January 22–25, 2020    Washington, DC

Shaping the Future of Higher Education:
An Invitation to Lead

January 22
Pre-Meeting Symposium
LEARNING TO THRIVE:
The Invisible Skills that Foster Student Success

January 25
Forum on Digital Learning and ePortfolios

The 106th Annual Meeting of the Association of American Colleges and Universities

Held in conjunction with the 76th Annual Meeting of the American Conference of Academic Deans
“Leadership in Turbulent Times”
ABOUT THE ANNUAL MEETING

Higher education currently faces several broadly negative financial trends—from rising tuition costs, soaring student debt loads, and unsustainable discounting, to falling enrollments, flat or decreasing levels of public funding, and a difficult philanthropic environment. These challenges undermine the public trust in higher education, calling into question both its value and its contribution to the public good. Campuses across the country, however, are rising to meet these challenges—redoubling their commitment to equity and inclusion and refusing to accept the notion that high quality must necessarily come at a high cost. At the AAC&U Annual Meeting, leaders from across higher education will come together to ask a very different affordability question—not whether we, as a democratic society, can afford to provide a liberal education to all students, but whether we can afford not to.

PLENARY SESSIONS

OPENING PLENARY

Thursday, January 23
9:45 – 11:15 a.m.

Up for Debate?:
The Enduring Value of Liberal Education

An open discussion—moderated by AAC&U President LYNN PASQUERELLA—with speakers ANDREW DELBANCO, President, The Teagle Foundation and Alexander Hamilton Professor of American Studies, Columbia University; MARY DANA HINTON, President, College of Saint Benedict; and SCOTT JASCHIK, Editor, Inside Higher Ed.

AAC&U thanks Instructure Canvas for its sponsorship of the Opening Plenary.

CLOSING PLENARY

Saturday, January 25
10:30 – 11:30 a.m.

Shaping Spaces Safe Enough for Pragmatic Liberal Education:
Pressures and Possibilities

MICHAEL S. ROTH, President, Wesleyan University

MICHAEL S. ROTH—historian, curator, author, and public advocate for liberal education—is the 16th president of Wesleyan University and former president of California College of the Arts. He is the author of six books, including Beyond the University: Why Liberal Education Matters (Yale University Press, 2014), winner of AAC&U’s 2016 Frederic W. Ness Book Award, which recognizes outstanding contributions to the understanding and improvement of liberal education. President Roth’s newest book is Safe Enough Spaces: A Pragmatist’s Approach to Inclusion, Free Speech, and Political Correctness (Yale University Press, 2019), which addresses some of the most contentious issues in American higher education, including affirmative action, safe spaces, and questions of free speech.

ACAD KEYNOTE LUNCHEON

Friday, January 24
12:30 – 1:45 p.m.

Still Standing:
Leadership & Resilience in Turbulent Times

DONNA M. CARROLL, President, Dominican University

The relentless pressures on higher education today can squeeze the joy out of leadership if resilience-building strategies are not part of your toolbox. Academic leaders face a particular set of challenges, sandwiched between the expectations of presidents and faculty, public opinion and student outcomes, and mission and market. How do you cope in these turbulent times? Where are the opportunities and pitfalls? What strategies can amplify your leadership contribution? President Carroll will share some practical wisdom and present a framework for grappling with the pace and complexity of academic leadership today.
OPENING NIGHT FORUM
THE CAROL GEARY SCHNEIDER LECTURE ON LIBERAL EDUCATION AND INCLUSIVE EXCELLENCE

Wednesday, January 22, 7:00–8:30 p.m.

SHAUN R. HARPER is the Clifford and Betty Allen Chair in Urban Leadership, Provost Professor, Rossier School of Education and Marshall School of Business, and Founder and Executive Director, USC Race and Equity Center at the University of Southern California. He studies racial, gender, and LGBT issues in corporations, law firms, Hollywood production companies, K-12 schools, and universities, and is considered an expert on college sports.

Harper has consulted with more than 200 businesses and institutions on strategies related to equity, diversity, and inclusion, has published over 100 peer-reviewed journal articles and other academic publications, and has procured $13 million in research grants. He is presently working on his 13th publication, *Equity, Diversity, and Inclusion in Business.*

Harper spent a decade at the University of Pennsylvania, where he was a tenured full professor. Prior to becoming a faculty member, Harper was Assistant Director of MBA Admissions for the Indiana University Kelley School of Business.

*The Carol Geary Schneider Lecture on Liberal Education and Inclusive Excellence was established in 2016 to honor the visionary leadership of AAC&U’s president from 1998-2016, Carol Geary Schneider.*

Delivered biennially at the Association’s Annual Meeting, the lecture advances contemporary understandings of liberal education that are grounded in the mission and values of the Association, namely, to make liberal education and inclusive excellence the foundation for institutional purpose and educational practice in higher education.

AAC&U thanks Instructure Canvas for sponsoring the Opening Night Forum.

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Wednesday, January 22, 8:30 – 10:00 p.m.

AAC&U Welcoming Reception

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WOMEN’S LEADERSHIP BREAKFAST
Thursday, January 23, 8:00 – 9:30 a.m.

