer rests, in part, in re-imagining professional learning to engage educators in schools, colleges, and universities for broad adoption of highly effective teaching and learning practices. Join Spokane regional faculty members—in a discussion facilitated by edBridge Partners—of lessons from a yearlong intensive effort to conceive, launch, and test the viability of a highly innovative cross-sector professional Action Learning Network organized to align curriculum, strengthen instruction, and raise college math achievement.

BARBARA ALVIN, Professor of Mathematics and Department Chair, and RICK BIGGERSTAFF, Lecturer in Mathematics—both of Eastern Washington University; HEATHER WOODCOCK AYRES, Principal, edBridge Partners, Action Learning Networks

This session is sponsored by edBridge Partners

Industry and Academic Partnerships: Perceptions of Career Services, Students, Faculty, and Staff

Wilson/Roosevelt

Recognizing that too few US students are interested in and prepared for pursuing training, degrees, and careers in STEM-related fields, leaders in business and education increasingly underscore the need that all students—and especially new majority students—must have equitable access to high-impact educational practices that help prepare them for work, citizenship, global interdependence, and a fulfilling life. To address these concerns, the University System of Maryland is engaging in efforts to transform STEM in higher education and to assess how to strengthen the partnership between industry and academia.

ERIN KNEPELER, P–20 Program Director, NANCY SHAPIRO, Associate Vice Chancellor, and TIFFANI WILLIAMS, P–20 Program Specialist—all of the University System of Maryland
E-Service Learning: Is It the Link Between Innovation and Educational Quality?

Farragut Square

A community-engaged education—one that involves active, collaborative and student-directed learning—will be key to making higher education relevant to more students. With more than six million students taking at least one online course during the fall term, 65% of higher education institutions now say that online learning is a critical part of their long-term strategy. A variety of e-service-learning types are emerging, and educational leaders around the country are experimenting with a variety of options for their online students, creating a world of opportunities to connect students with communities across the globe—or at their very own doorstep. Presenters will discuss e-quality and innovation, using evidence to draw educationally productive innovations from the digital revolution.

JEAN STRAIT, Professor and Director, Hamline University; KATHY NORDYKE, Director, Citizenship and Service-Learning (CASL), Missouri State University; LEORA WALDNER, Assistant Dean and Associate Professor of Public Administration, Troy University, Atlanta; SUE McGorry, Professor and Chair, Business Administration, DeSales University; NANCY ARRINGTON, Assistant Professor of Teaching and Learning, Georgia Southern University

What Provosts Say about Student Learning Outcomes Assessment

Independence BC

The National Institute for Learning Outcomes Assessment’s second national survey of provosts conducted in 2013 revealed fresh insights into the state of student learning outcomes assessment work at two- and four-year colleges and universities. This session will highlight key findings about campus assessment activities, including institutional support for assessment and how learning outcomes results are being used (or not) to inform institutional improvement efforts. Participants will be invited to reflect on the implications of the results for enhancing the effectiveness of assessment practices, trying out promising transparency approaches, and experimenting with meaningful benchmarking efforts.

GEORGE KUH, Co-Principal Investigator; STANLEY IKENBERRY, Co-Principal Investigator; NATASHA JANKOWSKI, Assistant Director, and JILLIAN KINZIE, Senior Research Associate—all of the National Institute for Learning Outcomes Assessment

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

Bringing Learning Communities to Scale: Yoking Quantity and Quality

Conference Theatre

Learning communities are known as a high-impact practice, and strong correlations exist between students’ participation in learning communities and high levels of engagement. The challenge for learning communities—and for any other high impact practice—is scaling the program to reach more students in a cost-effective and mission-specific way, while maintaining the quality of students’ experiences of learning. This session focuses on case stories from two campuses to highlight effective scaling strategies.

EMILY LARDNER, Co-Director, Washington Center for Undergraduate Education at The Evergreen State College; LAURA PIPE, Director, Learning Communities, University of North Carolina, Greensboro; MARISSA SCHLESINGER, Director, Academic Affairs, City University of New York Kingsborough Community College

Online Learning Design: Course Design Based Upon Research, Evaluation, and Evidence

Constitution CDE

Learner-experience design functions at the intersection of instructional systems design and learning science. Learn about an evidence framework that delineates ten distinct types of research, research-based design, and evaluation that designers may apply to educational product design. The presenters will demonstrate the utility of the framework, apply the framework to educational technology design processes, and provide recommendations for implementing an evidence-based approach to ensure that the experience is efficacious for learners, instructors, and institutions.

JEFF BERGIN, Vice President, Digital Design and Development, Pearson

2:45–3:15 p.m.

Please note: The following two 30-minute session slots are scheduled concurrent with 2:45 to 4:00 P.M. Sessions. The listing for the 2:45-4:00 75-minute sessions begins on page 31.

Extending the University to High Schools: Concurrent Enrollment as Mutually Beneficial K-16 Readiness

Franklin Square

Remedial courses extend high school courses to the university. Concurrent enrollment (CE) courses do the opposite; they extend university courses to the high school. UConn Early College Experience (UConn ECE) is the oldest, and one of the largest, concurrent enrollment programs in the country. Over the last few years, UConn ECE has taken active steps in building partnerships with high schools in Connecticut and departments at UConn to offer rigorous academic opportunities that support college readiness as well as advancing the needs of the University’s departments. Using data and survey results, this session advances CE as a positive partnership model.

BRIAN BOECHERER, Associate Director of Early College Programs, University of Connecticut

Developing High-Quality Undergraduate Degree Programs and General Education in Competency-Based Education (CBE) Format

Independence DE

With lower tuition cost than credit hour-based programs and largely self-paced, online curricula, competency-based education (CBE) programs are designed to increase access and graduation rates in higher education. Panelists from Brandman University, a private, non-profit institution, will describe the process by which the university developed a competency-based Bachelor of Business Administration with embedded general education, while incorporating elements of the ELOs, DQP, and VALUE rubrics, emphasizing creative work and high-level skills, and creating a new faculty model. Templates and exemplars from the program development process will be shared and referenced during the session.

JEREMY KORR, Dean of Arts & Sciences, GLENN WORTHINGTON, Dean of Business and Professional Studies, MELANIE BORREGO, Associate Dean of Arts and Sciences, TIM BECKER, Assistant Professor of Marketing, and LAURIE DODGE, Associate Vice Chancellor for Institutional Assessment and Planning—all of Brandman University
2:45–3:15 p.m. (continued)

Online Science Labs—Effective, Efficient, and Fun!

Farragut Square

This presentation highlights the challenges and opportunities, discusses student learning and student engagement, and summarizes operational issues related to developing and deploying online science labs with an emphasis on inquiry-based learning. Also included is a demonstration of the actual labs implemented across multiple science courses and disciplines. Thanks to technology, online science labs CAN be done—and done well!

DANIEL WELTSCH, Program Director and Associate Professor, Science, and DANIEL BENJAMIN, Dean, School of Science, Technology, Engineering, and Math—both of the American Public University System

Meaningful Course Quality Evaluation: Developing and Implementing an Analytical Quality Assurance Rubric

Cabin John/Arlington

Southern New Hampshire University has developed and implemented an analytical course quality rubric that models its own assessment standards, focusing on the direct alignment of outcomes, instruction, assessment, and grading metrics. Moving away from subjective proficiency levels, this rubric employs differentiated, qualitative descriptions to build transparency and inter-rater reliability in course quality evaluation. Presenters will share the QA rubric and discuss how the rubric has been implemented to improve course quality. They also will share collected data on common quality missteps. Instructional designers, faculty, and administrators involved in institutional analysis will find this session of particular interest.

