Raising Our Voices

Reclaiming the Narrative on the Value of Higher Education

January 23–26, 2019
Atlanta, Georgia

Pre-Meeting Symposium
January 23
Is There a Rubric for That?
A Decade of VALUE and the Future of Higher Education

10th Annual ePortfolio Forum
Saturday, January 26
ePortfolios and the Value of Higher Education

Held in conjunction with the 75th Annual Meeting of the American Conference of Academic Deans
“Thriving beyond the Narrative: Academic Leadership for the Future.”
ABOUT THE ANNUAL MEETING

The Annual Meeting will highlight innovative practices and programs that demonstrate why higher education is essential for students’ future employability and for democratic vitality. Supported by clear evidence of the power of liberal education and bolstered by strong curricular and cocurricular models that advance student success, we must tell our own stories about the value of higher education for today’s and tomorrow’s students.

We hope to see you in Atlanta!

PLENARY SESSIONS

OPENING PLENARY
Thursday, January 24
8:45 – 10:15 a.m.

Code Switching: Making the Case for Liberal Education Amidst Critics, Skeptics, and Trolls
An open discussion—moderated by AAC&U President Lynn Pasquerella—with speakers BRANDON BUSTEED, President, Kaplan University Partners; MARY SCHMIDT CAMPBELL, President, Spelman College; KIRK CARAPEZZA, Managing Editor and Education Reporter, WGBH; GAIL O. MELLOW, President, LaGuardia Community College; and EBOO PATEL, Founder and President of Interfaith Youth Core and author of Out of Many Faiths: Religious Diversity and the American Promise (2018).

AAC&U thanks ACT|NRCCUA for its sponsorship of the Opening Plenary.

CLOSING PLENARY
Saturday, January 26
10:30 – 11:30 a.m.

The Role of Journalism in Undermining, Preserving, and Reclaiming the Narrative of American Society
LINDA GREENHOUSE is the Joseph Goldstein Lecturer in Law and Knight Distinguished Journalist in Residence at Yale Law School. She covered the Supreme Court for The New York Times between 1978 and 2008 and writes a biweekly op-ed column on law as a contributing columnist. Her most recent book is Just a Journalist: Reflections on the Press, Life, and the Spaces Between. Linda Greenhouse has received several major journalism awards during her career at the Times, including the Pulitzer Prize and the Goldsmith Career Award for Excellence in Journalism from Harvard University’s Kennedy School.

AAC&U thanks 2U for its sponsorship of the Closing Plenary.

ACAD KEYNOTE LUNCHEON
Friday, January 25
11:45 a.m. – 1:15 p.m.

Thriving in the Dysfunction: Building a Culture of Collaboration
RICK CASTALLO, author of Dealing with Dysfunction: A Book For University Leaders, is Professor of Educational Administration at California State University–Northridge. Prior to his time in California, he spent twenty years in the same position at the State University of New York at Cortland. In addition to his role as a professor, Rick has been a college administrator, department chair, public school teacher, and high school principal. Rick also cofounded the consulting firm Castallo & Silky, and in that role has worked with hundreds of leadership groups, faculties, and boards throughout the country in their efforts to make their organizations more effective.
OPENING NIGHT FORUM

Wednesday, January 23, 7:00 – 8:30 p.m.

The Honor Code in America Today

When it comes to the most pressing social issues of the day, Kwame Anthony Appiah is a touchstone of reason and inclusivity. Asking—and answering—probing questions on morality, ethnicity, and religion as “The Ethicist” for the New York Times Magazine, Appiah is a fearless, lucid arbiter, as he demonstrated in his BBC Reith Lectures focused on the modern complexities of Creed, Culture, Color, and Country.

Kwame Anthony Appiah challenges us to look beyond the boundaries—real and imagined—that divide us, and to celebrate our common humanity. Named one of Foreign Policy’s Top 100 public intellectuals, one of the Carnegie Corporation’s “Great Immigrants,” and awarded a National Humanities Medal by The White House, he currently serves as Professor of Philosophy and Law at New York University.

Anthony Appiah chaired The Man Booker Prize in 2018 and, from 2009 to 2012, served as President of the PEN American Center, the world’s oldest human rights organization. He previously taught at Princeton, Harvard, Yale, Cornell, Duke, and the University of Ghana.

Anthony Appiah’s most recent publication is The Lies That Bind: Rethinking Identity (August 2018). Other publications include Cosmopolitanism: Ethics in a World of Strangers (Issues of Our Time), winner of the Arthur Ross Book Award, the most significant prize given to a book on international affairs; The Honor Code: How Moral Revolutions Happen; The Ethics of Identity; and As If: Idealization and Ideals.

KWAME ANTHONY APPIAH was raised in Ghana and educated at Cambridge University, where he received a PhD in philosophy.

Wednesday, January 23, 8:30 a.m. – 10:00 p.m.

AAC&U Welcoming Reception

WOMEN’S LEADERSHIP BREAKFAST

Thursday, January 24, 7:00 – 8:30 a.m.

Leadership and Your Voice

FARAH PANDITH is a world-leading expert and pioneer on countering violent extremism (CVE). She served as a political appointee in the George H. W. Bush, George W. Bush, and Barack Obama administrations at the National Security Council, US Agency for International Development, and US Department of State. Most recently she was the first-ever Special Representative to Muslim Communities (2009-2014). Her book is How We Win: How Cutting-Edge Entrepreneurs, Political Visionaries, Enlightened Business Leaders and Social Media Mavens Can Defeat the Extremist Threat. She is a frequent media commentator and public speaker. She is senior fellow at Harvard University’s Kennedy School of Government, an adjunct senior fellow at the Council on Foreign Relations and Head of Strategy at the Institute for Strategic Dialogue. She served on the Homeland Security Advisory Council from 2015–2017.

AAC&U thanks the National Center for Faculty Development & Diversity for its sponsorship of the Women’s Leadership Breakfast and the Networking Luncheon for Faculty and Administrators of Color.

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR

Thursday, January 24, 11:45 a.m. – 1:15 p.m.