JULIA SWEIG, former Nelson and David Rockefeller Chair and Director for Latin America Studies, Council on Foreign Relations, is a practitioner, entrepreneur, scholar—three unique skills honed in 30 years of experience in policy think tanks, business, and academia. All three came in particularly handy over the past decade: as one of the foremost US authorities on Cuba, Sweig leveraged her relationships to position herself at the crossroads of foreign policy and business during the historic opening of relations, formerly unimaginable in our generation. Sweig’s ability to synthesize and communicate complex foreign policy issues for laypeople, achieving accessibility without sacrificing substance, has made her a popular primetime guest on CBS, CBSN, NBC, MSNBC, ABC, CNN, PBS, BBC, NPR, and even Comedy Central’s Colbert Report.

MODERATOR: MARJorie HASs, President of Rhodes College, will draw on her own research on women’s leadership in conversation with Julia Sweig.

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NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR
Thursday, January 23, 12:30 – 2:00 p.m.

MARIKO SILVER is President and Chief Executive Officer of the Henry Luce Foundation, former president of Bennington College, and a recognized thought leader for her writings on experiential learning, the future of work, institutional innovation, and diversity in leadership. Silver served in the Obama Administration as Acting Assistant Secretary and Deputy Assistant Secretary for International Policy for the US Department of Homeland Security and, prior to that, served as Policy Advisor for Economic Development, Innovation, and Education in the administration of Arizona’s governor Janet Napolitano. Silver has worked with governments, non-profits, and industry leaders in the United States with a particular emphasis on East Asia, India, and North America, as well as across Latin America, and is an expert in institutional transformation, organizational change, and intercultural program development.

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PRE-MEETING SYMPOSIUM

Wednesday, January 22, 8:30 a.m. – 4:00 p.m.

Learning to Thrive:
The Invisible Skills that Foster Student Success

Ask just about anyone on a college campus today and they will tell you the needs of students are changing. But is that because students have changed or because the environment around them has?

Evidence is clear that today’s students are riding a perilous continuum of anxiety, depression, fatigue, and stress more than any other preceding generation. At the same time, the economic and social worlds that students are (and will be) navigating demand ever greater levels of social-emotional intelligence, resilience, coping skills, and connectedness. At no other time has it been more important for higher education to take seriously what it means to “educate the whole student.” To do so, we must illuminate what might be considered the “invisible skills” of intrapersonal and social development that make all the difference—in learning, in work, and in life.

This Symposium recognizes that all campus stakeholders contribute to student success—from faculty and student affairs professionals to administrators, advisors, and operations staff. Campus educators and practitioners play integral roles in helping students thrive by supporting the skills that lead students to flourish, find purpose, have a sense of belonging, and persist through failure.

Sessions will focus on the latest research and promising practices that can nudge campuses toward holistic goals for student learning and development, programmatic approaches that span the curriculum and cocurriculum, comprehensive assessment, and much-needed conversations about equity. Participants will emerge with new strategies and rationale for equipping students with the skills they need to thrive, and make the invisible visible, in today’s world.

Preliminary Schedule of Events

OPENING WELCOME
ASHLEY FINLEY, Senior Advisor to the President and Vice President of Strategic Planning and Partnerships, AAC&U

OPENING PANEL
Why Thrive:
Making the Case for Intrapersonal and Social Development in Higher Education

Panelists will provide evidence-based insights on why “invisible skills” are critical for economic and workforce development, student success on campuses, and the well-being of communities and individuals.

MORNING CONCURRENT SESSIONS
Gathering the Evidence

Breakout sessions will engage participants in research-oriented discussions led by campus-based and national experts who have investigated outcomes and topics related to students’ intrapersonal and social development.

SYMPOSIUM LUNCHEON—DISCUSSIONS
Participants will have the opportunity to choose an area of interest related to students’ intrapersonal and social development for informal and in-depth conversation over lunch guided by a facilitator.

AFTERNOON STUDENT PANEL
In Our Own Words:
What It Means to Thrive

Current college students will provide their perspectives on what it means to thrive on campus, why it matters to them, and what would help them succeed.

AFTERNOON CONCURRENT SESSIONS
Putting Ideas into Practice

Breakout sessions will engage participants in practice-based discussions focused on innovative campus-based programs and models that, for example, span the curriculum and cocurriculum, promote holistic advising, and connect intrapersonal and social development skills with internships and other high-impact practices.
PRESIDENTS’ TRUST SYMPOSIUM
PRESENTED BY SUN YAT-SEN UNIVERSITY, LINGNAN (UNIVERSITY) COLLEGE
SPONSORED BY THE LINGNAN FOUNDATION

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

About the Forum

The development of higher education is closely linked to economic development at the regional, national, and global levels. In particular, developments affecting the world’s largest economies—the United States and China—are felt around the world. At the pre-meeting forum, business leaders will join leaders from US and Chinese universities to discuss global economic forecasts and their potential implications for higher education.

This daylong forum will incorporate featured presentations, panel sessions, and group discussions featuring senior leaders from US and Chinese corporations and universities.