JAYMES MYERS, Director of Program Review and Design, and CHRISTINE MALADY WOOD, Director of Assessment—both of Southern New Hampshire University

FLIPPED SESSION *

Cultural Intelligence Leadership Elements in Developing STEM-Liberal Arts Learning Communities

Lafayette Park

Cultural Intelligence (CQ) predicts success in cultural adaptation. Academia, and especially liberal arts and STEM, can be very different cultures from anything that a first-generation, ethnic minority student has ever experienced. CQ’s four pillars—Action, Knowledge, Strategy, and Drive—will be used as a developmental scaffolding for planning best practice programs in the first year. Fresno Pacific University’s HSI STEM-Liberal Arts Learning community, which has doubled retention of Hispanic and first-generation STEM students, will be used as a macro case study. This is a working session for academic leaders to identify HSI cultural variables that inform planning.

KAREN CIANCI, Dean of School of Natural Sciences, CINDY CARTER, Dean of Degree Completion, YANELTH BARRETO, STEM student, and ALICIA COBIAN, STEM student—all of Fresno Pacific University

* Links to readings are available online and via the mobile app.

3:30–4:00 p.m.

CONCURRENT 30-MINUTE SESSIONS

The New E-Assessment?
Leveraging Online Platforms for Competency-Based Outcomes Assessment

Independence DE

The emerging shift to competency-based teaching and learning recommends innovative assessment methodologies that can document and communicate such learning gains across general education. This session introduces and evaluates a matriculate assessment initiative at Duke University. The Office of Assessment uses an online administration of several nationally-normed assessment instruments to gather baseline data pertaining to students’ levels of ethical reasoning (DIT-2), global perspectives (GPI), critical thinking (CAT), and reflective judgment (RCI), and to follow the development of these competencies over time. The findings can be utilized for general education assessment as well as learning outcomes assessment at the program level.

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

The Evolution of STEM at El Camino College

Lafayette Park

The MESA (Mathematics, Engineering and Science Achievement) Program at El Camino College has evolved from a small niche program serving 120 students to a more inclusive and robust STEM program that currently serves over 500 students. The support of the administration, a culture of inclusiveness and collaboration between deans, directors, counselors, faculty, and students, has led to a strong and comprehensive STEM program. Students receive needed assistance for successful course completion, scholarship information, academic counseling, and transfer assistance. The success of the MESA program is made possible with the support of state, federal, industry, and district funding.

ARTURO HERNANDEZ, Director of Mathematics, Engineering and Science Achievement Program, and JEAN SHANKWEILER, Dean of Natural Science—both of El Camino College

Making Achievement Relevant: Bridging the Achievement Gap in Urban Settings

Franklin Square

Bard High School Early College–Newark maintains that liberal arts education is relevant to all students; our faculty must continually incorporate students’ own perspectives and experiences into the work so that students themselves see the relevance. This self-perception is itself transformative, for the individual students and for their community. In this session, faculty and administrators (who also teach) present specific assignments that they use to help bridge the achievement gap through student engagement. These assignments, which cover a variety of disciplines from the humanities to STEM to Chinese language, use project-based learning and detailed scaffolds to raise student achievement.

JOHN WEINSTEIN, Principal and Dean of the Early College, LORI WEEN, Dean of Studies, DUMAINE WILLIAMS, Dean of Students, and CARLA STEPHENS, Assistant Professor of History—all of Bard High School Early College Newark, Bard College
A Seat at the Table: 
Inviting the Underserved to Engage in Liberal Arts Discourse
Cabin John/Arlington

Increasing access to traditionally disenfranchised students requires that liberal arts programs re-examine who is represented in academic conversations. Since 1999, the Bridge Program at Antioch University Los Angeles has offered a nine-month humanities program to students within 200% of the federal poverty level. This curriculum contrasts dramatically with low-level job training normally directed toward low-income workers, instead offering a program that prepares students to become democratic citizens, stressing critical thinking, and community engagement. Presenters will share how a liberal studies curriculum paired with substantial support impacted retention, critical thinking, writing, educational attitudes, and changes across personal, family, and community factors.

ANDREA RICHARDS, Dean of Assessment and Student Learning; MEHEE HYUN, Co-chair and Core Faculty; Undergraduate Studies; and KATHRYN POPE, Bridge Program Director and Core Faculty in Undergraduate Studies—all of Antioch University Los Angeles

2:45–4:00 p.m.

CONCURRENT 75-MINUTE SESSIONS

High-Impact Practices and the Equity Effect: Maximizing Learning for Underserved Students
Constitution B

How are campuses assessing the impact of underserved students’ engagement in high-impact practices? In what ways can campuses more thoughtfully disaggregate data in order to explore the varied pathways toward student success? Facilitators will guide participants through a replicable, inquiry-based model for examining how to best maximize current campus practices to foster learning among underserved students. Campus case studies for maximizing high-impact practices will be shared, including models from five Hispanic-serving institutions. (This work is based on an AAC&U project funded by TG.)

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

FLIPPED SESSION *

Educating Globally Competent Citizens: AASCU’s Alternative to the MOOC
Constitution A

AASCU’s Global Challenges Project assembled teacher scholars from diverse disciplines on ten AASCU campuses to lead a collaborative initiative resulting in a blended learning course, eBook, teaching tool kit, student guide, web collaborative resources, and workshops. The project uses out-of-classroom interactive technologies to create additional in-class space for collaborative learning. It is collectively improved, redesigned, and re-invented on an ongoing, cooperative basis by an interdisciplinary team of scholars and other educators who use the curriculum. In this “flipped” session, presenters will model the innovative AASCU curriculum as an effective alternative to MOOCs.

SHALA MILLS, Chair, Professor of Political Science, Fort Hays State University; JENNIFER DOMAGAL-GOLDMAN, Manager, American Democracy Project, American Association of State Colleges andUniversities; MARTIN SHAPIRO, Professor of Psychology, California State University, Fresno

* Links to readings are available online and via the mobile app.

Addressing the Adverse Impact of Non-Tenure-Track Faculty Working Conditions on Student Learning: Practical Approaches and Resources for Facilitating Change
Independence BC

Growing reliance on non-tenure-track faculty (NTTFs), who receive little support and whose working conditions constrain their efforts to provide a high-quality educational experience, is impacting student learning and success. The Delphi Project on the Changing Faculty and Student Success has created an extensive collection of resource guides and materials that are designed to help campuses consider how this issue is affecting learning outcomes and ways to change policies and practices. Participants will explore resources and gain practical knowledge about approaches they can utilize to engage stakeholders in dialogue and action toward better supporting faculty to enhance student learning outcomes.

DANIEL MAXEY, Dean’s Fellow in Urban Education Policy; and ADRIANNA KEZAR, Professor of Education—both of University of Southern California; SUSAN ALBERTINE, Vice President, Office of Diversity, Equity, and Student Success, AAC&U

Better Together: Higher Education Consortia and the Future of Change
Conference Theatre

What is the future of inter-institutional cooperation in the current higher education environment? Leadership of three active consortia consider the political, strategic, cultural, economic, and educational costs and benefits of working collaboratively. It is truism that collective action aggregates expertise, talent, economic resources, and will, but what are the mechanisms that make such leverage lasting and effective? What do all of us in higher education gain when institutions choose to work together?

JAMES HALL, Executive Director of the Consortium for Innovative Environments in Learning, University of Alabama; NANCY HENSEL, Executive Director, New American Colleges and Universities; TIMOTHY EATMAN, Faculty Co-Director, Imagining America: Artists and Scholars in Public Life; BILL SPELLMAN, Director, Council of Public Liberal Arts Colleges

Deepening Community Engagement in Higher Education: The Bonner High-Impact Initiative
Burnham

Explore themes and engage in rich dialogue related to the Bonner High-Impact Initiative. Through it, eighteen institutions are working to link engaged learning and practice and drive civic engagement to be deep, pervasive, integrated, and developmental. Inspired by A Crucible Moment and the Committee on Democratic Learning and Engagement, the High-Impact Initiative is also building a national learning community with AAC&U, NERCHE, and others. This session will draw on themes from Deepening Community Engagement in Higher Education (Palgrave Macmillan, September 2013), which contains chapters by scholars and practitioners exploring student development, partnerships, centers, and pedagogy.

