FINAL PROGRAM

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

January 22–25, 2020 • Washington, DC

Held in conjunction with the 76th Annual Meeting of the American Conference of Academic Deans, “Leadership in Turbulent Times”
Build Capacity for Online Learning that Reflects Your Mission

Moravian College had a desire to move online but little experience. They wanted to expand their reach, generate revenue, and take advantage of powerful online pedagogies, but they faced big challenges.

Dr. Cynthia Kosso, Provost and Dean of Faculty, tells their story on Friday at 3:15 p.m.
WELCOME TO WASHINGTON!

ABOUT THE ANNUAL MEETING

This year’s annual meeting offers a powerful response to public skepticism about the value of higher education. The program highlights many of the creative ways campuses across the country are rising to meet the affordability challenges undermining the public trust—challenges that include rising tuition costs, soaring student debt loads, unsustainable discounting, and flat or decreasing levels of public funding. The meeting also explores another, equally urgent 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.

We look forward to engaging discussions in the days ahead and to working together to shape the future of higher education.

Your Hosts

The Association of American Colleges and Universities

AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1,400 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, faculty, and staff engaged in institutional and curricular planning. Through a broad range of activities, AAC&U reinforces the collective commitment to liberal education at the national, local, and global levels. Its high-quality programs, publications, research, meetings, institutes, public outreach efforts, and campus-based projects help individual institutions ensure that the quality of student learning is central to their work as they evolve to meet new economic and social challenges. Information about AAC&U can be found at www.aacu.org.

The American Conference of Academic Deans

Founded in 1945, the American Conference of Academic Deans (ACAD) is an individual membership organization dedicated to the professional development of academic leaders. ACAD members are current and former deans, provosts, academic vice presidents, associate and assistant deans, and other academic leaders committed to the ideals of a liberal education. Recognizing that academic administrators undertake academic leadership as their “second discipline,” ACAD’s mission is to assist these leaders as they advance in careers dedicated to the ideals of liberal education. Through meetings and workshops relevant to the current and future directions of higher education, ACAD facilitates professional networking across institutional types in order to promote collaboration, innovation, and effective practice. More information can be found on our website at www.acad.org.
## SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Wednesday, January 22</th>
<th>Thursday, January 23</th>
<th>Friday, January 24</th>
<th>Saturday, January 25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Meeting Forum</strong></td>
<td><strong>Global Issues</strong></td>
<td><strong>Breakfast Roundtables</strong></td>
<td><strong>ePortfolio</strong></td>
</tr>
<tr>
<td>8:30 a.m.–5:00 p.m.</td>
<td><strong>Women’s Breakfast</strong></td>
<td>8:00–9:30 a.m.</td>
<td>8:00–9:00 a.m.</td>
</tr>
<tr>
<td><strong>AAC&amp;U Symposium</strong></td>
<td><strong>Breakfast Roundtables</strong></td>
<td><strong>ACAD Breakfast</strong></td>
<td><strong>Plenary</strong></td>
</tr>
<tr>
<td>8:15 a.m.–4:30 p.m.</td>
<td><strong>Concurrent Sessions</strong></td>
<td>8:00–9:30 a.m.</td>
<td>8:00–9:00 a.m.</td>
</tr>
<tr>
<td><strong>ACAD Institute</strong></td>
<td><strong>Opening Plenary</strong></td>
<td><strong>Contemporary Issues Breakfast</strong></td>
<td><strong>ePortfolio</strong></td>
</tr>
<tr>
<td>8:45 a.m.–4:30 p.m.</td>
<td>9:45–11:15 a.m.</td>
<td>8:00–9:30 a.m.</td>
<td>9:15–10:15 a.m.</td>
</tr>
<tr>
<td><strong>Opening Night Forum</strong></td>
<td><strong>ACAD Luncheon</strong></td>
<td><strong>ACAD Luncheon</strong></td>
<td><strong>Plenary</strong></td>
</tr>
<tr>
<td>7:00–8:30 p.m.</td>
<td>12:30–2:00 p.m.</td>
<td>12:30–1:45 p.m.</td>
<td>10:30–11:30 a.m.</td>
</tr>
<tr>
<td><strong>Welcoming Reception</strong></td>
<td><strong>Concurrent Sessions</strong></td>
<td><strong>ePortfolio Sessions</strong></td>
<td><strong>Closing Plenary</strong></td>
</tr>
<tr>
<td>8:30–10:00 p.m.</td>
<td>11:30 a.m.–12:30 p.m.</td>
<td>11:15–12:15 p.m.</td>
<td>11:45 a.m.–1:00 p.m.</td>
</tr>
<tr>
<td><strong>Pre-Meeting Workshops</strong></td>
<td><strong>Concurrent Sessions</strong></td>
<td><strong>Concurrent Sessions</strong></td>
<td><strong>ePortfolio Sessions</strong></td>
</tr>
<tr>
<td>2:00–5:00 p.m.</td>
<td>2:15–3:30 p.m.</td>
<td>2:00–3:00 p.m.</td>
<td>1:15–2:00 p.m.</td>
</tr>
<tr>
<td><strong>AAC&amp;U Members’ Meeting</strong></td>
<td><strong>Networking Break</strong></td>
<td><strong>Networking Break</strong></td>
<td><strong>Sessions</strong></td>
</tr>
<tr>
<td>5:30–6:45 p.m.</td>
<td>3:30–4:00 p.m.</td>
<td>4:15–4:45 p.m.</td>
<td>3:15–3:00 p.m.</td>
</tr>
<tr>
<td><strong>Making Inclusive Music</strong></td>
<td><strong>Concurrent Sessions</strong></td>
<td><strong>Concurrent Sessions</strong></td>
<td><strong>Sessions</strong></td>
</tr>
<tr>
<td>6:30–8:00 p.m.</td>
<td>4:00–5:00 p.m.</td>
<td>4:45–5:45 p.m.</td>
<td>3:15–4:00 p.m.</td>
</tr>
<tr>
<td><strong>Hosted Receptions</strong></td>
<td><strong>Concurrent Sessions</strong></td>
<td><strong>Networking Break</strong></td>
<td><strong>Closing</strong></td>
</tr>
<tr>
<td>5:45–7:15 p.m.</td>
<td>5:15–6:15 p.m.</td>
<td>4:15–5:00 p.m.</td>
<td>Plenary 4:15–5:00 p.m.</td>
</tr>
</tbody>
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Shaping the Future of Higher Education: An Invitation to Lead