Keynote Presentations

- Higher Education Development in China’s Greater Bay Area and US Key Bay Areas: A Comparative Analysis
- The Future of Higher Education in the Current Global Economic Context

SPEAKERS: HAIPENG XIAO, Vice President for International, Sun Yat-sen University; further speakers pending final confirmation

PANEL DISCUSSIONS: TOWARDS GLOBAL SUCCESS

Morning Panel: Articulating the Academic World with the Business World—Institutional Change with Local Wisdom

PANELISTS: LYNN PASQUERELLA, President of AACU; GUANGZHE CHEN, Global Director for Transport Global Practice, Regional Director for Infrastructure, South Asia Region, the World Bank; HENGYONG MO, Chief Economist, AIG; JAMES WANG, Founder, Chairman, China Alpha Fund Management (HK) Limited; LI WU, Sr. Financial Advisor/Portfolio Manager, First Vice President, Merrill Lynch; NANYAN ZHENG, Chairman and Founder of Plateno Group; PHILIP CHEN, Non-Executive Director, Hang Lung Group and Hang Lung Properties Limited; XUBEI LUO, Senior Economist, the World Bank; further panelists pending final confirmation.

Afternoon Panel: Innovated Models of Higher Education Institutions: Re-envisioning the U.S.-China Partnership

PANELISTS: JOSEP FRANCH, Dean of ESADE Business School; HAN HONG, Professor, Department of Economics, Stanford University, Lingnan alumni; HUI CHEN, Associate Professor of Finance, MIT Sloan School of Management, KENYON CHAN, Chancellor Emeritus, University of Washington; LENORD CHENG, President, Lingnan University; LESLIE E. WONG, Former President (2012-2019), San Francisco State University; further panelists pending final confirmation.

Making Inclusive Music: A Dynamic Celebration of Liberal Learning

Thursday, January 23, 6:30 – 8:00 p.m.

Making Inclusive Music: A Dynamic Celebration of Liberal Learning

Thursday, January 23, 6:30 – 8:00 p.m.

George Mason University’s award-winning “Green Machine”, led by Michael W. Nickens (Doc Nix), embraces inclusive excellence, bringing diverse students with a varied range of talents and instrumentation together to play an unusually broad range of music.

Please join us to celebrate the joy in our work with pre-dinner refreshments and the chance to sing along with lively, inspiring performances, and discussion with Doc Nix and University of Richmond President Ron Crutcher.

This event is cosponsored by the University of Richmond and Diverse Issues in Higher Education
PRE-MEETING WORKSHOPS

Wednesday, January 22, 2:00 – 5:00 p.m.

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 under-represented 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. We will also walk participants through how practices might differ, or be adapted across different institutional types and disciplines.

KERRYANN O’MEARA, 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; AUDREY JAEGGER, Professor & Alumni Distinguished Graduate Professor and Executive Director, National Initiative for Leadership & Institutional Effectiveness, University Faculty Scholar at North Carolina State University and AIMEE LAPointe TEROSKY, Associate Professor of Education Leadership, St. Joseph’s University

Beyond the Call of Duty?
Examining the Faculty Role in Student Success

Higher education is committed to helping students earn their degrees. Improvements in student persistence and degree completion metrics must be demonstrated for institutional accreditation and funding. Historically, resources have been focused on curricular support, however, campus leaders are now looking to their faculty to make further gains in fostering student success. However, we are at a crossroads for how to align faculty roles with institutional student success goals and priorities. The workshop will begin with dot-voting to gather participant’s experiences with engaging faculty in student success. Then, reflective key-phrase journaling will create operational definitions of student success that include faculty and leadership responsibility components. Next, jigsaw cooperative groups will analyze effective practices for creating culture, policies and practices that engage faculty in student success endeavors both service and teaching. Finally, a What, So What, Now What? activity will help participants identify next steps when returning to their campus.

REBECCA CAMPBELL, Professor, Educational Psychology, Northern Arizona University; GYPSY DENZINE, Senior Vice Provost for Faculty Affairs, Virginia Commonwealth University

This workshop is presented by the POD Network

ACAD WORKSHOP:
Cultivating and Sustaining a Grants Culture on Campus through National Science Foundation Grants

This workshop focuses on building a grants culture on campus and uses a review of National Science Foundation (NSF) Grants as a case study in how grants that support teaching and scholarship can energize a campus and set it up for future grants success. Discussion, a small group exercise, and plenty of time for questions will be worked into the time period. Participants will leave the workshop with some concrete ways to cultivate a grants culture on their campus and a sense of how some NSF grants that small and mid-sized colleges have successfully managed might work on their campus.

JESSICA C. GERRITY, Vice President, McAllister & Quinn; TRACY PARKINSON, Executive Vice President, Coker University
ACAD WORKSHOP:
A Year in the Life of a College Restructure Process

Contemporary challenges of higher education compel institutions to advance their mission by making bold academic alignment decisions. Academic leaders must continually re-evaluate the effectiveness and relevance of their academic programs, structures, and organizational alignment. If they are no longer serving them well, there’s a demand to reevaluate the organizational model to become a leaner and stronger entity with opportunities for growth. Institutions are driven to have organizational structures that enhance opportunities and to enable effective leadership. The goal should be for an institution to have an organizational structure that supports creativity, flexibility, and the interdisciplinary dialogue and collaboration that will allow it to respond to opportunities.