ARIAINE HOY, Vice President, The Bonner Foundation; MATTHEW JOHNSON, Associate Professor of Sociology and Director of Academic Community Engagement, Siena College; DAVID RONCOLATO, Director, Center for Experiential Learning, Allegheny College; and JAME C. JOHNSON, Elementary Integration Specialist, Crawford Central School District (Meadville, PA)
Mandala—Circling the Square: Collectivist, Integrative Approaches to Mentoring

Independence FG

This workshop examines, challenges, and incorporates current research on the mentoring experiences and outcomes of underrepresented students and faculty of color mentors. Facilitators will provide 1) practical advice, best practices and self-reflective tools for developing mentoring skills and networks; and 2) models for conceptualizing mentoring across the boundaries of disciplines and campuses and across intergenerational cohorts of students. Led by members of Campus Women Lead, a diverse group of women bringing multiple perspectives of student affairs, faculty and administrators to the session design, the workshop offers highly interactive, energetic discussion that incorporates individual and system level analysis.

GERTRUDE FRASER, Vice Provost for Faculty Recruitment and Retention, University of Virginia; KATHLEEN WONG, Instructor and Intercultural Communication Consultant, Western Michigan University; PATRICIA LOWRIE, Director and Senior Advisor to the Dean, Michigan State University

Civic Learning and Effective Educational Practice: A Focus on Service Learning and Civic Engagement

Wilson/Roosevelt

Fostering civic learning is a central purpose of higher education. As campuses seek to strengthen democratic engagement, it is useful to understand the extent to which students have access to the experiences that develop civic engagement skills. This session will promote discussion about educational practices that build students’ capacity for civic learning by exploring National Survey of Student Engagement (NSSE) findings from an in-depth service-learning item set and the new civic engagement module. Join us to exchange ideas about results in relation to efforts to enhance service learning, strengthening connections between course content and service experiences, and outcomes associated with civic engagement skills.

JILLIAN KINZIE, Associate Director, Center for Postsecondary Research, and ALEXANDER MCCORMICK, Director, National Survey of Student Engagement—both of Indiana University Bloomington; MAGGIE STEVENS, Executive Director, Indiana Campus Compact

ACAD SESSION

Assistant/Associate Deans—Catalysts for Engagement

Constitution CDE

Associate Deans are uniquely situated to serve as change agents for practices that support student engagement by connecting the vision of the Dean to the operational realities of the faculty member. This interactive session will explore strategies such as inspired bureaucracy, cultivating collaboration, and operational perspective. This is a networking and development opportunity for new and veteran Assistant/Associate Deans.

JAMES SLOAT, Assistant Dean of Faculty for Academic Development, Colby College; KAREN ANDERSON, Senior Associate Provost, Wesleyan University; KATHLEEN HARRING, Dean of Institutional Assessment and Academic Planning, Muhlenberg College; ABBY VAN SLYCK, Associate Dean of Faculty, Connecticut College

CONCURRENT SESSIONS

Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning

2014 Winner of the Frederic Ness Book Award

Constitution B

Author José Antonio Bowen will discuss his book—Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning—winner of the 2014 Frederic W. Ness Book Award, which is presented to the book that best contributes to the understanding and improvement of liberal education. As Bowen writes, technology is profoundly changing education. If students are going to continue to pay enormous sums for campus classes, colleges will need to provide more than what can be found online and maximize “naked” face-to-face contact with faculty. Teaching Naked shows how technology is most powerfully used outside the classroom and, when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. José Bowen introduces a new way to think about learning and technology that prioritizes the benefits of the human dimension in education.

JosÉ ANtonIO BowEN, Dean of the Meadows School of the Arts and Algor H. Meadows Chair and Professor of Music, Southern Methodist University, and author of Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning (Jossey-Bass, 2012)

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

Ensuring Quality in Undergraduate STEM Programs: New Frameworks for Transforming STEM Teaching and Learning

Constitution A

Two national projects aim to develop and test comprehensive frameworks for more scalable and sustainable transformation of undergraduate STEM education at colleges and universities. The ultimate goal of these projects is to significantly increase the implementation of student-centered learning environments and comprehensive programs that promote a higher quality undergraduate STEM experience. Participants will learn about the frameworks, gain practical knowledge about implementation of institution-wide STEM reform efforts, and leave with tools to improve student learning and success in STEM courses and programs on their campuses.

SUSAN ELROD, Dean of the College of Science and Mathematics, California State University–Fresno; GEOFFREY CHASE, Dean of Undergraduate Studies, San Diego State University; UNDA SLAKEY, Senior Fellow, PKAL at AAC&U, Senior Policy Advisor at AAU, University of Massachusetts Amherst; EMILY MILLER, Project Manager, Undergraduate STEM Education Initiative, Association of American Universities; MARCO MOLINARO, Assistant Vice Provost for Undergraduate Education, University of California–Davis
Faculty Roles in Developing Civic-Minded Graduates and Professionals: Promising Practices and Structural Challenges

Conference Theatre

The current context of higher education presents significant challenges for developing ‘civic professionals,’ including curricular fragmentation, an increasing focus on workforce development, and the lack of knowledge about how to fully integrate effective civic practices into the curricula and rewards system. This panel will engage the larger issue of how to build capacity to educate civic-minded graduates by engaging the follow questions: What constitutes civic learning outcomes and how can these outcomes be assessed? What practices can faculty use to reach these outcomes? What are the challenges to deploying these practices and what strategies should be used to overcome them?

PAUL SCHADEWALD, Associate Director, Civic Engagement Center, Macalester College; JULIE HATCHER, Executive Director, Center for Service and Learning, and KRISTIN NORRIS, Assessment Director—both of Indiana University-Purdue University Indianapolis; DAN RICHARD, Director, Office of Faculty Enhancement, University of North Florida; AMY KORITZ, Director Center for Civic Engagement, Drew University

Democratic Engagement and Academic Integrity: From the Core to the Community

Independence BC

Higher education teaches students to value the concept of “integrity,” a term that connotes both ethical behavior and wholeness. Democratic engagement is key to teaching and practicing academic integrity. Yet the working conditions of the majority of the faculty, who serve off the tenure track, belie the commitment to democratic principles and practices that colleges and universities espouse. This “elephant in the room” of higher education, as AAC&U has called it, has jeopardized student success and compromised the future of the profession of college teaching. Insofar as college campuses are de facto classrooms, they are teaching inequity by example. In this session, panelists from the Delphi Project on the Changing Faculty and Student Success and New Faculty Majority will discuss how principles and practice can be reconnected to make campus communities whole again.

ADRIANNA KEZAR, Professor of Education and Assistant Director of the Pullias Center, and DANIEL MAXEY, Dean’s Fellow in Urban Education Policy—both of the University of Southern California; MARIA MAISTO, President, New Faculty Majority; CARYN McGHEE MUSIL, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U

This session is presented by the New Faculty Majority

Roads Taken: The Professorial Life, Scholarship in Place, and the Public Good

Wilson/Roosevelt

Public liberal arts colleges are home to professors who, sometimes to their own surprise, find themselves teaching on campuses unlike the large, research-intensive universities at which they earned their PhDs. Smaller public institutions require faculty members to make multiple adaptations: to undergraduate teaching, to campus service and governance and, increasingly, to the public mission that connects colleges to the well-being of regional communities. Panel members will discuss these adaptations and the implications for faculty work and identity in challenging times.

MODERATOR: ROGER EPP, Professor, Department of Political Science, University of Alberta

PANELISTS: THERESE SEIBERT, Professor of Sociology and Director, Community Research Center, Keene State College; JANET SCHRUNK ERICKSEN, Associate Professor of English, University of Minnesota–Morris; JOEL SIPRESS, Professor of History, University of Wisconsin-Superior

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

Ensuring Quality: Characteristics of Excellence in Undergraduate Research: The Proof Is in the Details

Independence DE

Interested in providing thoughtful input to shape the future of undergraduate research recognition, one of the foremost indicators of degree quality? Since the release of the Council on Undergraduate Research’s Characteristics of Excellence in Undergraduate Research in 2012, diverse academic institutions have used the document in strategic planning, self-studies, and accreditation processes. CUR is now developing additional tools for institutions to holistically evaluate their undergraduate research efforts. Session participants will discuss the framework for a proposed CUR recognition process in the context of their own institutional realities and strategic needs, and thus help shape the direction this process might take.