Advancing Our Vision: Breadth, Depth, and Impact of Diversity and Inclusion Work

LILY D. McNAIR is Tuskegee University’s eighth president—and the first female president in the institution’s 136-year history. She previously served as Provost and Senior Vice President for Academic Affairs at Wagner College and, prior to that, was Associate Provost of Research and divisional coordinator for science and mathematics at Spelman College. McNair also served as Associate Professor of Psychology at the University of Georgia, where she was the first African-American woman to obtain tenure and promotion in the Department of Psychology. A clinical psychologist by training, Lily McNair holds an undergraduate degree in psychology from Princeton University and a doctorate in psychology from the State University of New York at Stony Brook.
PRE-MEETING SYMPOSIUM

Wednesday, January 23, 8:30 a.m. – 4:00 p.m.

VALUES@10
Valid Assessment of Learning in Undergraduate Education

Is There a Rubric for That?
A Decade of VALUE and the Future of Higher Education

First introduced in 2009 as an alternative to the predominant educational assessment paradigm—standardized tests—the VALUE rubrics have arguably moved from the periphery of student outcomes assessment to the center of conversations about the quality of student learning within and across institutions. As of 2018, the rubrics have been downloaded more than 61,000 times by individuals representing nearly 5,900 organizations, including more than 2,188 colleges and universities.

More than measurement tools, the VALUE rubrics represent an entirely different approach to assessment, one that was purposefully designed to be both an articulation of commonly held essentials representing a collective understanding of a quality undergraduate education, as well as an intentionally malleable approach to making sense of learning at an individual institution, one that could be changed as necessary to meet local needs and nuances.

With faculty expertise at the heart of VALUE, it is the only framework for programmatic and institutional assessment based on the authentic work of students taken from assignments embedded in the curricula and co-curricula of our institutions.

The VALUE Symposium will celebrate “VALUE at 10” by revisiting its roots, examining the current trajectory of assessing for learning and quality in higher education, and engaging participants in shaping its future. Each session—from panels and plenaries to the Ignite Sessions designed to push the envelope pedagogically and methodologically—will foster and facilitate participant engagement.

These expressions of trust or mistrust of public institutions, displays of pleasure or displeasure with the political direction of our nation, and efforts to ensure equal rights for groups who have been marginalized demonstrate the need to examine how higher education can prepare students to be engaged in civic action now and throughout their lives.

OPENING PLENARY

The VALUE Impetus

TRUDY W. BANTA, Professor and Vice Chancellor Emerita, Indiana University–Purdue University Indianapolis

JOHNNELLA BUTLER, Professor of Comparative Women’s Studies, Spelman College

GEORGE D. KUH, Chancellor’s Professor Emeritus of Higher Education, Indiana University and Senior Scholar, National Institute for Learning Outcomes Assessment

CAROL GEARY SCHNEIDER, Fellow, Lumina Foundation and President Emerita, AAC&U

MODERATOR: DAN BERRETT, Senior Editor, The Chronicle of Higher Education

LUNCHEON PLENARY

The Landscape of Learning: What We Know, What It Means

GIANINA BAKER, Assistant Director, National Institute for Learning Outcomes Assessment

KATE McCONNELL, Senior Director, Research and Assessment, AAC&U

DANIEL SULLIVAN, Senior Fellow, AAC&U

C. EDWARD WATSON, Associate Vice President, Quality, Advocacy, and LEAP Initiatives, AAC&U

FINAL PLENARY

VALUE 2.0: Quality, Equity, and the Public Good

LYNN PASQUERELLA, President, AAC&U

TERREL RHODES, Vice President, Quality, Curriculum, and Assessment, and Executive Director of VALUE

THE SYMPOSIUM WILL FEATURE:

Ignite Sessions

Ignite sessions are short (45-minute) presentations intended to spark discussion on hot topics associated with VALUE.

Concurrent Sessions on Campus Perspectives

Participants will have an opportunity to learn how campus colleagues are using VALUE to improve student learning, support faculty innovation and development, and meet accreditation standards.

Conversation and Crowd-Sourcing

These roundtables will invite participants to help set priorities and shape the future development of the VALUE rubric approach to assessing quality learning on a variety of fronts over the next decade.
SELECTED SESSIONS

AAC&U’s Annual Meeting will offer more than 100 presentations. The following is a sampling of sessions.

The Fierce Urgency of the Adult Student
ADAM BUSH, Provost, College Unbound; GOLDIE BLUMENSTICK, Senior Writer, The Chronicle of Higher Education; LOUIS SOARES, Chief Learning and Innovation Officer, American Council of Education; DAVID SCOBIE, Director, Bringing Theory to Practice

America or Our World First? Communicating the Value of Universal Global Learning in an Age of Rising Nationism
STEPHANIE DOSCHER, Director, and HILARY LANDORF, Executive Director—both of the Office of Global Initiatives, Florida International University

Campus Speech in an Age of Unrest: Principles for Negotiating Speech, Inclusion, and Diversity on Today’s College Campuses
ADELINE LEE, Campus Free Speech Initiative Program Coordinator, and SUMMER LOPEZ, Senior Director for Free Expression Programs—both of PEN America

Institutional Relationships with Oppression: Southern Colleges Collaborate to Confront the Past and Construct a More Equitable Future
JENNIFER DUGAN, Director of Faculty Programs, and ANITA DAVIS, Director of Diversity and Inclusion—both of Associated Colleges of the South; BRANDON INABINET, Associate Professor of Communication Studies, Furman University; ALICIA MOORE, Associate Professor of Education, Southwestern University; SCOTT WILSON, Professor of Politics and Dean for Global Citizenship, University of the South

Community Engaged Learning and the Future of Higher Education: Rust-Belt Responses
STEVEN VOLK, Codirector, Great Lakes Colleges Association Consortium on Teaching and Learning, Professor of History Emeritus, Oberlin College; BROOKE BRYAN, Instructor of Cooperative Education, Antioch College; LAURA REECK, Professor of French; Chair, International Program Studies, Allegheny College; CLARA ROMÁN-ODIO, Professor of Spanish, Kenyon College