Regardless of what level you are considering academic restructure, this session will provide the knowledge and planning tools to strategically evaluate your situation and identify the right approaches for various unique institutional contexts. Facilitated by individuals from three different institutions, each of whom have overseen and been intimately involved in a variety of restructure initiatives, the session will expose attendees to:

- Consider relevant literature/best practices pertaining to change in higher education
- Application of models such as: merging schools or departments, and/or establishing schools and/or colleges
- Face and embrace campus culture and conflict amidst constant change
- Explore workflow and staffing deployment
- Review research on how social networks relate to faculty perceptions about change
- Use of data (enrollment, retention, program outcomes) to engage in strategic program evaluations

Workshop attendees will also be provided the opportunity to reflect on, share and discuss their own experiences in addressing realignment or restructuring initiatives at their home institution. The goal of the workshop is to provide all in attendance best practices and an exchanging of ideas of how to navigate the structural and cultural challenges of an academic realignment or restructure project.

JEFFREY R. BREESE, Provost and Vice President for Academic Affairs—both of University of Mount Union; ELIZABETH BUSHNELL, Assistant Vice President for Institutional Effectiveness, Manchester University; MICHAEL K. SCHUCHERT, Associate Vice President for Planning and Institutional Effectiveness, Marymount University

NETWORKING BREAKFAST DISCUSSIONS AT THE ANNUAL MEETING

Thursday, January 23, 8:00 – 9:30 a.m.

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

Across disciplines, students need to be introduced to global perspectives as they explore contemporary problems and issues, and need to be willing and able to solve those 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, Vice President, Office of Global Citizenship for Campus, Community, and Careers, AAC&U

Friday, January 24, 8:00–9:30 a.m.

Tackling Campus Issues

We invite you to join us for a networking breakfast designed to provide an opportunity for AAC&U members and others to reflect on the meeting theme within the context of contemporary campus issues. Such issues include, but are not limited to, financial trends, free speech and inclusion, racial equity, neurodiversity, student well-being, academic freedom, faculty diversity and inclusive pedagogy.

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 for Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers, AAC&U
11TH ANNUAL FORUM ON DIGITAL LEARNING AND ePORTFOLIOS

ePortfolios and the Future of Higher Education:
Fostering Leadership among Faculty, Staff, Administrators, and Students

Saturday, January 25, 8:00 a.m. – 5:00 p.m.

AAC&U’s 11th Annual Forum on Digital Learning and ePortfolio will offer interactive concurrent sessions and workshop opportunities for participants to share the good work they are doing to enhance student learning, success, and career development through the use of ePortfolios and digital learning. Practitioner narratives and the results of empirical research will be both highlighted during this year’s Forum. Additionally, the Forum will showcase a range of leadership practices that will help those in the ePortfolio space successfully shape the future of their initiative, their campus, and higher education.

The ePortfolio Forum will include three tracks:
• the ePortfolio Practice Track will offer information on best practices regarding how to employ ePortfolios to their greatest impact;
• a robust ePortfolio Research Track will showcase the latest ePortfolio research; and
• the ePortfolio Leadership Track will provide guidance and direction for faculty and administrators who have assumed leadership roles associated with ePortfolios.

OPENING PLENARY

Metacognition: The Key to Meaningful ePortfolios

SAUNDRA MCGUIRE, Director Emerita, Center for Academic Success, (retired) Assistant Vice Chancellor & Professor of Chemistry, Louisiana State University, and author of Teach Students How to Learn and Teach Yourself How to Learn

LUNCHEON PLENARY

Defining the Digital: Exploring Digital Literacy, Learning, and Ethics in an ePortfolio Context

HELEN CHEN, Research Scientist, Designing Education Lab, Department of Mechanical Engineering, Stanford University; KEVIN KELLY, Lecturer faculty, Department of Equity, Leadership Studies & Instructional Technologies, San Francisco State University; and GAIL MATTHEWS-DENATALE, Senior Associate Director, Center for Advancing Teaching and Learning through Research, Northeastern University

CLOSING PLENARY

Back to the Future: Utilizing ePortfolio Program Review to Reflect upon Improving Practice

EMILY DIBBLE, ePortfolio Coordinator, Salt Lake Community College

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 is 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.

JOINT AAC&U AND ACAD PRESENTATION

Friday, January 24, 2:00-5:00 p.m.

Next-Gen Leadership: Building an Inclusive Pipeline of Changemakers

In May 2018, the Chronicle of Higher Education posed the question, “Is College President ‘the toughest Job in the Nation?” Whether rhetorical or not—the question deserves consideration. Amid scandals, scarce resources, waning public support, and persistent disinvestment by state and federal governments, what will encourage the next generation of college leaders to take the helm? And, equally important, what will ensure that the pipeline of talent is populated with future leaders who reflect the increasingly diverse population of college students?