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

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.

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 governor Janet Napolitano. Silver has worked with governments, nonprofits, 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.

ACAD KEYNOTE LUNCHEON
Friday, January 24, 12:30–1:45 p.m.
Still Standing: Leadership and Resilience in Turbulent Times
DONNA M. CARROLL, President, Dominican University (IL)

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
CHAIR: WILLIAM CRAFT, President, Concordia College-Moorhead

AAC&U thanks Google for sponsoring the Closing Plenary.
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 Kelley School of Business, Indiana University.

\textbf{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.

\textbf{AAC&U thanks Instructure Canvas for sponsoring the Opening Night Forum.}
DOWNLOAD THE MOBILE APP

Be sure to download the Guidebook mobile app (available for Android, iOS, and the web) so you can create a personal schedule for the Annual Meeting. The app includes descriptions of all sessions; a listing of speakers; information about our sponsors; floor plans; restaurant suggestions; easy access to social media discussions; and more. Stop by the AAC&U Registration Desk for assistance.

AAC&U thanks Phi Kappa Phi for its sponsorship of the mobile app.

LIMITED SEATING IN SOME SESSIONS

Please note that seating for some sessions may be limited. We suggest that you go early to the sessions you want to attend and, to be safe, have a second choice. If/when sessions are nearing capacity, we ask that everyone please make available every chair in the meeting rooms (rather than placing materials on the chair next to you) and that you please move to the center of the row, rather than sit on the aisle, to ensure that as many people as possible can be seated.

MEDIA COVERAGE

AAC&U’s 2020 Annual Meeting is open to credentialed members of the media, who are identified by their name badges. Please note that comments from the floor, or made in group discussions, may be considered “on the record,” unless requested otherwise. Participants and speakers are welcome to ask whether media are present at a particular session or discussion.