AMELIA AHERN-RINDELL, Associate Professor, University of Portland, and Council on Undergraduate Research President-Elect; DIANE BOWLES, Vice President of Government Sponsored Programs and Research, Johnson C. Smith University, and Council on Undergraduate Research Councillor

This session is presented by the Council on Undergraduate Research

Changing Strategies for Faculty Recruitment: “Just in Time” Workshops and Inclusive Excellence

Cabin John/Arlington

This panel presentation will describe an innovative and effective strategy for recruitment of diverse faculty. Through the use of “Just-In-Time” workshops, outside consultants and experts, Diversity Advocates, Diversity Resource Groups, and Campus-Wide Ambassadors, Skidmore College has reimagined its entire faculty recruitment strategy. And the results are encouraging. The panel—which includes members of the Dean of the Faculty’s office, consultants specializing in diversity and faculty recruitment, and a program director—will examine the overlapping parts of the new process and engage the audience in further ways to refine this approach to building a first-rate, diverse faculty.

BEAU BRESLIN, Dean of the Faculty and Vice President for Academic Affairs, PATRICIA RUBIO, Associate Dean of the Faculty, and MASON STOKES, Associate Professor and Chair, English Department—all of Skidmore College; LINDA MARCHESAN, Director of Workplace Learning and Development, University of Massachusetts Amherst
What the DQP Looks Like on the Ground:
National Trends and Campus Examples
Independence FG

Since its release in 2011, about 300 campuses have engaged with the Degree Qualifications Profile (DQP), using it to start important conversations about learning goals, map outcomes to the curriculum, and develop carefully aligned signature assignments and assessments. The National Institute for Learning Outcomes Assessment has been tracking these developments and will report on national trends in the scale, scope, and uses of the DQP. Representatives from two campuses that have integrated the DQP into their ongoing work in creative and productive ways will share their experiences. Discussion will aim to draw out lessons learned from these campuses and others represented in the room.

NATASHA JANKOWSKI, Assistant Director, and PAT HUTCHINGS, Senior Scholar—both of the National Institute for Learning Outcomes Assessment; RUTH SLOTNICK, Director of Articulation and Learning Assessment, Mount Wachusett Community College; CHRISTOPHER CRATSLEY, Director of Assessment, Fitchburg State University; SANDRA FULTON, Coordinator of Assessment and Institutional Research, J. Sargeant Reynolds Community College; SCOTT OATES, Director of Assessment, Virginia Commonwealth University

ACAD SESSION
How Should We Talk About This?
Difficult Conversations, Crossover Pedagogy, and Creating Campus Cultures of Civic Engagement
Constitution CDE

How can administrators collaborate with diverse constituents to realize campuses marked by civic engagement? Our session will draw from diverse experiences to show how to facilitate such conversations. Through an interactive session we will elaborate on the merits of what Robert Nash and Michele Murray have characterized as “crossover pedagogy.” Attendees will take away from this session rich afterthoughts and applications for their campuses.

TAMMY PROCTOR, Department Head, Department of History, Utah State University; TY BUCKMAN, Associate Provost for Undergraduate Affairs and Curriculum, Wittenberg University; JEFF KURTZ, Associate Professor of Communication, Denison University

HOSTED RECEIPTIONS

Diverse: Issues in Higher Education and Project Kaleidoscope
Farragut Square

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

Transaction Consortium
McPherson Square

All Consortium members and any faculty or administrators interested in learning more about the Reacting to the Past role-playing pedagogy invited.

Council on Undergraduate Research
Penn Quarter A

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

The Phi Beta Kappa Society (PBK) and ACAD
Lafayette Park

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

For Alumni of the Harvard Institutes for Higher Education
Penn Quarter B

The Harvard Institutes welcome all program alumni and others interested in learning more about Harvard’s leadership development offerings.
New Research on Student Experiences with High-Impact Practices:
Effective and Efficient Ways to Implement, Connect, and Scale

Independence DE

Questions of quality, access, and success are at the heart of higher education discussions. How can we create the highest impact educational experiences, for the most students, most efficiently? This session presents new research from three diverse institutions (Birmingham City University in the UK; and Connecticut College and Elon University in the US) studying conditions that underlie successful engaged learning experiences, ways to foster faculty-student learning communities, and factors that impact student engagement with multiple high-impact practices. Attendees will take away strategies for both implementing and researching quality, accessible high-impact practices at their institutions.

PETER FELTEN, Assistant Provost, Director of the Center for Engaged Learning, and JEFFREY S. COKER, Director of General Studies—both of Elon University; LUKE MILLARD, Head of Learning Partnerships, Birmingham City University; STUART BRAND, Director of Learning Experience, Birmingham City University; MICHAEL REDER, Director, Faculty Center for Teaching & Learning, Connecticut College; DESIREE PORTER, Undergraduate student, Elon University

Learning Outcomes Assessment for Social Entrepreneurship Programs

Farragut Square

There has been growing interest within colleges and universities around the world for courses and programs related to social innovation. Ashoka U has responded to this demand by creating the first global association of faculty and institutions working to advance the field of social entrepreneurship. Three leaders from this Changemaker Campus consortium have begun experimenting with learning outcomes assessments in order to uncover an effective way for students to demonstrate their knowledge and skills related to changemaking. Join this panel presentation about why learning outcomes are important and how to measure student success in social innovation initiatives.

CATHERINE COLLINS, Associate Director of MiddCORE, Middlebury College; CASIUS PEALER, Director, Social Innovation and Social Entrepreneurship (SISE), Tulane University; MICHELE KAHANE, Professor of Professional Practice, The New School; PAUL ROGERS, Associate Professor and Senior Scholar, Center for the Advancement of Well-Being, George Mason University

Citizen Alum and College-to-Life Learning: Mainstreaming Intergenerational Civic Engagement

Lafayette Park

The focus of this session is on integrating intergenerational learning into civic learning in settings ranging from course modules to multi-term cohort curricula and post-baccalaureate initiatives. Grounded in connections with community-engaged alumni, such innovations support students through the college-to-career transition and open up new roles and identities for alumni. Three panelists are members of the new citizen alum task force on alumni as allies in education and active citizenship, focusing on promising practices in the Citizen Alum network.

JULIE ELLISON, Professor of American Culture and English, University of Michigan; DANIELLE HINRICHES, Associate Professor, Communication, Writing, and the Arts, Metropolitan State University; KAI NOA LILLY, Engaged Student Learning Coordinator, University of Hawai‘i at Manoa; MARC COOPER, Professor of History, Missouri State University; LEEANN LANDS, Associate Professor of History and Interdisciplinary Studies, Kennesaw State University; ADAM BUSH, Co-Founder, College Unbound

Liberal Learning and Professional Education: Effecting Educational Innovation

Independence BC

This session directly addresses the challenges that faculty, departments, and institutions face as they attempt to integrate professional and liberal learning that will “make or break America’s global future.” How might professional programs become less narrowly instrumental? What kinds of programmatic and course innovations can foster a broad perspective, creative thinking, and a sense of one’s place in the world through a rich context for approaching problems through the liberal arts? The presenters will discuss options for increasing students’ awareness of the interconnectedness of business, global commerce, and society.

MARGOT SOVEN, Director, Core Curriculum, and MARYSHEILA MCDONALD, Associate Dean, School of Business—both of La Salle University; ANTHONY BUONO, Professor of Management and Sociology, Bentley University; NORLEAN R. SHARPE, Senior Associate Dean, Director of Undergraduate Programs, McDonough School of Business, Georgetown University
Restructuring Academic Programs in the 21st Century: Berea College’s New Divisional Structure

Independence H1
The Berea College faculty and community began the shift to a divisional structure during the fall of 2011, and have lived within this new administrative structure for the past two years. We would like to share some of the lessons learned during this transition, as well as some of the difficulties associated with this dramatically different academic structure. Three notable changes, as a result of the shift to divisions, have been the creation of a divisional council to advise and support the dean; the beginnings of new divisional identities (without the loss of disciplinary identity); and new governance procedures (including divisional mentorship of junior faculty).