This event, held jointly by AAC&U and ACAD, welcomes leaders at all levels to discuss and reflect upon the issues that create barriers to leadership, particularly for rising leaders of color. Participants will explore strategies for supporting professional development and mentorship at the campus and national levels that will promote inclusive excellence and sustained change leadership for years to come.
SELECTED SESSIONS

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

Curricular Coherence: Creating Models for Institutional Change

JAN RISÉ LISS, Executive Director, Project Pericles; FREDERICK KNIGHT, Chair, History Department, Morehouse College; MEREDITH GOLDSMITH, Professor of English; Associate Dean of the College, Ursinus College; PAUL SCHADEWALD, Associate Director; Civic Engagement Center, Macalester College; and JAMES VIKE, Professor of Political Science; MPA Program Director, Widener University

Integrating Assessment and Faculty Development to Promote Evidence-Informed Teaching and Learning

JILLIAN KINZIE, Associate Director, Center for Postsecondary Research, Indiana University–Bloomington; KATHERINE LANDY, Queensborough Community College, City University of New York (CUNY); MARY DEANE SORCINELLI, Senior Fellow, Institute for Teaching Excellence & Faculty Development (TEFD), University of Massachusetts Amherst; and PAT HUTCHINGS, Senior Scholar, National Institute for Learning Outcomes Assessment

Leadership in the Pursuit of One Goal: Quality and Equity

PAUL GASTON, Trustees Professor Emeritus, Kent State University; AARON THOMPSON, President, Kentucky Council on Postsecondary Education; SCOTT EVENBECK, President, Guttman Community College; JOSÉ MORENO, Chair, California State University–Long Beach; and AMBER DUNCAN, Strategy Director, Lumina Foundation

Best Practices in Minority Faculty Recruitment and Retention

JAMAL WATSON, Moderator, Editor-At-Large, Diverse: Issues In Higher Education; JAMES L. MOORE III, Vice Provost of Diversity, The Ohio State University; SHAUN HARPER, USC professor, Executive Director of the USC Race and Equity Center; ARACELI G. FRIAS, Assistant Dean of Diversity, University of Utah; LAWRENCE POTTER, Chief Academic Officer, University of the District of Columbia; and ASTRID S. TUMINEZ, President of Utah Valley University

Undergraduate Research Experiences Embedded in Courses and Scaffolded into Curricula: Addressing Equity and Culture

JANICE DECOSMO, Associate Dean, Undergraduate Academic Affairs, Council on Undergraduate Research; IAN MACINNES, Professor of English, Albion College; DONNA CHAMELY-WIK, Assistant Dean for Undergraduate Research, Undergraduate Studies, Florida Atlantic University; KAREN RESENDEZ, Associate Professor of Biology and Co-Director, Drinko Center for Undergraduate Research, Westminster College; and JEFFREY OSBORN, Dean, School of Science, The College of New Jersey

Revitalizing the Liberal Arts Baccalaureate: Aligning Five Radical Ideas

ROBERT FRIED, Associate Professor of Education (retired), Northeastern University; JOSÉ BOWEN, Senior Fellow, AAC&U, past President of Goucher College; ELI KRAMER, Assistant Professor, Department of the Philosophy of Culture, Institute of Philosophy, University of Warsaw, Poland; and GERRI KING, President, Human Dynamics Associates

Framing Advising as a Tool for Achieving Equity in Student Experience and Outcomes

JENNIFER KEUP, Director, National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina–Columbia; CHARLIE NUTT, Executive Director, NACADA: The Global Community for Academic Advising; KATHE PELLETIER, Director, Student Success Community Programs, EDUCAUSE; JACQUELYN JONES, Senior Director, AACU’s Frontier Set & Student Success Strategy, American Association of State Colleges and Universities (AASCU); and ELISE NEWKIRK-KOTFILA, Director of Advising Initiatives, NASPA–Student Affairs Administrators in Higher Education

Pedagogical Shark Tank: A Mechanism for Celebrating and Rewarding Innovations in Teaching

JAMIE FRUEH, Professor and Director, Center for Engaged Learning, Bridgewater College; ERIC LEONARD, Henkel Family Chair in International Affairs, Shandandoa University; and GIGI GOKCEK, Professor of Political Science, Dominican University of California

Not Enough Impact: (Re)Imagining How “High-Impact Practices” Can Be Part of a Larger Agenda for Public Engagement

NICHOLAS LONGO, Professor, Providence College; TIMOTHY EATMAN, Dean, Rutgers University–Newark; ADAM BUSH, Provost, College Unbound; and SUCHITRA GURURAJ, University of Texas–Austin

Strategies for Institutional Change: Improving Department Climate and Success of Historically Underrepresented Students in STEM

TABBIE CHAVOUS, Professor of Education and Psychology and Director of NCID, University of Michigan; BECKY PACKARD, Professor of Psychology and Education, Mount Holyoke College; and W. CARSON BYRD, Associate Professor of Sociology and Scholar-in-Residence at NCID, University of Louisville

Academic Freedom and the Challenge of Diversity

HENRY REICHMAN, Chair, American Association of University Professors Committee on Academic Freedom and Tenure; PATRICIA MCGUIRE, President, Trinity Washington University; FREDERICK LAWRENCE, Secretary and CEO, Phi Beta Kappa Society; EMILY HOUGH, Gastavus Henry Wald Professor of the Law and Contracts, University of Cincinnati; and JUAN GONZALEZ, Richard D. Heffner Professor of Communications and Public Policy and Professor of Professional Practice in Journalism and Media, Rutgers University