SOCIAL MEDIA

Follow @AACU for meeting updates and contribute to the conversations and discussions using #AACU20.
AAC&U thanks our sponsors for their generous support of the Annual Meeting.
To learn more about our sponsors, please visit www.aacu.org/AM20/sponsors

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PRE-MEETING SYMPOSIUM

LEARNING TO THRIVE:
The Invisible Skills that Foster Student Success

Marquis Salon 6 (Level M2)

8:15 a.m. – 4:30 p.m.

8:15 – 8:45 a.m.

Light Breakfast and Informal Networking

8:45 – 9:00 a.m.

Opening Remarks

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

9:00 – 10:15 a.m.

OPENING PANEL

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

MODERATOR: ASHLEY FINLEY, Senior Advisor to the President and Vice President for Strategic Planning and Partnerships, AAC&U; DIANE SCHANZENBACH, Professor of Economics, Northwestern University; DANIEL PASCOE AGUILAR, Associate Provost for Immersive Learning and Career Design, Drew University; ADINA GLICKMAN, Steering Committee, Academic Resilience Consortium; NIESHA ZIEHMKE, Associate Dean of Academic Programs and Planning, Stella and Charles Guttman Community College

10:30 – 11:45 a.m.

CONCURRENT SESSIONS

Gathering the Evidence
Sessions are focused on engaging participants in research-oriented and evidence-based discussions led by campus-based and national experts who have investigated outcomes and topics related to students’ intrapersonal and social development.

Measuring Students’ Social-Emotional Learning and Flourishing Using Rubrics

Marquis Salon 7

MICHAEL BEN AVIE, Senior Director of Learning Assessment and Research, Quinnipiac University

Using Mindfulness to Reduce Math Anxiety

Marquis Salon 8

WANDA MCCOY, Assistant Professor, Math and Computer Science, Coppin State University

Measuring Flourishing within Campus Climates

Marquis Salon 9

ROBERT REASON, Professor of Higher Education and Student Affairs, Iowa State University; JOSHUA MITCHELL, Director of Institutional Research, Carroll University

Data for Understanding and Enhancing Student Mental Health

Marquis Salon 10

SARA ABELSON, Co-Investigator and Lead for Diversity, Equity, and Inclusion Projects, Healthy Minds Network, University of Michigan

Social-Emotional Learning and Civic Engagement

Marquis Salon 12/13

DEBORAH DONAUi EKEEGAN, Professor of Education and Associate Director, Tisch College Initiative on Social-Emotional Learning, Tufts University

AAC&U thanks OneClass for sponsoring the Pre-Meeting Symposium
Wednesday, January 22

Noon – 1:00 p.m.

LUNCH DISCUSSION

Table Topics

Marquis Salon 6

Participants will have the opportunity to choose an area of interest for informal conversation over lunch.

1:15 – 2:15 p.m.

Student Panel

In Our Own Words; What It Means to Thrive

Marquis Salon 6

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.

MODERATOR: ALMA CLAYTON-PEDERSEN, Emeritus Consulting; NEHA BASTI, Northwestern University; CLINTON CARLSON, George Mason University; FIKIR EJIHINEH, University of Maryland–Baltimore County; AHJONI WILSON, Rutgers University–Newark

2:30 – 3:45 p.m.

CONCURRENT SESSIONS

Putting Ideas into Practice

Sessions are intended to engage participants in practice-based discussions focused on innovative campus programs and models that, for example, span the curriculum and cocurriculum, promote holistic advising, and connect intrapersonal and social development skills with equity endeavors and high-impact practices.

Mentoring by Design

Marquis Salon 7

CHRISTINA MAYES, Digital Portfolio Specialist and Integrative Coach, Dominican University of California; BARIKA BARBOZA, Director of Learning and Program Evaluation, Miami Dade College

How Student Development Is Enhanced through Truth, Racial Healing & Transformation: Perspectives from TRHT Campus Centers

Marquis Salon 8

ERIC FORD, Director of the Choice Program, University of Maryland–Baltimore County; HANNAH SCHMITZ, Assistant Director of Applied Learning and Community Engagement, University of Maryland–Baltimore County; SHARON STROYE, Director of Public Engagement, Rutgers University–Newark; AHJONI WILSON, Student, Rutgers University–Newark; TIA BROWN MCNAIR, Vice President for Equity and Student Success, and Executive Director for the THRT Campus Centers, AAC&U

4:00 – 4:30 p.m.