CHAD BERRY, Academic Vice President and Dean of the Faculty, LINDA STRONG-LEEK, Associate Vice President for Academic Affairs, RONALD ROSEN, Division Chair and Professor of Biology, and JAN PEARCE, Division Chair and Professor of Computer Science and Mathematics—all of Berea College

Building and Assessing Climates for Personal and Social Responsibility: Evidence from AAC&U’s Core Commitments Initiative

Independence FG
Drawing upon a forthcoming New Directions for Higher Education monograph, titled “Personal and Social Responsibility: Essential Outcomes of Higher Education,” this session highlights how institutions have used assessment data to inform their curricular and cocurricular practices around personal and social responsibility, and what institutions have learned about supporting these ongoing efforts. The session will include key findings from more than 13,000 students and 4,000 campus administrators who have taken the Personal and Social Responsibility Inventory (PSRI) since 2012.

ANDREW RYDER, Assistant Professor of Higher Education, University of North Carolina Wilmington; NANCY O’NEILL, Director of Learning Initiatives and Co-Director, Bank of America Center for Excellence in Learning, Teaching, and Technology, University of Baltimore; ROBERT REASON, Director of Research and Grant Enhancement, Iowa State University

CONCURRENT SESSIONS

Liberal Arts and Sciences Majors: Prospects for Long-Term Career Success

Constitution A
This session will highlight key findings from a new report from AAC&U and the National Center for Higher Education Management Systems documenting with data from the American Community Survey the continuing value of a college degree in preparing graduates for long-term career success regardless of undergraduate major. Presenters will provide data on the career trajectories (including graduate study) of college students majoring in different fields (e.g., humanities/social sciences, science and math, engineering, and professional/pre-professional) and examine the implications of this data for campus practice, including career and academic advising, and advocacy efforts to demonstrate the value of college degrees in terms of outcomes related to work and citizenship.

DEBRA HUMPHREYS, Vice President for Policy and Public Engagement, AAC&U; PATRICK KELLY, Senior Associate, National Center for Higher Education Management Systems

Undergraduate Quality and the Changing Faculty: Examining Pieces of the Puzzle

Cabin John/Arlington
Institutions deal with pressures to improve undergraduate quality and manage their changing faculties, tasks that sometimes seem at odds. Facilitators of this session—with more than a decade of data from initiatives such as the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE)—will share three faculty profiles: 1) the faculty in 2025; 2) the faculty at the 50 highest scoring NSSE institutions; and 3) the faculty who tend to use effective practices more. Through comparing these profiles, session participants will engage questions and derive lessons about improving undergraduate quality while effectively managing a changing faculty.

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

Civic Seed: How an Interactive Video Game Can Prepare Students for Effective and Meaningful Active Citizenship

Conference Theatre
Are students adequately prepared to address the multitude of complex issues they face as active citizens? Through service-learning courses and volunteer programs, they work with the best of intentions with limited preparation, resulting in a wide range of outcomes. Civic Seed is a learning tool created to go beyond traditional models to engage students as active learners through an online interactive video game. It prepares students to address societal challenges with maximum efficacy and transformative learning outcomes. This session will allow you to play the game and discover how it can be utilized on your campus.

MINDY NIERENBERG, Senior Programs Manager; Tisch College, and FELICIA SULLIVAN, CIRCLE Senior Researcher—both at Tufts University; ERIC GORDON, Associate Professor of Visual and Media Arts and Director of Engagement Game Lab, and STEPHEN WALTER, Managing Director—both of Emerson College
The Snowball Effect: How Social and Professional Networking—Not System Structures—Has Helped Virginia LEAP

Lafayette Park

This panel presentation will address how Virginia, a state lacking the structure of a system office, LEAPs through the power of social and professional networks. Panelists representing this community of practice will share how to foster the appropriate conditions for initiating similar work; how to recognize political pitfalls; the importance of prioritization; and how to develop and achieve specific outcomes and maintain momentum in the absence of a statewide mandate. Beyond lessons learned from what worked and what did not, the presentation will highlight the value of this sometimes complicated and unwieldy approach to institutional and “system” level change.

KATHRYNE MCONNELL, Assistant Director, Assessment & Evaluation, Virginia Tech; JOSEPH DEFILIPPO, Director, Academic Affairs and Planning, State Council of Higher Education for Virginia; TIMOTHY MERRILL, Director of Institutional Research, Randolph Macon College; WORTH PICKERING, Assistant Vice President for Assessment, Old Dominion University; CAROL HURNEY, Executive Director for Faculty Development, Center for Faculty Innovation, James Madison University

ACAD SESSION

The Impact of Liberal Education on Interdisciplinary Degree Programs

Wilson/Roosevelt

This session explores the impact of liberal education and the deans’/provost’s leadership in the creation of four interdisciplinary degree programs at Carnegie Mellon University. Included is discussion of a survey conducted by the School of Arts and Sciences at Hunter College in 2013 aimed at 1) understanding impediments/supports common to interdisciplinary programs; 2) identifying best practices for promoting interdisciplinary programs and factors that discourage/encourage interdisciplinary program development; and 3) examining types of tenure-track appointments for faculty affiliated with interdisciplinary programs.

FRANCO SCIANNAMEO, Associate Dean for Interdisciplinary Initiatives, College of Fine Arts, and AMY L. BURKERT, Vice Provost for Education—both of Carnegie Mellon University; ANGELA T. HADDAD, Associate Dean for Academic Programs, School of Arts and Sciences, Hunter College, The City University of New York

11:00 a.m–12:15 p.m.

CLOSING PLENARY

Technology and the Future of Work and Learning: Preparing Students for Success in the New Economy?

Constitution BCDE

CHAIR: KENNETH P. RUSCIO, President, Washington and Lee University

Leading economist Frank Levy will discuss his economic research—highlighted in the influential recent report, “Dancing with Robots”—that documents long term trends that are changing the demands for more educated workers throughout the global economy. He will examine these economic trends in terms of their implications for curricular change, the increasing imperative for liberal education learning outcomes, and a more effective articulation of the “value” of higher education in tough economic times.

Levy will explain how technology is changing the demand for workers with more sophisticated skills in problem-solving, communication, and information literacy. He will also address the ways in which technology is likely to similarly impact the “work” of teaching and learning in higher education.


RESPONDENT: CAROL GEARY SCHNEIDER, President, AAC&U

MARK YOUR CALENDARS

AAC&U’s 100th Anniversary Celebration

2015 Annual Meeting of the Association of American Colleges and Universities

January 21–24, 2015 | Washington, DC
Welcome and Opening Plenary
Independence A

WELCOMING REMARKS
TERREL RHODES, Vice President for Quality, Curriculum, and Assessment, AAC&U

PLENARY PRESENTATION
Learning-Oriented and Evidence-Based: Assessing Learning from Any Way, Any Time, or Anywhere
As colleges/universities and students continue to search for and use non-traditional modes of education, learning has become increasingly untethered to time, place, and modality. Higher education is challenged to recognize and validate this learning and apply it to credit bearing credentials, but the underlying issue is how to evaluate this learning and incorporate it into the existing curriculum. In response, the Global Learning Qualifications Framework (GLQF) is designed to assess college-level learning regardless of where, when, or how it was acquired. The GLQF builds on the progress of qualification frameworks from over 90 countries, the Lumina Degree Qualifications Profile, AAC&U’s Essential Learning Outcomes and VALUE Rubrics, and other emerging work. The framework uses e-portfolios to help students orient their learning around an evidence-based model. This plenary will quickly assess the issues institutions face and the movement of competency-based learning, and will explore how the GLQF can be used at institutions as a learning-oriented and evidence-based assessment tool.