Dialogue/Deliberation for Democratic Engagement: A Curriculum-Wide Discussion

STEVEN VOLK, Professor of History Emeritus, Co-Director, Consortium for Teaching and Learning, Great Lakes Colleges Association, Oberlin College; and SARA MEHL TRETTER DRURY, Professor of History Emeritus, Co-Director, Consortium for Teaching and Learning, Great Lakes Colleges Association, Oberlin College; and SARA MEHL TRETTER DRURY, Professor of History Emeritus, Co-Director, Consortium for Teaching and Learning, Great Lakes Colleges Association, Oberlin College; and SARA MEHL TRETTER DRURY, Professor of History Emeritus, Co-Director, Consortium for Teaching and Learning, Great Lakes Colleges Association, Oberlin College.
76th Annual Meeting

Leadership for Turbulent Times

Now more than ever, higher education needs leaders who can navigate our institutions through these turbulent times. Parents and prospective students are questioning the value of a liberal arts education, and, indeed, the value of a college degree. Demographic trends are exerting enrollment pressure on our institutions. In our increasingly polarized society, we must model respectful and civil discourse for our students. Recent conflicts suggest that successful leaders must have a sophisticated understanding of and sensitivity to diversity and inclusion, academic freedom, freedom of speech, and conflict mediation. New technologies and media, such as social networking, present powerful tools for outreach and social engagement, but are fraught with potential perils.

All of these challenges call for academic leaders who understand the current higher education landscape and have the wisdom, experience, and courage to move our institutional missions forward in a sustainable way. The 2020 ACAD Annual Meeting program will feature sessions that academic administrators will find useful, challenging, and enriching. ACAD sessions will engage participants asking them to consider the multiple capacities, approaches, and opportunities that academic leaders must develop in order to lead during turbulent times.

ACAD WORKSHOPS

Wednesday, January 22, 2:00 – 5:00 p.m.

- A Year in the Life of a College Restructure Process
- Cultivating and Sustaining a Grants Culture on Campus through National Science Foundation Grants

ACAD 9th ANNUAL DEANS’ INSTITUTE

Wednesday, January 22, 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 BONNIE IRWIN, Chancellor, University of Hawai‘i at Hilo. The closing plenary will feature a panel discussion on ‘Preparing Next Generation Colleges: Deans Leading the Way.’ The Institute will also include a series of roundtable discussion opportunities on more than sixteen topics/themes.

The goals of the daylong 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 24, 12:30 p.m.

Still Standing: Leadership & Resilience in Turbulent Times

DONNA M. CARROLL, President, Dominican University (IL)

The relentless pressures on higher education today can squeeze the joy out of leadership if resilience-building strategies are not part of your toolbox. Academic leaders face a particular set of challenges, sandwiched between the expectations of presidents and faculty, public opinion and student outcomes, and mission and market. How do you cope in these turbulent times? Where are the opportunities and pitfalls? What strategies can amplify your leadership contribution? Carroll will share some practical wisdom and present a framework for grappling with the pace and complexity of academic leadership today.

DONNA M. CARROLL is in her 26th year as President of Dominican University (IL). She has served with seven board chairs, launched four strategic plans, completed three capital campaigns, changed the name of the university, and she is still standing. Since 2013, she has co-facilitated the CIC Seminar on Presidential Vocation and Institutional Mission for aspiring university presidents.

ACAD SESSIONS

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

- Courageously Collaborative Leadership: Engaging Campus Stakeholders for Positive Change
- Breaking Down the Silos: Genuine Academic Engagement with Institution-Wide Retention
- Framework for Cultivating Leaders within Your Academy
- Navigating a ‘Perfect Storm’: Lessons from a Disruptive Campus Incident
- Preparation and Leadership during a Natural Disaster: Lessons Learned in the Midst of Crisis
- Walk the Talk: A Cross-Divisional Approach to Institutionalizing Diversity at The College of Wooster
- Difficult Conversations in Challenging Times
- Building the Next Generation of Academic Leaders
- Assistant/Associate Deans—Extending Impact in Turbulent Times

ACAD AND CCAS JOINT RECEPTION—CELEBRATING 75 YEARS WITH ACAD!

Friday, January 24 5:45 p.m.

ACAD and CCAS (Council of Colleges of Arts & Sciences) are co-hosting a reception Friday evening. All are welcome to join us as we celebrate 75 Years of partnerships, collaboration, and community.

A full program with a list of all ACAD sessions can be found on the ACAD website at: www.acad.org.
As the “Diversity Explosion” forecast by Brookings Institution demographer Bill Frey redraws the demographic map in both the United States and globally, we are finding that ghosts of bigotry we believed to be banished were actually just hibernating, as social psychologist Rupert Nacoste might say. Identity-based discrimination and violence haunt us once again, feeding socio-political divisiveness, economic instability, and public distrust. In this fraught landscape, colleges and universities have an essential role to play in combating hate, modeling democratic dialogue, and restoring social mobility. How can we leverage our roles as anchor institutions in our communities to reap the “Diversity Bonus,” described by scholar of complex systems Scott Page, and get our nation and world back on track on the arc that bends toward justice?