Wrap-Up Discussion and Closing Remarks

Marquis Salon 1/2

LYNN PASQUERELLA, President, AAC&U
PRE-MEETING FORUM
PRESENTED BY SUN YAT-SEN UNIVERSITY, LINGNAN (UNIVERSITY) COLLEGE
SPONSORED BY THE LINGNAN FOUNDATION

Independence Salon D (Level M4)

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
• US/China Greater Bays Economic and Higher Education Developments—A Comparative Analysis
  HAIPENG XIAO, Vice President for International, Sun Yat-sen University
  • The Future of Higher Education in the Current Global Economic Context
  CRAIG CALHOUN, University Professor of Social Sciences, Arizona State University; Former President, London School of Economics

PANEL DISCUSSIONS: TOWARD GLOBAL SUCCESS
Morning Panel: US/China Economic Development Collaboratives—Impacts and Risks
JOSEP FRANCH, Dean of ESADE Business School; Guangzhe Chen, Global Director for Transport Global Practice, Regional Director for Infrastructure, South Asia Region, the World Bank; NICK WU, SENIOR, Financial Advisor/Portfolio Manager, First Vice President, Merrill Lynch; SRI ZAHEER, Dean, Carlson School of Management, University of Minnesota; HENRY MO, Chief Economist, AIG; HONG HAN, Professor, Department of Economics, Stanford University

Midday Panel: US/China Higher Education Collaboratives—Strengths and Opportunities
LYNN PASQUERELLA, President, AAC&U; XUBEI LUO, Senior Economist, the World Bank; MARY HINTON, President, College of Saint Benedict; LEONARD CHENG, President, Lingnan University (Hong Kong); HUI CHEN, Associate Professor of Finance, MIT Sloan School of Management

Afternoon Panel: Higher Education 2040 with Vision 2020
CARL P. ZEITHAML, Dean, McIntire School of Commerce, University of Virginia; LESLIE WONG, President Emeritus, San Francisco State University; SIYUN LU, CEO and Founder, Xana Hotels; HONG HAN, Professor, Department of Economics, Stanford University; HUI CHEN, Associate Professor of Finance, MIT Sloan School of Management

BOLD. IMPACTFUL. VISIONARY.

The Bay Path community is honored to recognize President Carol Leary’s 25 years of inspirational leadership and her commitment to women’s education.
**PRE-MEETING WORKSHOP**

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

**Supreme Court (Level M4)**

KERRYANN O’MEARA, Associate Dean for Faculty Affairs and Graduate Studies, College of Education, Professor of Higher Education, and Director, ADVANCE Program at the University of Maryland, and Principal Investigator, NSF-funded ADVANCE IHE-PLAN, Faculty Workload and Rewards Project; AUDREY JAEGER, Professor & Alumni Distinguished Graduate Professor and Executive Director, National Initiative for Leadership & Institutional Effectiveness, University Faculty Scholar, North Carolina State University; AIMÉE LAPOINTE TEROSKY, Associate Professor of Education Leadership, St. Joseph’s University.

**ACAD WORKSHOP**

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

**Independence Salon C (Level M4)**

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**

**Liberty Salon K (Level M4)**

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**

**Liberty Salon J (Level M4)**

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

**AAC&U Members’ Meeting**

**Marquis Salon 1/2 (Level M2)**

All participants from AAC&U member institutions are encouraged to attend the annual Members’ Meeting. The primary focus of the meeting, following a brief business agenda, will be to engage members in a discussion of AAC&U’s new vision statement on liberal education. Facilitated by AAC&U senior leaders and board members, the goal of these discussions is to learn how the vision statement can help inform and support the efforts of campus stakeholders in advancing liberal education on their campus.

**ACAD 9TH ANNUAL DEANS’ INSTITUTE**

**Liberty Salon M (Level M4)**

(Preregistration was required for this event.)

The Deans’ Institute, sponsored by the American Conference of Academic Deans (ACAD), provides an opportunity for academic administrators to develop their leadership abilities in a supportive environment. It is designed especially for deans, provosts, associate deans, 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 over 16 different topics/themes.