Humanities, STEM, and Management: New Interdisciplinary Pathways for 21st-Century Learning
VALERIE IMBRUCE, Director, Undergraduate Research Center and Office of External Scholarships, Binghamton University; ROBERT EDELL, Associate Professor of Technology Management, SUNY Polytechnic Institute; REBECCA ROUSE, Assistant Professor of Arts, Rensselaer Polytechnic Institute; RICHARD NEWMAN, Professor, Department of History, Rochester Institute of Technology; MEREDITH GOLDSMITH, Professor of English and Associate Dean, Ursinus College

Conflict to Conversation: Promoting Higher Education Values in Response to Campus Incidents
CHELSEA BLACKBURN COHEN, Senior Program Officer, and LAUREN CRAIN, Director of Research and Learning—both of Scholars at Risk

Leadership for Equity & Inclusion in STEM: Practical Strategies that Help Colleagues Improve Student Learning & Success
MICHAEL REDER, Director, Joy Shechtman Mankaif Faculty Center for Teaching & Learning, Connecticut College; MAYS IMAD, Professor of Biology, Pima Community College; ELLEN GOLDEY, Dean, Wilkes Honors College, Florida Atlantic University

High Stakes: Engaging Trustees as Guardians of Educational Value
KRISTEN HODGE-CLARK, Director of Research, and JOHN OTTENHOFF, Interim Chief Operating Officer—both of the Association of Governing Boards of Universities and Colleges; MARY HINTON, President, College of St. Benedict; KEVIN REILLY, President Emeritus and Regent Professor, University of Wisconsin System; PETER EWELL, President Emeritus, National Center for Higher Education Management Systems

MARGARET HUNTER, Associate Provost for Recruitment and Student Success, Mills College; HIDERO SERA, Associate Dean, School of Education, University of Redlands; MARCIA HERNANDEZ, Associate Dean, University of the Pacific; MARY ANN VILLARREAL, Associate Vice President for Strategic Initiatives, California State University–Fullerton

Budget-Driven Program Review: Lessons Learned, Outcomes Tested
REBECCA JUDGE, Professor of Economics and Associate Dean, Faculty of Social Science, and JANET HANSON, Vice President and Chief Financial Officer—both of St. Olaf College; BRET DANILOWICZ, Provost and Vice President for Academic Affairs, Florida Atlantic University; SHERRI HUGHES, Assistant Vice President, American Council on Education; LORI SUNDBERG, Vice President for Finance and Planning, Lake Forest College

2019 NESS BOOK AWARD LECTURE
Thursday, January 24, 10:30 – 11:45 a.m.

Revolutionizing Higher Education

The Frederic W. Ness Book Award recognizes the book that best contributes to the understanding and improvement of liberal education.

In The New Education, Cathy Davidson reveals that we desperately need a revolution in higher learning if we want our students to succeed in our age of precarious work and technological disruption. Journeying from elite private schools to massive public universities to innovative community colleges, she profiles iconoclastic educators who are remaking their classrooms by emphasizing creativity, collaboration, and adaptability over expertise in a single, often abstract discipline. Working at the margins of the establishment, these innovators are breaking down barriers between ossified fields of study, presenting their students with multidisciplinary, real-world problems, and teaching them not just how to think, but how to learn. The New Education ultimately shows how we can educate students not only to survive but to thrive amid the challenges to come.

CATHY N. DAVIDSON is Distinguished Professor of English and Founding Director of the Futures Initiative at the Graduate Center, CUNY, and the R. F. DeVarney Professor Emerita of Interdisciplinary Studies at Duke University.

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ePortfolios and the Value of Higher Education: Celebrating 10 Years of AAC&U’s ePortfolio Forum

Saturday, January 26, 8:00 a.m. – 5:00 p.m.

In 2010, AAC&U held the first Forum on Digital Learning and ePortfolios. Since then, the field has developed; research has emerged to highlight the possibilities as well as the quantifiable value of ePortfolios; the Association of Authentic, Experiential, and Evidence-Based Learning (AAEEBL) has emerged; the International Journal of ePortfolio was launched; and key research initiatives, edited books, research studies, and practitioner resources have been shared with higher education.

In 2016, George Kuh examined the corpus of research regarding ePortfolios and discovered that the outcomes associated with ePortfolios mirrored the deep learning and student success outcomes that also result from the high-impact educational practices (HIPs) that are a cornerstone of AAC&U’s LEAP Initiative. ePortfolios were then added as an eleventh HIP within LEAP.

AAC&U’s 10th Annual Digital Learning and ePortfolio Forum will serve as a milestone by commemorating established evidence-based practices and looking ahead to opportunities to further leverage ePortfolios to increase the value higher education has in society.

OPENING PLENARY

Beyond Technologies & Outcomes: Building Ethics and Compliance into Teaching, Learning, and Assessment

SOL BERMANN, Chief Privacy Officer and Interim Chief Information Security Officer, University of Michigan

LUNCHEON PLENARY

Students’ Perspectives on ePortfolios and Learning: A Student Panel Discussion

MARGARET J. MARSHALL, Director of University Writing, GENESIS BARCO-MEDINA, Graduate student in English, ELIZABETH A. DEVORE, Graduate student in electrical engineering, BRI THOMAS, Senior in political science, and BRENT WARR, Senior in environmental design—all of Auburn University

CLOSING PLENARY

Documenting Learning: A Perspective...

JOHN ITTELSON, Professor Emeritus, School of Computing and Design, California State University–Monterey Bay

AAC&U welcomes the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) and the International Journal of ePortfolio (IJJeP) as cohosts of the Forum.

REGISTRATION NOTE: Annual Meeting registrants can participate in sessions for Saturday morning’s Forum on Digital Learning and ePortfolios at no additional cost; additional registration and fee are required for the luncheon and afternoon presentations. Those who are not attending the full Annual Meeting can register for the Saturday Forum as a separate event.
Bringing Theory to Practice (BTtoP) is an independent project in partnership with AAC&U and is supported by The Endeavor Foundation and the S. Engelhard Center.