NANCY CANTOR, Chancellor, Rutgers the State University of New Jersey Newark Campus

The Urgency of Recommitting Higher Education to the Public Good in 2020 and Beyond

NANCY CANTOR will deliver this address as the recipient of the 2020 Ernest L. Boyer Award, presented by the New American Colleges and Universities. The Boyer Award recognizes individuals who are making significant contributions to American higher education, especially in efforts that advance education and scholarship as a service to society.

NANCY CANTOR, Chancellor, Rutgers the State University of New Jersey Newark Campus

THE 2019 DELPHI AWARD

The Delphi Project on the Changing Faculty and Student Success is pleased to announce the recipients of the 2019 Delphi Award teams from the Penn State University system of four year-institutions, and the two-year Santa Monica College in Southern California) recognized for their work on creating better policies and practices to support contingent and non-tenure track 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.

Undergraduate STEM Reform: From Initiative to Institutionalization

PRESENTERS: JEFFREY PATTON, LYNN SAMETZ, MALCOLM SCHUG, LEE PHILLIPS, AYESHA BOYCE, AMY GERMUTH, ADEYEMO ADETOLU, CHERIE AVENT, MICHELE ABEED, and NICOLE HAWKS

PROJECT KALEIDOSCOPE
Teach. Lead. Know. Differently.

An Invitation to Lead: Using the Symposium Model to Engage Faculty in Campus Initiatives

Realizing the benefits of big campus initiatives requires new models of engaging faculty in the planning and implementation of campus initiatives. Project Kaleidoscope is pleased to feature the University of North Carolina Greensboro Science, Technology, and Math Preparation Scholarships (STAMPS) project—generously funded by the National Science Foundation’s S-STEM Program—that boasts of an 87% graduation rate for its participating STEM majors. Since its inception, STAMPS has built a cohort-based, supportive community of STEM students and faculty dedicated to broadening students’ knowledge of the interconnectedness of STEM disciplines, career opportunities, and cutting edge research. A new iteration of STAMPS was initiated in 2017 to include an educational research component that required and now relies upon the expertise of an interdisciplinary team of STEM educational researchers, STEM faculty, program evaluators, program managers, and undergraduate participants of STAMPS. As a result of our most recent effort, we have been able to fully document the impact of STAMPS activities on STEM student identity, self-efficacy, and sense of belonging.

An Invitation to Lead: Using the Symposium Model to Engage Faculty in Campus Initiatives

Leading in times of change requires new models of engaging faculty in the planning and implementation of campus initiatives. Our team has been leading this type of work using a symposium model, based on the Academic Affairs Faculty Symposium used for over 25 years at the University of Georgia, to provide faculty opportunities to make recommendations about big campus issues (e.g., the role of SoTL in tenure). We describe our use of the model for broadening faculty participation in campus change initiatives and for providing avenues for collaboration. Our primary goal is to guide participants to plan a symposium for their campuses so that faculty are able to take a larger role in leading change initiatives.

Bringing Theory to Practice (BTtoP) is an independent project established in 2003 in partnership with the Association of American Colleges and Universities. BTtoP will offer two sessions.

- Listening With: A Model for Community Engagement
- Redesigning College: Whole Education for the Whole Student
REGISTRATION INFORMATION

CONFERENCE REGISTRATION IS AVAILABLE AT www.aacu.org.

We encourage you to register on or before November 18—and as part of a campus team—to take advantage of the discounted registration fees.

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Pre-Meeting Workshop Fees: January 22, 2:00–5:00 p.m.
AAC&U Members $90
Nonmembers $135

Pre-Meeting Symposium: January 22 / All-Day Event
(including lunch)
AAC&U/ACAD Members $180
Nonmembers $230

Pre-Meeting Forum: January 22 / All-Day Event
(including lunch)
ACAD/AAC&U Members $180
Nonmembers $230

ACAD Deans’ Institute: January 22 / All-Day Event
(including lunch)
ACAD/AAC&U Members $180
Nonmembers $230

AAC&U President’s Trust: January 23-24 / All-Day Event
(including breakfast and lunch, Friday, January 24)
Nonmembers of the President’s Trust: $250

ePortfolio Forum: January 25 / 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 23
$50 “Big Questions” Breakfast on Global Learning
$55 Women’s Leadership Breakfast
$73 Networking Luncheon for Faculty and Administrators of Color

Friday, January 24
$50 ACAD Members Business Breakfast
$50 “Tackling Campus Issues” Breakfast Discussions
$73 ACAD Keynote Luncheon

The Price of Meeting Meal Tickets
We understand that the cost of the conference meals is considerable 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 10, 2020. Cancellations made by phone must be confirmed in writing (via email to Porter-el@aacu.org or by fax, 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.
Located in downtown Washington and adjacent to Penn Quarter and City Center, the Marriott Marquis Washington is a new, monumental, flagship hotel featuring striking high design and cutting-edge technology. With six restaurants and spanning nearly a city block, the LEED® Silver certified hotel is a vibrant, cutting-edge destination convenient to Chinatown, National Mall monuments, and the Smithsonian Museums.