NAN L. TRAVERS, Director of Collegewide Academic Review, SUNY Empire State College

E-PORTFOLIO RESEARCH TRACK
Reliability, Comparability, Usability: A Comparison of Three E-Portfolio Assessment Strategies
Independence BC
This research project emerges from a context in which questions about the validity and reliability of assessment based on e-portfolios are being raised at the same time national rubrics and other tools and approaches for assessing e-portfolios are being developed. In this pilot research project, ten experienced e-portfolio reviewers participated in three different e-portfolio review processes. This presentation will explore the findings of this pilot project including considerations of reliability, efficiency, data quality and comparability, and rater experience. Join us for a conversation about the benefits and challenges of each approach and how to weigh those factors when selecting an assessment strategy.

ROWANNA CARPENTER, Director of Assessment and Upper Division Clusters, and YVES LABISSIERE, Director of University Studies—both of Portland State University

9:45–10:30 a.m.
CONCURRENT E-PORTFOLIO SESSIONS

ESSENTIAL E-PORTFOLIO TRACK
The E-Portfolio as a Connective Instrument for Global Learning and Assessment
Farragut Square
In this interactive four-part session, we will explore LaFolio, the open-source, electronic portfolio in development at Lafayette College since 2009. Participants will examine the information architecture, pedagogical methods, and interdisciplinary connectiveness of this evolving instrument. The session will also showcase the LaFolio badge, an innovative assessment protocol for microclass and macro/program levels.

MARY TOULOUSE, Director of the Language Resource Center; MICHELLE C. GEOFFRION-VINCI, Associate Professor of Foreign Languages and Literatures, WENDY WILSON-FALL, Associate Professor in Africana Studies and Chair; and MARGARETE B. LAMB-FAFFELBERGER, Professor of German and Director of the Max Kade Center for German Studies—all of Lafayette College

E-PORTFOLIO RESEARCH TRACK
E-Portfolios and Reflective Learning in Global Education: Recent Research Across Disciplines
Independence HI
Drawing on findings from our participation in Cohort VI of the Inter/National Coalition for Electronic Portfolio Research and subsequent data collection efforts, panelists will discuss discipline-specific approaches to using e-portfolios to teach students about culture and how the use of reflective “tags” and various modes of reflection promote deep learning and more meaningful assessment.

HOWARD SANBORN, Director of VMI ePortfolio Project; KEN KOONS, General Edwin Cox ’20 Institute Professor of History; and CHRISTINA MCDONALD, Institute Director of Writing and Professor of English—all of Virginia Military Institute
ESSENTIAL E-PORTFOLIO TRACK

Students First: Using Students’ Self-Assessment Narratives as Evidence of Institutional Effectiveness

Independence FG

How often have you heard a student say, “I know what I mean, I just don’t know how to say it?” Usually, the answer we give is, “If you don’t know how to say it, you don’t know what you mean.” This session will examine the role of reflective practice as a direct assessment of student learning, moving from an emphasis on “objective” third-person assessments, to focus instead on students’ own first-person accounts. Using the theoretical framework of hermeneutic phenomenology, participants will rethink student reflection as more than just a powerful pedagogy, but as a valuable measure of institutional effectiveness.

KERI SHAFFER CARTER, Director of EPortfolios, Westminster College

SPONSOR SESSION

Demonstrating Student Learning in a World of Change

Franklin Square

In a rapidly changing educational landscape, where affordability, accountability, and academic quality top the list of stakeholder concerns, the only thing we can count on as constant is change itself. Rising costs and emerging technologies are forcing us to rethink the way we deliver education. Institutions must adapt to alternative learning modalities in order to remain viable and deliver on increasing demands for quality education. This new world of education requires new technology—a new platform—that takes into account education as it was yesterday, as it is today, and as it will be tomorrow. Based on twelve years of experience as the original e-Portfolio provider, we invite you to learn more about how our newest innovation in student-centered learning will transform the way you teach, the way you assess, and the way you approach education. When you visit this session, you’ll find a better way to support student success, collect and report assessment data, and use that data to make continuous improvements—all without having to reinvent your own processes.

KATIE KALMUS, Director of Product and Client Development, LiveText

This session is sponsored by LiveText

10:45–11:30 a.m.

CONCURRENT E-PORTFOLIO SESSIONS

E-PORTFOLIO RESEARCH TRACK

Unlocking E-Portfolio Practice

Independence DE

Teaching beliefs are reflected in one’s e-portfolio practices from pedagogies to assessment to technology beliefs. To what extent do they differ among current and prospective e-portfolio practitioners? To what extent can interventions increase the likelihood for successful and extensible e-portfolio practice? To what extent does one’s own practice developing an e-portfolio influence one’s teaching practice and strategies for implementing e-portfolios? This session will present results from the annual AACEBL survey and targeted interviews with prospective e-portfolio practitioners. Participants will be presented with the data and invited to join in considering the implications and interpretation.

GARY BROWN, Director, AACEBL and Senior Fellow, AAC&U; JEAN HENSCHEID, Professor, Adult Organizational Learning and Leadership, University of Idaho; HELEN CHEN, Director of ePortfolio Initiatives, Office of the Registrar, Stanford University; AIFANG GORDON, Instructional Designer, Portland State University

ESSENTIAL E-PORTFOLIO TRACK

Embracing the Usage of E-Portfolios College-Wide

Independence HI

At Queensborough Community College, the usage of e-portfolios has been embraced by individuals within the department of Student Affairs and Academic Affairs. A freshman advisor, the director of counseling, and a Nursing faculty member will share how their perspective departments have integrated e-portfolios across their curriculum. Each individual will discuss how each office/department folded in the usage of e-portfolios. Reflective assignments and completed e-portfolios will be shared with the audience. Showcasing is a valuable tool for reflection. During development of the e-portfolio, students reflect “in action.” When they showcase the e-portfolio, they are reflecting “on action.” Therefore, learning becomes visible.

JANNETTE URCIULLI, Director of Counseling, GEORGINA COLALILLO, Associate Professor of Nursing, and REBECCA DE JESUS, Student Life Coordinator—all of City University of New York Queensborough Community College

ESSENTIAL E-PORTFOLIO TRACK

E-Portfolios: Connecting Student Job-Market Readiness to Program Assessment

Independence BC

Student e-portfolios bridge the gap between aptitude and students’ ability to succeed in a global job market. Therefore, departments should consider using the e-portfolio model as an assessment tool as well as a method for preparing students for successful participation in America’s global future. Panelists will cover topics such as how e-portfolios connect with the global community, how e-portfolios can be used for program assessment, and how to teach e-portfolios. Darren Cambridge, author of Eportfolios for Lifelong Learning and Assessment (2010, Jossey-Bass) will respond to this panel.

KRISTEN MAJOCHA, Professor of Communication, and JEANINE TURNER, Professor of Communication—both of Georgetown University; STEVEN COHEN, Professor of Communication, University of Maryland; PAUL FRITZ, Professor of Communication, University of Toledo; DARREN CAMBRIDGE, Principal Consultant, American Institutes for Research
**E-PORTFOLIO RESEARCH TRACK**

**Analyzing Audience Awareness in Student E-Portfolios**

**Independence FG**

The potential for student e-portfolios to circulate beyond the classroom is understood as a key affordance of e-portfolios. If this affordance is taken seriously, it follows logically that the audience for student e-portfolios is usually multiple, potentially including an instructor, the student, evaluators, and external readers. We report on a three-year investigation that resulted in a framework for analyzing audience awareness in student e-portfolios and convinced us that for students to develop effective e-portfolios, teachers must explicitly guide audience consideration. Our presentation will provide suggestions for teaching students to compose e-portfolios for multiple audiences.

**LAURIE POKLOP,** Associate Director, Center for Advancing Teaching and Learning Through Research, and **CHRIS GALLAGHER,** Professor, Department of English—both of Northeastern University

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**E-PORTFOLIO LUNCHEON PLENARY**

**Crowdsourcing: Research and E-Portfolios**

The luncheon plenary will combine the latest in e-portfolio research with an innovative information-gathering technique that will get you to your feet. Led by Helen Chen, attendees will dig deep into their own research agenda and get feedback, with guidance from the *International Journal of ePortfolio*. Don’t miss this inventive approach to our research theme for the day.