Student Well-Being and the Equity Imperative

ADRIANA ALDANA, Assistant Professor of Social Work, California State University, Dominguez Hills; TIM EATMAN, Inaugural Dean, Honors Living-Learning Community, Rutgers University–Newark; KATHERINE BROTON, Assistant Professor of Educational Policy and Leadership Studies, University of Iowa; LAURIE SCHREINER, Chair and Professor of Higher Education, Azusa Pacific University

Work and the Purposes of College

LAURA PERNA, James S. Riepe Professor and Executive Director, Alliance for Higher Education and Democracy, University of Pennsylvania; GILDA SHEPPARD, Professor of Sociology and Cultural and Media Studies, The Evergreen State College—Takoma; ALLEN DELONG, Senior Associate Dean for Purposeful Work and Career Development, Bates College

Building the Community of Change: An Open Call to Envision the Future of Bringing Theory to Practice (and Higher Education)

TESSA HICKS-PETERSON, Assistant Vice President of Community Engagement, Pitzer College; MICHELLE FINE, Distinguished Professor of Critical Psychology, Women’s Studies, American Studies, and Urban Education, The Graduate Center, CUNY; JOYCE BVLANDER, former Vice President and Dean of Student Life, Dickinson College; DAVID SCOBEL, Director, Bringing Theory to Practice

Project Kaleidoscope (PKAL) is AAC&U’s STEM higher education reform center dedicated to empowering STEM faculty, including those from underrepresented groups, to graduate more students in STEM fields who are competitively trained and liberally educated. PKAL also works to develop a scientifically literate citizenry as part of its commitment to principles and practices central to AAC&U’s LEAP initiative.

Yes, It Works; But for Whom?

Project Kaleidoscope has been a consistent and strong voice for advancing “what works” in US undergraduate STEM education for the past several decades. However, the shifting demographic landscape of and compelling calls for better teaching practices in higher education now warrant that we draw into focus not only what works, but for whom it works and under what conditions it works best.

In their new groundbreaking publication—Culturally Responsive Strategies for Reforming STEM Higher Education: Turning the TIDES on Inequity—leaders of AAC&U’s Teaching to Increase Diversity and Equity in STEM (TIDES) institutional projects use the power of reflection, storytelling, and data to holistically demonstrate the effectiveness of a novel professional development intervention for STEM faculty. Presenters will combine their authentic voices, institutional contexts, and individual worldviews to translate broad theoretical concepts about undergraduate STEM teaching into practice in useful ways, while also offering concrete applicable examples of strategies and solutions that can serve as an important comprehensive reference for all undergraduate educators and administrators. Participants will leave this session with a durable platform for building capacity in understanding the cultural complexities and institutional realities of recruiting and retaining diverse students in STEM, particularly the computer sciences.
THROUGHOUT HISTORY, AMERICANS HAVE VIEWED HIGHER EDUCATION AS A GATEWAY TO OPPORTUNITY, ALLOWING PEOPLE TO STEP outside of their limited means and engage in continuous improvement from generation to generation. Higher education is no less important today, but it is increasingly challenged by narratives of bifurcation: public good versus private good; transformational versus transactional; liberal learning versus vocational or technical training; elite versus non-elite. Institutions of higher education must focus on resiliency through models that highlight innovation, creativity, flexibility, and adaptability. The challenge is how our respective institutions will move beyond the existing narratives and sustain a thriving model in support of the ideals of higher education.

ACAD Workshops

Wednesday, January 23, 2:00 – 5:00 p.m.

• Navigating the University Budget: A Public and Private Perspective
• Learning to Thrive “In-Between”: Succeeding as an Assistant/Associate Dean

ACAD 8th Annual Deans’ Institute

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

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

The featured opening plenary speaker for the day is JORGE GONZALES, President, Kalamazoo College. The closing speaker will be MARC ROY, Provost, Albion College. The Institute will also include a series of roundtable discussion opportunities on more than sixteen topics/themes.

The goals of the day-long institute are:

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

A full Institute program can be found by visiting the ACAD website at www.acad.org.

ACAD Keynote Luncheon

Friday, January 25, 11:45 a.m. – 1:15 p.m.

Thriving in the Dysfunction: Building a Culture of Collaboration
RICK CASTALLO, Professor of Educational Administration, California State University–Northridge

Dr. Castallo will share experiences and provide practical advice related to the role of leaders in higher education and the things they can do to improve the performance of effective, as well as less effective, faculty and staff.

Rick Castallo is a professor of educational administration at California State University–Northridge. Prior to his time in California, he spent twenty years in the same position at the State University of New York at Cortland. In addition to his role as a professor, Rick has been a college administrator, department chair, public school teacher, and high school principal. Rick also cofounded the consulting firm Castallo & Silky, and in that role has worked with hundreds of leadership groups, faculties, and boards throughout the country in their efforts to make their organizations more effective.

ACAD and CCAS Joint Reception

Friday, January 25, 5:30 PM

ACAD and CCAS (Council of Colleges of Arts & Sciences) are cohosting a reception Friday evening. All are welcome to join us as we celebrate our new partnership.

ACAD Sessions

ACAD sponsored sessions are open to all attendees and include the following:

• Student, Instructor, and Program Strategies Aimed to Increase Persistence and Promote Resiliency of a Diverse Student Population
• Examining our Persistently White Institutions: Helping Academic Leaders Create a Path Forward for Diversity and Hospitality
• Collaboration versus Competition: A Tale of Four Deans
• Liberal Education vs. Vocational Education: A False Dichotomy
• STEMming the Tide of Enrollment Shifts from Humanities to STEM
• Keeping the Balance: Supporting the Inner Lives of Academic Leaders
• Class Deans: Developmental Advising as a Resiliency Initiative
• Campus to Career: Resource Mapping to Promote Integration between Curriculum and Co-curriculum
• Leading Collaborative Change for the Sustainable Future of Small, Private Colleges and Universities

A full program with a list of all ACAD sessions can be found on the ACAD website at: www.acad.org.
LESLIE ORTQUIST-AHRENS, Director, Center for Research on Higher Education, University of Maryland-Eastern Shore

Wednesday, January 23, 9:00 a.m.–5:00 p.m.