A block of rooms has been reserved for AAC&U and ACAD meeting participants with the special conference rate of $231 for a single or $241 for a double room. We suggest you make reservations online (see our website for the link) but, if calling the hotel, please be certain to state that you are with AAC&U to receive this special rate. AAC&U registrants will receive complimentary Internet access in their guest rooms.

This conference rate is available only until December 10, 2019, but we encourage you to make hotel reservations as soon as possible. Once the AAC&U room block is sold out—often well before the cut-off date—the discounted rate will no longer apply.

TRAVEL INFORMATION

The Marriott Marquis and Renaissance Hotel are both approximately 30 minutes from Reagan National Airport by car or 15 minutes from the airport via the Metro (subway) system. The Baltimore-Washington International Airport and Dulles International Airport are both approximately one-hour away. Washington is also easily accessible by Amtrak, and Union Station is less than 10 minutes from the hotels by car or by Metro.

The Renaissance Washington Hotel is convenient to everything that Penn Quarter and City Center have to offer—award-winning restaurants, a vibrant city life, and easy access to the National Portrait Gallery, and Chinatown. The newly renovated hotel offers five dining options, a lounge, Starbucks, and a 24-hour fitness center.

Walking distance to the Marriott Marquis:
0.1 miles / 3 minute walk
Strada Education Network™ is a national social impact organization dedicated to connecting today’s learners to the jobs of tomorrow. We engage partners across education, nonprofits, business and government to focus relentlessly on students’ success throughout all phases of their working lives.

Diverse: Issues In Higher Education is America’s preeminent source of critical news, provocative commentary, insightful interviews, and in-depth reporting on diversity, equity, and inclusion in higher education.

Inside Higher Ed is the leading source for the latest in high-quality news, opinion, information and careers for the higher education community.

Through its educational intelligence platform, Watermark puts better data into the hands of educators and learners everywhere to empower them to develop an intentional approach to learning and drive meaningful improvements.

Mentor Collective is the leading provider of mentoring programs. We partner with universities to design, manage, and assess programs that give all students access to a relevant near-peer mentor.

The University of Richmond is a top 25 liberal arts university, distinct in its offering of undergraduate and graduate education and its five schools, including Arts & Sciences, Business, Leadership Studies, and Law.
### MEETING AT A GLANCE

**Wednesday, January 22**
- 8:30 a.m. – 4:00 p.m. Pre-Meeting Symposium
- 9:00 a.m. – 5:00 p.m. Pre-Meeting Forum
- 2:00 – 5:00 p.m. Pre-Meeting Workshops
- 5:30 – 6:45 p.m. Members’ Meeting
- 7:00 – 8:30 p.m. Opening Night Forum
- 8:30 – 10:00 p.m. Welcoming Reception

**Thursday, January 23**
- 8:00 – 9:30 a.m.
  - Pedagogy and the “Big Questions” Networking Breakfast
  - Women’s Leadership Breakfast
- 9:45 – 11:15 a.m.
  - Opening Plenary
- 11:30 a.m. – 12:30 p.m.
  - Featured and Concurrent Sessions
- 12:30 – 2:00 p.m.
  - Networking Luncheon for Faculty and Administrators of Color
- 2:15 – 3:30 p.m. / 4:00 – 5:00 p.m. / 5:15 – 6:15 p.m.
  - Featured and Concurrent Sessions
- 3:30 – 4:00 p.m.
  - Networking Break
- 6:30 – 8:00 p.m.
  - Inclusive Music Performance
- 8:00 – 9:30 p.m.
  - Hosted Receptions

**Friday, January 24**
- 8:00 – 9:30 a.m.
  - ACAD Business Breakfast
  - Tackling Campus Issues Networking Breakfast
  - Roundtable Discussions
- 8:00 a.m. – 2:00 p.m.
  - Presidents’ Trust Meeting
- 9:45 – 10:45 a.m.
  - Featured and Concurrent Sessions
- 10:45 – 11:15 a.m.
  - Networking Breaks
- 12:30 – 1:45 p.m.
  - ACAD Luncheon
- 2:00 – 3:00 p.m. / 3:15 – 4:15 p.m.
  - Featured and Concurrent Sessions
- 4:15 – 5:15 p.m.
  - Networking Breaks
- 5:45 – 7:30 p.m.
  - Hosted Receptions

**Saturday, January 25**
- 7:45 – 9:00 a.m.
  - Breakfast Roundtable Discussions
- 8:00 a.m. – 5:00 p.m.
  - Forum on Digital Learning and ePortfolios
- 9:15 – 10:15 a.m.
  - Concurrent Sessions
- 10:30 – 11:30 a.m.
  - Closing Plenary
Association of American Colleges and Universities

2020 NETWORK FOR ACADEMIC RENEWAL CONFERENCES

General Education, Pedagogy, and Assessment:
Reflection and Meaning Making in Turbulent Times
February 20–22, 2020 • Jacksonville, Florida

Diversity, Equity, and Student Success:
The Power of Collective Action
March 19–21, 2020 • New Orleans, Louisiana

Global Citizenship for Campus, Community, and Careers
October 8–10, 2020 • Miami, Florida

Transforming STEM Higher Education
November 5–7, 2020 • Crystal City, Virginia

www.aacu.org/network