**HELEN CHEN,** Director of ePortfolio Initiatives, Office of the Registrar, Stanford University; **TERREL RHODES,** Vice President, Office of Quality, Curriculum, and Assessment, AAC&U; **WENDE GARRISON,** Director of Curriculum, Assessment, and Communications, Portfolio to Professoriate, Virginia Tech

The E-Portfolio Luncheon is sponsored in part by Taskstream

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**CONCURRENT E-PORTFOLIO SESSIONS**

**E-PORTFOLIO RESEARCH TRACK**

**(No More) Binders Full of Students:**

**E-Portfolio Assessment of Information and Quantitative Literacy**

**Independence DE**

This session will share results from Salt Lake Community College’s recent e-portfolio assessment of information and quantitative literacy. In addition, participants will have an opportunity to apply SLCC’s rubrics to actual student work.

**DAVID HUBERT,** Professor of Political Science, and **KATI LEWIS,** ePortfolio Coordinator—both of Salt Lake Community College

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**E-PORTFOLIO RESEARCH TRACK**

**Using E-Portfolios to Promote and Assess Identity Change in an Intensive Summer Program for Community College Students**

**Independence HI**

We use e-portfolios to promote and assess identity change in a summer program for community college students. We hypothesized e-portfolios would encourage the development of academic identity and future orientation during a high-impact learning activity. In this talk we describe the development of the e-portfolio component of our program (successes and failures), show samples, and report findings. We found 1) e-portfolio entries include increasing references to academic identity and future orientation; 2) changes reflected in e-portfolios are independent of changes evidenced in other measures; and 3) e-portfolio entries document increasing engagement with a community of scholars.

**KAREN SINGER-FREEMAN,** Associate Director of Baccalaureate and Beyond Program and Associate Professor of Psychology, **LINDA BASTONE,** Coordinator and Associate Professor of Psychology and Faculty Coordinator of Assessment, and **JOSEPH SKRIVANEK,** Director of Baccalaureate and Beyond Program and Professor of Chemistry and Biochemistry—all of Purchase College, State University of New York
Modernizing the Faculty Tenure/Promotion Process and Implementing Campus-Wide E-Portfolios Simultaneously

Independence FG

Chattanooga State Community College began an e-portfolio pilot, as many other colleges have done, with a few student cohorts supported by the most innovative faculty on the campus. Finding ourselves following a path that had proven difficult for other institutions, the decision was made to make e-portfolio personally important to each faculty member via the tenure and promotion process. Chattanooga State Community College will present the recent transformation of their tenure and promotion evaluation process to e-portfolio. Strategic faculty e-portfolio development is resulting in improved cross-divisional collaboration, while simultaneously providing more consistent and efficient access to faculty goals for institutional reporting. Through navigation of the e-portfolio platform, attendees will be able to see “behind the screens” and discuss faculty portfolios from the previous year throughout the presentation.

SARAH HYBERGER, Quality Enhancement Plan Director and Associate Professor of Music, and DONNA SEAGLE, Director of Educational Technology and Design and Associate Professor of Psychology/Education—both of Chattanooga State Community College

The Gap Analysis: Evaluating E-Portfolios to Improve Curriculum to Best Meet Industry Needs

Independence BC

Have you been asked to design or evaluate an e-portfolio program? Are your graduates being hired by employers in their areas of study? Come learn about how our university is using e-portfolios to build a better project manager and position our graduates for the upcoming boom in project management jobs. We will share our approach and illustrate three years of assessment results transformed into five phases of curriculum improvements, each diving deeper into industry needs and dedicated to creating a more capable project manager. As a result, we continually watch the quality, quantity, and variety of students’ artifacts improve.

TRACY RICHARDSON, Department Chair, Management Sciences / Assistant Professor, Embry-Riddle Aeronautical University

Documenting Student Learning with the Bedford e-Portfolio

Franklin Square

E-Portfolios are an ideal means of proving student mastery of course and program outcomes. The Bedford e-Portfolio was designed to enable this measurement without fundamentally changing the work that goes on in the classroom. In this session, we’ll explore how the portfolio can be a tool for students to share their unique learning experiences, and how that activity can be harnessed to deliver meaningful assessment data.

BECKY ANDERSON, Senior Executive Marketing Manager for Technology, and DAVID MOGOLOV, Executive Media Editor—both of Bedford e-Portfolio

This session is sponsored by Bedford St. Martin’s

2:15–3:00 p.m.

CONCURRENT E-PORTFOLIO SESSIONS

ESSENTIAL E-PORTFOLIO TRACK

ESSENTIAL E-PORTFOLIO SESSIONS

Transforming Doctoral Education through the Clinical Portfolio

Independence FG

A practice portfolio, which incorporates competency-based activities and projects, allows students to showcase their individual learning experiences, while providing an objective measure of their achievement. Therefore, the School of Nursing doctoral task force undertook the challenge of developing and implementing a practice portfolio as the final DNP scholarly project within our program. The purpose of this presentation is to discuss the implementation of a clinical portfolio as the capstone project for Doctorate of Nursing Practice (DNP) students.

MEREDITH KAZER, Associate Dean and Professor of Nursing, NANCY MORIBER, Assistant Professor, SHEILA GROSSMAN, Professor, KATHLEEN WHEELER, Professor, and JOYCE SHEA, Associate Professor—all of Fairfield University

ESSENTIAL E-PORTFOLIO TRACK

ESSENTIAL E-PORTFOLIO SESSIONS

Getting to Done: What Institutional Circumstances or Incentives Contribute to Students’ Portfolio Completion Rates?

Independence DE

In the portfolio field, very little research has been done on incentives or other circumstances that influence portfolio completion rates among students. Portfolio to Professoriate (a five year NSF portfolio grant at Virginia Tech) has studied portfolio completion rates at five campuses. A variety of incentives and institutional circumstances have been researched—from stipends to course credit, from department requirements to public portfolio showcases—and a number of interested findings have resulted. Stop by this session to hear the thought-provoking data along with an examination of the implications our study has for YOUR campus’ portfolio completion rates!

WENDE GARRISON, Director of Curriculum, Assessment, and Communications, Portfolio to Professoriate, and LISA McNAIR, Assistant Department Head for Graduate Programs, Associate Professor, Co-director of Virginia Tech Engineering Communication Center—both of Virginia Tech

ESSENTIAL E-PORTFOLIO TRACK

ESSENTIAL E-PORTFOLIO SESSIONS

Implementing and Sustaining a Cross-College E-Portfolio Initiative: One Community College’s Story

Independence BC

Thinking about launching, or scaling up, an e-portfolio initiative at your college but unsure of where and how to start, and how to “connect the dots” across campus? In this session, faculty and staff from Middlesex Community College will talk about our implementation plan, which we based on goals for student development and learning. We’ll share with you students’ customization of our Freshman Seminar e-portfolio template as well as student examples from several programs using e-portfolios in similar but distinctive ways, showcasing the integration of student e-portfolio use from Freshman Seminar and beyond.

ELISE MARTIN, Dean of Assessment, SANDRA SHAPIRO, Professor of Nursing, and HELOISA DACUNHA, Assistant Professor of Criminal Justice—all of Middlesex Community College
E-PORTFOLIO RESEARCH TRACK

Catalyst for Learning: What Difference Does E-Portfolio Make?

Independence A

What difference does e-portfolio make in terms of student, faculty, and institutional learning? The Connect to Learning (C2L) national network finds that sophisticated e-portfolio practice supports greater student success and meaningful outcomes assessment, helping students engage more deeply and take ownership of their learning. Data from a constellation of C2L campuses demonstrates that reflective e-portfolio practice correlates with advanced levels of student success. Evidence from across the network documents the combination of classroom pedagogies, professional development, and outcomes assessment strategies that help successful e-portfolio initiatives build deep learning and scale their projects, catalyzing the growth of campus-wide integrated learning cultures.