ORGANIZATIONAL DEVELOPMENT INSTITUTE

Kappa Delta Pi

FREDERICK M. LAWRENCE, President, Phi Beta Kappa

Throughout the history of American higher education, the law has played a crucial role in defining the scope, mission, and very nature of colleges and universities. Nearly 200 years ago, in Dartmouth College v Woodward (1819), Chief Justice John Marshall laid the legal foundation of institutions of higher learning in the new republic, addressing the question of “who is the college?” Is it the current Board of Trustees? Is it the founding Board?

To this question, Marshall famously answered that the charter of Dartmouth College had created an “artificial immortal being.” The university as an institution with a board and stakeholders bears some similarities with another abstract entity created by the law—the corporation. The differences, however, are significant and fundamental. Whereas the corporation ultimately is owned by and owes its duties to its shareholders, the university’s duties are to all its constituencies—students, faculty, alumni, staff, and even beyond to the community, nation, and world—and its “ownership” transcends any specific group of individuals. The law of higher education has played a crucial role in defining Chief Justice Marshall’s “artificial immortal being,” and has evolved along with it to define the 21st-century university.

FREDERICK M. LAWRENCE, Secretary and Chief Executive Officer, Phi Beta Kappa

THE 2018 DELPHI AWARD

The Delphi Project on the Changing Faculty and Student Success is pleased to announce the recipients of the 2018 Delphi Award—Harper College and California State University-Dominguez Hills—recognized for their work on creating better policies and practices to support contingent faculty. The Award will be presented at The Delphi Project session at the Annual Meeting.

In a higher education landscape that continues to see an increase in the number of contingent faculty, it’s imperative that institutions recognize and support faculty in these roles. Representatives of both institutions will describe the programs that they put in place, including changes to evaluation, targeted professional development, and inclusion in governance across campus. Please join us in recognizing and celebrating this important work.

The Delphi Award—supported by The Teagle Foundation—is presented annually in recognition of those working to support adjunct, contingent, and non-tenure-track faculty in promoting student success.

Developing Educational Development: Guidelines for Creating or Revitalizing a Center for Teaching and Learning

As our institutions seek to “reclaim the narrative on the value of higher education,” robust and context-appropriate models for educational development become more important than ever. Quality, scalable, and sustainable faculty development is essential. This institute is for higher education administrators, directors of teaching/learning centers (CTLs), faculty engaged in educational development, and campus leaders who are launching or reinvigorating a CTL to serve as a trusted incubator advancing high quality, valuable educational experiences. During this day-long institute, participants will:

- Consider the characteristics of effective educational development units
- Discover and apply a strategic planning process for a new or newly reimagined CTL
- Consider guidelines for responsive, research-based initiatives
- Leave with ideas, connections to leaders in the field, and resources

This Institute is based on a model of CTL leadership that highlights key POD Network values: evidence-based practice, collegiality, and inclusion.

INSTITUTE FACILITATORS: DEANDRA LITTLE, Director, Center for the Advancement of Teaching & Learning, Elon University; DEBRA RUDDER LOHE, Director, Reinert Center for Transformative Teaching and Learning, Saint Louis University; LESLIE ORTQUIST-AHRENS, Director, Center for Teaching and Learning, Director of Faculty Development, Berea College; TERSHIA PINDER-GROVER, Director, Center for Research on Learning and Teaching in Engineering, University of Michigan; MARTIN SPRINGBORG, Arts Faculty, Academic Technology Specialist, Minnesota State Colleges and Universities / Hennepin Technical College; C. EDWARD WATSON, Associate Vice President, Quality, Advocacy, and LEAP Initiatives, AAC&U; MARV C. WRIGHT, Director, Sheridan Center for Teaching and Learning, Brown University, and Past President, POD Network

For more information about the POD Network Institute and to register, please visit www.podnetwork.org.
Cultivating Interfaith Cooperation and Engaging Religious Diversity in Higher Education

The ever-increasing diversity of the United States means that we regularly encounter religious diversity in everyday life. American citizens have a choice of how to respond to this unprecedented diversity. Rather than allowing apathy or intolerance to define the future of our democracy, we can choose to engage each other to build bridges across lines of difference.

American colleges and universities have a special role and responsibility to help our fellow citizens explore how to embrace our many differences while maintaining a common life together. Higher education brings people together across lines of religious difference through curricular, cocurricular, and community engagement opportunities. As such, campuses serve as both a laboratory for how diverse societies can thrive, as well as a launching pad for the next generation of leaders who can transform experiences with diversity into engaged and productive pluralism.

Interfaith Youth Core (IFYC) and AAC&U have embarked on a new partnership to increase attention to and capacity for engaging across lines of religious and secular difference in higher education. As part of this partnership, this workshop focuses on the importance of proactive engagement of religious diversity and identity in higher education as a critical part of a robust liberal education. We will explore methods for prioritizing interfaith cooperation in areas such as strategic planning, general education, campus-wide learning outcomes, cocurricular programing, and assessment practices.

Using the most recent findings from the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS), we will discuss national trends and best practices for cultivating environments of welcome and engagement across lines of religious and secular difference in undergraduate education. Campus leaders from different contexts will share ways they are integrating interfaith cooperation and engaging religious diversity in broad and deep ways. The workshop will include guided reflection on assets and challenges related to religious diversity on participants’ own campuses, workshopping ways to address and respond to growing religious diversity in context-specific ways, and sharing best practices for interfaith engagement in higher education.

CAROLYN RONCOLATO, Director of Academic Initiatives, Interfaith Youth Core; KEVIN SINGER, Faculty Scholar at North Carolina State University

Nudging Toward Equity: How Faculty Work is Taken Up, Assigned, and Rewarded in Academic Departments

Many faculty and academic leaders experience the way in which work gets done in academic departments as unfair. Some faculty step forward over and over again and do the lion share of department service or administrative roles while others skate or shirk collective responsibilities. Important work done on behalf of the department is invisible, and there are few benchmarks or standards to acknowledge exemplary performance. Women and underrepresented minority groups are found to engage in a greater share of service and mentoring work and face career penalties and dissatisfaction as a result.

Leaders often find themselves in the awkward position of wanting to make sure workload is fair and collectively shared, but also needing to ask the willing faculty to complete important tasks. Whether it be to get needed department work done, to ensure fairness and equity (especially for diverse faculty), or to reward and recognize those who go above and beyond, academic leaders need to create new cultures and systems for division of labor. But how, as campus leaders, do we engage our faculty and leadership teams in creating the conditions and work practices that will ensure workload fairness and satisfaction?

Workshop leaders will share the latest research on the implicit biases and conditions shaping workload allocation and concrete solutions. Participants will engage in case studies and think through different ways to examine equity issues in faculty workload. We will consider different kinds of data that might be collected to consider equity issues, make work activity data transparent, and identify organizational practices and policies that design for greater equity in divisions of labor.

NERRVANN O’MEEA, Associate Dean for Faculty Affairs and Graduate Studies in the College of Education, Professor of Higher Education, and Director of the ADVANCE Program at the University of Maryland, and PI of the NSF-funded ADVANCE IHE-PLAN, Faculty Workload and Rewards Project; JOYA MISRA, Professor of Sociology and Public Policy and Graduate Program Director, University of Massachusetts Amherst; and AUDREY JAEGGER, Professor & Alumni Distinguished Graduate Professor and Executive Director, National Initiative for Leadership & Institutional Effectiveness, University Faculty Scholar at North Carolina State University

Meeting in the Middle: Connecting Institutional Structures for STEM Education Change

The need for improved instruction in university science, technology, engineering, and mathematics (STEM) disciplines is now widely recognized, especially at the undergraduate level. Although we have compelling evidence for instructional practices that increase student learning and success, the uptake of these practices across colleges and universities has so far been limited.

This workshop invites participants to use the results of new research, which highlights how units in the organizational middle ground—STEM departments, centers for teaching and learning, and STEM education centers, to name a few examples—can engage in coordinated educational development to support effective STEM education change.

In contrast to top-down (administrator-led) or grassroots (faculty-led) approaches, we will focus on middle-out approaches to faculty development and engagement with assessment data. Based on results from recent national surveys conducted by the Network of STEM Education Centers (NSEC) and the Association of Public and Land-Grant Universities (APLU), along with data from the POD Network and examples from a range of public and private institutions of varying classification and size, workshop attendees will evaluate strengths and advantages of approaching STEM education change from middle-level institutional structures. Participants will be guided to develop strategies for ensuring that middle-level approaches stay connected to each other, to upper-level leadership, and to faculty “on the ground,” and how to address common challenges.

This workshop’s focus on using existing institutional structures and linking mid-level efforts will benefit conference participants who are upper-level institutional leaders, department chairs, faculty, and directors and staff of centers.

CASSANDRA VOLPE HORI, Founding Director, Center for Teaching, Learning, and Outreach, California Institute of Technology; GABRIELA WEAVER, Vice Provost for Faculty Development and Director, Center for Teaching Excellence and Faculty Development, University of Massachusetts Amherst; DEBORAH CARLISLE, STEM Education Post-Doctoral Research Associate, Center for Teaching Excellence and Faculty Development, University of Massachusetts Amherst; MATHEW OUELLETT, Executive Director, Center for Teaching Innovation, Cornell University; DANIEL REINHOLZ, Assistant Professor, Department of Mathematics and Statistics, San Diego State University

This workshop is presented by the POD Network.
ACAD WORKSHOP

Navigating the University Budget: A Public and Private Perspective

This workshop will provide insight into university budgeting from the perspective of the Provost at a large institution (Georgia State University) and Vice President for Academic Affairs at a small one (Agnes Scott College). Communication with faculty and staff about budgetary issues, especially in periods of rapid institutional change, are essential for keeping things running smoothly on the academic side of the house. We will discuss revenues and expenses, along with ways to manage uncertainty in each within a framework of shared governance in public and private institutional settings. The conversation will include Q&A with a focus on sticky situations that can arise and some possible approaches toward satisfactory resolutions.

KERRY PANNELL, Vice President for Academic Affairs and Dean of the College, Agnes Scott College; RISA PALM, Provost and Senior Vice President for Academic Affairs, Georgia State University

ACAD WORKSHOP

Learning to Thrive “In-Between” Succeeding as an Assistant/Associate Dean

Assistant/Associate Deans are often caught “in-between”: in-between the faculty and the Dean, in-between different departments and/or faculty, in-between Academic Affairs and other offices at the institution, and even in-between career steps. This “in-betweeness” creates challenges (mistrust, lack of power, confusion), but it also opens opportunities to build bridges that can lead to institutional transformation and professional growth.

In this interactive session, participants will consider many elements of associate deaning—such as entering administrative work, (re)building trust with faculty colleagues, launching and leading academic initiatives, working across the entire institution, supervising staff, prioritizing a seemingly endless workload, managing “up,” communicating with grace, and preparing for one’s next professional step. Using case studies and shared insights, the group will explore the challenges of this work and develop practical strategies that can apply to a variety of institutional settings. This is a valuable development and networking opportunity for both new and not-as-new Assistant/Associate Deans.