Bret Eynon, Founding Director, Making Connections National Resource Center, and Associate Dean for Academic Affairs, and Judit Torok, Co-Director, Making Connections National Resource Center—both of La Guardia Community College/City University of New York; Laura Gambino, Professor, Faculty Scholar for Teaching, Learning and Assessment, Stella and Charles Guttman Community College, City University of New York

ESSENTIAL E-PORTFOLIO TRACK

Fulfilling the Promise: Using Reflection to Connect Students to College Mission and Priorities

Independence HI

All of our colleges and universities make promises to students. We tell them that when they graduate, they will be critically thinking leaders who are globally and civically engaged. While these goals are achieved by many students, they do not personally resonate for some. An integrative portfolio can help students to re-conceptualize their key learning experiences within the context of their college’s essential learning outcomes. Using a process-oriented approach allows students to more closely identify with terms that were previously abstract. We will discuss our pilot program at Smith College, and will provide guidance for how this work might be adapted.

Jessica Bacal, Director, Wurtele Center for Work and Life, Minh Ly, Assistant Director for Assessment, Office of Institutional Research and Educational Assessment, Jennifer Walters, Dean of Religious and Spiritual Life, and Allynson Einder, Program Coordinator, Wurtele Center for Work and Life—all of Smith College

ESSENTIAL E-PORTFOLIO TRACK

The Non-Negotiable Dimensions of Electronic Portfolios: The Role of Interaction of Artifacts and the Contribution of Reflection in E-Portfolio Learning and Assessment

Independence DE

In this session, the leaders of the Inter/National Coalition for Electronic Portfolio Research focus on the non-negotiable dimensions of e-portfolios. Informed by the work with Coalition colleagues, we begin with four propositions articulating the e-portfolio non-negotiables, and then focus on two of those in particular: 1) the value of the interaction of pieces of evidence inside an e-portfolio; and 2) the unique contribution that reflection makes to learning and assessment in e-portfolio environments.

Kathleen Yancey, Kellogg Hunt Professor of English/Co-Director, INCEPR, Florida State University; Barbara Cambridge, Director, Washington Office, National Council of Teachers of English; Darren Cambridge, Principal Consultant, American Institutes for Research

CONCURRENT E-PORTFOLIO SESSIONS

Catalyst for Learning: What Difference Does E-Portfolio Make?

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The Good, the Bad, and the Potential of Implementing E-Portfolios

Independence FG

This session will describe the benefits and challenges of implementing an e-portfolio program at Pitzer College, a small liberal arts college whose unique college-wide educational objectives embrace written expression, social responsibility, intercultural understanding, and interdisciplinary learning. The presenter will share what worked, what did not work, and how to improve the chances of implementing a successful e-portfolio program within a diverse liberal arts faculty environment in order to meet the needs of faculty and students.

Omar Safie, Interim Academic Assessment Coordinator, Pitzer College

Capstone to Career: Using Academic Portfolios to Successfully Position Students for Careers

Franklin Square

Students enrolled in capstone courses are asked to demonstrate and present the culmination of their experiences and the subject-matter knowledge they have acquired in their field of study. In a recent survey discussing student success in the workplace—sponsored by the AAC&U—employers expressed interest in e-portfolios and partnerships with colleges and universities to ensure the successful transition of graduates into early careers. Portfolios are the perfect tools to mutually benefit students and employers as they showcase their career readiness and align their skills with the job requirements. This session will describe how new portfolio platforms are guiding institutional learning outcomes, improving employment placement rates, and providing evidence of mastery to employers.

Heather Hiles, CEO, Pathbrite

This session is sponsored by Pathbrite

Using Academic Portfolios to Successfully Position Students for Careers

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Franklin Square

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Heather Hiles, CEO, Pathbrite

This session is sponsored by Pathbrite
E-PORTFOLIO RESEARCH TRACK

Content Analysis and Authentic Evidence: Using an E-Portfolio to Assess the Outcomes of a First-Year Seminar

Independence BC

In this session, we will discuss the theoretical foundations, methodology, and results of a study conducted to assess the outcomes of a first-year seminar course using student narrative in an electronic portfolio. Student narrative was evaluated using a rubric created to assess the stated outcomes of the portfolio, first-year seminar course, and general education outcomes of communication and critical thinking. Ways in which the results were used to improve the curriculum, teaching/learning strategies, assessment practices and faculty development will be presented. Participants will have the opportunity to use the rubric to look at student work.

CATHY BUYARSKI, Executive Assistant Dean, University College, and CYNTHIA LANDIS, Doctoral Student—both of Indiana University-Purdue University Indianapolis

E-PORTFOLIO RESEARCH TRACK

Situated Learning in Communities of Practice: Understanding E-Portfolio as a Catalyst for Change

Independence HI

This session aims to describe a theoretical framework for examining e-portfolio as a catalyst for change. Using autoethnographic research techniques, we analyzed the process of “becoming” a member of an e-portfolio community of practice and the effects of this process on our skills, knowledge, ways of thinking, and identity. Through faculty reflections, we examined transformation in our teaching as the result of cognitive mediation, exemplifying Vygotsky’s notion of mediated action though artifacts. Qualitative analysis allowed for a rich, nuanced understanding of change and provides evidence to support the value of situated learning in communities of practice.

ALISON CARSON, Associate Professor of Psychology, SHERIE McClAM, Director of the Center for Teaching and Learning, JIM FRANK, Professor of Studio Art, and GILLIAN GREENHILL HANNUM, Professor of Art History—all of Manhattanville College

ESSENTIAL E-PORTFOLIO TRACK

Using General Education Courses as a Launching Point for E-Portfolios: How Faculty and Students Are Making the Journey Together

Franklin Square

With the implementation of a new general education curriculum, we have made significant progress in engaging faculty and students in the use of e-portfolios at Mount Union. Faculty came together in dedicated workshops to reflect, share authentic student work, and plan actions and improvements. In this session we will discuss how we overcame common obstacles like resource allocation as well as how we developed policies and processes that promoted the use of e-portfolios. We’ll share lessons learned as well as real examples of our general education e-portfolio template, reports generated by our e-portfolio system, and faculty training workshop agendas.

FANG DU, Director of Assessment and Program Development, University of Mount Union

4:15–5:00 p.m.

E-PORTFOLIO FINAL KEYNOTE

Current Trends and Future Directions Regarding E-Portfolio Research

Independence A

The plenary will engage attendees in answering the question: What areas of research regarding e-portfolios do you think need the most inquiry? Attendees will be asked to help define the future research needs that move beyond quasi-experimental studies to increase generalizability of findings, and to think about greater validation of e-portfolio practices that utilize reflection and feedback, as well as greater validation of e-portfolio assessment methodologies and adoption narratives. We also may need to demonstrate the efficacy of e-portfolios for graduate school admissions, transfer, and employment hiring processes for graduates and longitudinal studies of success after graduation.

C. EDWARD WATSON, Co-Executive Editor, International Journal of ePortfolios, and Director of the Center for Teaching and Learning, University of Georgia; TRENT BATSON, President and CEO, Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL)
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JUNE 17–21, 2014
Vanderbilt University
Nashville, Tennessee
Deadline for application: March 4, 2014

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JULY 9–13, 2014
California State University
Fullerton, California
Deadline for application: March 14, 2014

PKAL Summer Leadership Institutes for STEM Faculty
JULY 18–23, 2014
Pendle Hill
Wallingford, Pennsylvania
JULY 25–30, 2014
Baca Campus of Colorado College
Crestone, Colorado

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General Education and Assessment: Disruptions, Innovations, and Opportunities
FEBRUARY 27–MARCH 1, 2014
Portland, Oregon

Diversity, Learning, and Student Success: Policy, Practice, Privilege
MARCH 27–29, 2014
Chicago, Illinois

For more information: www.aacu.org/meetings/networkforacademicrenewal