JAMES M. SLOAT, Associate Provost and Associate Dean of Faculty, Colby College; MARCIA FRANCE, Dean of Undergraduate Studies, Duke Kunshan University; MARYSE JAYASURIYA, Associate Dean for Student Affairs, College of Liberal Arts, University of Texas at El Paso

MEETING AT A GLANCE

Wednesday, January 23
8:30 a.m. – 4:45 p.m.
Pre-Meeting Symposium
2:00 – 5:00 p.m.
Pre-Meeting Workshops
7:00 – 8:30 p.m.
Opening Night Forum
8:30 – 10:00 p.m.
Welcoming Reception

Thursday, January 24
7:00 – 8:30 a.m.
Pedagogy and the “Big Questions” Breakfast
Women’s Leadership Breakfast
8:45 – 10:15 a.m.
Opening Plenary
10:30 – 11:15 a.m.
Featured and Concurrent Sessions
11:45 a.m. – 1:15 p.m.
Networking Luncheon for Faculty and Administrators of Color
1:30 – 2:30 p.m. / 2:45 – 4:00 p.m. / 4:15 – 5:15 p.m.
Featured and Concurrent Sessions
5:30 – 7:00 p.m.
Music of the Movement

Friday, January 25
7:00 – 8:30 a.m.
ACAD Business Breakfast
Contemporary Campus Issues Networking Breakfast
7:30-8:30 a.m.
Presidents’ Breakfast
8:45 – 10:00 a.m.
Featured and Concurrent Sessions
10:30 – 11:15 a.m.
Featured and Concurrent Sessions
11:45 a.m. – 1:15 p.m.
ACAD Luncheon
1:30 – 2:30 p.m. / 2:45 – 4:00 p.m. / 4:15 – 5:30 p.m.
Featured and Concurrent Sessions
5:30 – 7:00 p.m.
Hosted Receptions

Saturday, January 26
7:45 – 9:00 a.m.
Breakfast Roundtable Discussions
8:00 a.m. – 4:45 p.m.
Forum on Digital Learning and ePortfolios
9:15 – 10:15 a.m.
Concurrent Sessions
10:30 – 11:30 a.m.
Final Plenary
NETWORKING BREAKFAST DISCUSSIONS AT THE ANNUAL MEETING

Thursday, January 24, 7:00 – 8:30 a.m.

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

The problems of the twenty-first century are inherently global in nature—food security, health issues, human rights, migration, natural disasters, sustainability, and water security—in their framing and in potential solutions. Students across our nation and world are rising up to keep their campuses, nations, and our world accountable on issues of environmental sustainability, equity, justice, and acts of reconciliation and restorative justice.

Across disciplines, students need to be introduced to global perspectives as they explore these problems and issues and need to be willing and able to solve the problems in collaborative, interdisciplinary teams. Students need opportunities to braid their course-based intellectual experiences with practical experiences in diverse communities at home and abroad. How do we prepare students to do this? How do we construct educational experiences that give students opportunities to engage in global challenges and encourage them to think broadly and innovatively as they attempt to tackle these challenges?

This breakfast discussion will focus on how to productively engage in solving global challenges using tools, activities, experiences, and perspectives from multiple disciplines. Participants will share experiences and techniques.

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

(Participation is limited to 30 individuals, so please register early.)

Friday, January 25, 7:00 – 8:30 a.m.

Reclaiming the Narrative on Contemporary Campus Issues

We invite you to join us for a networking breakfast designed to provide an opportunity for Annual Meeting participants to reflect on the meeting theme within the context of contemporary campus issues. Such issues include, but are not limited to, free speech and inclusion, racial equity, neurodiversity, student well-being, academic freedom, and inclusive democracy.

Through topical roundtable discussions, participants will engage with, learn from, and support each other to identify strategies for raising our individual and collective voices to reclaim the narrative on issues defining the value of higher education.

WELCOME BY TIA BROWN MCNAIR, Vice President, Office of Diversity, Equity, and Student Success, AAC&U

AAC&U thanks The Washington Center for its sponsorship of the Contemporary Campus Issues Networking Breakfast

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EXPLORE the fundamental rights of all human beings.

Leave EMPOWERED to join the conversation in your own community

Visit-on-Your-Own

The Center for Civil and Human Rights is an engaging cultural attraction that connects the American Civil Rights Movement to today’s struggle for Global Human Rights.

AAC&U has purchased a block of tickets, and you are welcome to visit the Center on Wednesday, January 23, between the hours of 10:00 am and 5:00 pm. If you are unable to visit the Center at that time, your ticket can be used another day that week.

The Center is ten-minute walk (one-half mile) from the Hyatt Regency

$18 per ticket

The Center is open 10:00 a.m. – 5:00 p.m. daily.
Tickets will be included with registrants’ Annual Meeting materials.
Please note that AAC&U will not provide transportation.
REGISTRATION INFORMATION

CONFERENCE REGISTRATION IS AVAILABLE AT www.aacu.org.

We encourage you to register on or before November 16—and as part of a campus team—to take advantage of the discounted registration fees

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Workshop Fees: January 23, 2:00–5:00 p.m.
AAC&U Members $90
Nonmembers $135

Pre-Meeting Symposium: January 23 / All-Day Event (including lunch)
AAC&U/ACAD Members $180
Nonmembers $230

ACAD Deans’ Institute: January 23 / All-Day Event (including lunch)
ACAD/AAC&U Members $180
Nonmembers $230

ePortfolio Forum: January 26 / All-Day Event (including lunch)
The ePortfolio Forum is open to those attending the entire Annual Meeting, as well as those who would like to register for this Saturday event only.

For those registered for the Annual Meeting:
- Morning Forum sessions are available at no additional cost
- Luncheon and afternoon Forum: $105 members/$150 nonmembers

For those attending the ePortfolio Forum only:
- ACAD/AAC&U Members $140
- Nonmembers $210

CONFERENCE MEAL TICKETS

Thursday, January 24
$48 “Big Questions” Breakfast on Global Learning
$48 Women’s Leadership Breakfast
$62 Networking Luncheon for Faculty and Administrators of Color

Friday, January 25
$48 Presidents’ Networking Breakfast
$48 ACAD Members Business Breakfast
$48 “Tackling Contemporary Issues” Breakfast Discussions
$70 ACAD Keynote Luncheon
$70 Presidents’ Luncheon

The Price of Conference Meal Tickets
We understand that the cost of the conference meals is considerably higher than we would all like. These prices, however, are set by the hotel with no additional fees added by AAC&U. In some cases, the hotel cost is more expensive than the meal ticket, but additional funding was provided to help offset those costs.

AAC&U CAMPUS TEAM DISCOUNT
A team discount is available when three or more people from the same institution register for the meeting. The discount is $40 per person for individuals from AAC&U member institutions and $25 per person for individuals from non-member institutions. There are no discounts for student registrations, workshops, the Symposium, or the Forum on Digital Learning and ePortfolios. (Individuals who select the Team Discount but—at the conclusion of the meeting—were not part of a campus team, will have their fee adjusted to the regular rate.)

REGISTRATIONS ARE TRANSFERABLE WITHIN AN INSTITUTION

Cancellation Policy:
A $100 processing fee will be deducted from all cancellations. No refunds will be made on any cancellations received after January 11, 2019. Cancellations made by phone must be confirmed in writing (via email to koebke@aacu.org or by fax to 202.265.9532).

USING THE ANNUAL MEETING TO ADVANCE INNOVATION AND COLLABORATION

Many AAC&U members bring campus teams to the Annual Meeting each year—many in groups of three, four, or five, and some in groups of ten, fifteen, and more. With more than 100 presentations, 400 speakers, and the work of nearly 300 institutions represented on the program, the Annual Meeting offers a wide range of sessions, seminars, discussions, and informal networking opportunities to advance the work of faculty members, teaching and learning staff, student affairs professionals, and administrators from all types and sizes of institutions. Annual Meeting participants are cross-disciplinary, represent a range of institutional roles and responsibilities, and typically reflect a balanced representation from baccalaureate, masters, and research institutions. This year, we hope to welcome more colleagues from two-year institutions.

We invite Campus Teams to take advantage of this time, removed from daily campus routines, to explore innovative ideas and practices that can help shape the direction of your educational reform efforts. To help facilitate that dialogue, AAC&U will have space reserved on Friday afternoon for informal discussions where Campus Teams can touch base, exchange information and ideas, and make plans to continue the dialogue back on campus.
The Hyatt Regency Atlanta is a landmark destination located in the heart of downtown Atlanta. With its signature Polaris Blue Dome, this beautiful 22-story building is one of the top Atlanta luxury hotels. Guests have access to complimentary WiFi, a 5,000-square-foot fitness center, and multiple restaurants within the hotel.

A block of rooms has been reserved for AAC&U and ACAD meeting participants with the special conference rate of $179 for a single occupancy room and $189 for double occupancy. We suggest you make reservations online when available (the link to online reservations is at www.aacu.org/AM19/hotel). If calling the hotel, please be certain to state that you are with AAC&U to receive this special rate.

This conference rate is available only until December 15, 2018, but we encourage participants to make hotel reservations as soon as possible. Once the AAC&U room block is sold out—often in October and well before the cut-off date—the discounted rate will no longer apply.

**TRANSPORTATION FROM AIRPORT**

The Hyatt Regency Atlanta is 13 miles from Hartsfield-Jackson Atlanta International Airport. A taxi will cost approximately $30 and take 20 to 30 minutes.

**Recommended—MARTA FROM THE AIRPORT**

The least expensive—and most efficient—method of travel from Hartsfield-Jackson to the Hyatt Regency will be MARTA (Metropolitan Area Rapid Transit Authority). Registrants can take MARTA from the airport to within one block of the Hyatt Regency Hotel. The ride is less than 20 minutes and trains leave regularly. The cost is $2.50 one way.

**Directions to Hyatt**

- Take a Northbound red or gold line train to the Peachtree Center station
- Exit the train and follow the signs pointing to the John Portman exit
- After exiting the fare gate, follow the signs again to Peachtree Street East
- At street level, turn right to walk along Peachtree Street and walk one block

**Directions to Hyatt via Indoor Exit**

You can also reach the hotel through the Peachtree Center Mall without having to go outdoors. Follow the above with this difference:

- Exit the train and take the escalator up to Peachtree Center Mall (not all the way to Street Level)
- Once inside the mall, walk through the food court and, on the left, look for the skybridge with signs pointing to Hyatt Regency

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**INSIDE HIGHER ED**

Inside Higher Ed is the online source for news, opinion and jobs for all of higher education. Whether you’re an administrator or a faculty member, a grad student or a vice president, we’ve got what you need to thrive professionally: breaking news and feature stories, provocative daily commentary, career advice and practical tools to advance your career.

**Strada Education Network**

Strada Education Network™ is a national nonprofit dedicated to improving lives by catalyzing more direct and promising pathways between education and employment. We engage partners across education, nonprofits, business and government to focus relentlessly on students’ success throughout all phases of their working lives—all focused on advancing the universal right to realized potential we call Completion With a Purpose®.
2U powers what we believe to be the world’s best digital higher education. Partnering with the world’s best colleges and universities around one shared goal—delivering great student outcomes, 2U is transforming the future of higher education for the better.

We offer market-informed strategy to educational institutions and nonprofits, providing clients with market research and recommendations, built on a foundation of both creative thinking and empirical rigor—art and science.

Advance HE supports universities in putting institutional strategy into practice for the benefit of students, staff and society.

Diverse: Issues In Higher Education has been America’s premier source of timely news, provocative commentary, insightful interviews, and in-depth special reports on diversity in higher education for over two decades.

The Institute for Humane Studies is dedicated to supporting scholars working within the classical liberal tradition to advance higher education’s core purpose of intellectual discovery and human progress.

Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation’s need for talent through a broad range of credentials.

TIAA is a leading provider of financial services to academic, research, medical, cultural and government nonprofits. TIAA ended 2017 with $1 trillion in assets under management and offers investing, banking, advice and guidance, and retirement services.

ACUE: Association of College and University Educators

Keypath Education: Enabling online education for the world’s best universities

AGB Search: Advancing Higher Education Leadership

EYP/ Architects & Engineers

LATINO[IN]Higher Ed: Latino Educational Advancement

PebblePad

DIGI[cation]

HERI: National Center for Faculty Development & Diversity

The Washington Center

interfolio

National Society of Collegiate Scholars

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