The goals of the day-long institute:

- 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
OPENING NIGHT FORUM

The Carol Geary Schneider Lecture on Liberal Education and Inclusive Excellence

Marquis Ballroom (Level M2)

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.

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

8:30 – 10:00 p.m.

AAC&U Welcoming Reception

Liberty/Independence Ballroom Foyer (Level M4)

AAC&U thanks Instructure Canvas for sponsoring the Welcoming Reception.
BOLD IDEAS

challenge the status quo.

The Charles Koch Foundation supports scholars, students, and partners as they ask bold questions and remove barriers to better lives through education, free expression, criminal justice reform, and more.

charleskochfoundation.org
THURSDAY, JANUARY 23

8:00 – 9:30 a.m.

WOMEN’S LEADERSHIP BREAKFAST

Preregistration is required for the Women’s Leadership Breakfast.

Liberty Salons L/M (Level M4)

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 prime-time guest on CBS, CNBC, 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.

9:45 – 11:15 a.m.

Opening Plenary

Marquis Ballroom (Level M2)

AAC&U thanks Strada Education Network™ for its sponsorship of the Opening Plenary.

Welcoming Remarks

CAROL LEARY, President, Bay Path University, and Chair, AAC&U Board of Directors

PAULA O’LOUGHLIN, Provost and Dean of the Faculty, Coe College, and Chair, ACAD Board of Directors

Presentation of the Frederic W. Ness Book Award

This award, which recognizes the book that has contributed most this year to our understanding of liberal learning, will be presented to Joy Ann Williamson-Lott for Jim Crow Campus: Higher Education and the Struggle for a New Southern Social Order (Teachers College Press).

BREAKFAST DISCUSSION

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

Preregistration is required for this event.

Shaw/LeDroit (Level M3)

Across disciplines, students need to be introduced to global perspectives as they explore today’s global challenges, and they 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, Vice President, Office of Global Citizenship for Campus, Community, and Careers, AAC&U

9:45 – 11:30 a.m.

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

SARA ABELSON, Health Behavior and Health Education, University of Michigan

MARIA ALCIVAR-ZÚÑIGA, Human Development and Family Studies, Iowa State University

CIARA CHRISTIAN, Language, Literacy, and Culture, University of Maryland–Baltimore County

ZACHARY DEL ROSARIO, Aeronautical and Astronautical Engineering, Stanford University

BRETT RANON NACHMAN, Educational Leadership and Policy Analysis, University of Wisconsin-Madison

DOUG VALENTINE, Sociology, University of Missouri

EDGAR VIRGÜEZ, Environmental Sciences and Policy, Duke University
Independence Salon D (Level M4)

These sessions are open to members of the Presidents' Trust and presidents of AAC&U member institutions who preregister. Please visit the Registration Desk in the M4 lobby if you would like to register for these sessions.

AAC&U thanks Microsoft for sponsoring the Presidents' Trust Symposium

2:00 – 2:45 p.m.

Welcome and Opening Discussion of a Vision for Liberal Education

LYNN PASQUERELLA, President, AAC&U; GRANT CORNWELL, President, Rollins College (Chair of the Presidents’ Trust); MARY DANA HINTON, President, College of Saint Benedict (Incoming Chair of the Presidents’ Trust)

3:00 – 4:00 p.m.

Leveraging Institutional Commitment to Community as a Model for Financial Sustainability

In an era of acute fiscal stress for a majority of universities and colleges, how might civic engagement provide a pathway toward fiscal stability? The panel will explore the benefits and barriers in implementing this approach, including fiscal considerations related to mission, student enrollment and retention, fundraising and grants and institutional reputation. The panel will also discuss benefits for curricular coherence, faculty commitment, and opportunities for research. Additionally, the session will address challenges of undertaking this approach, including reliance on soft funds, sustainability, threats of leadership change, and sensitivity to community voice and impact.

MODERATOR: RICHARD GUARASCI, President Emeritus, Wagner College; JONATHAN ALGER, President, James Madison University; LILY McNAIR, President, Tuskegee University; LENORE RODICIO, Executive Vice President and Provost, Miami Dade College; NYEEMA WATSON, Associate Chancellor for Civic Engagement, Rutgers-Camden

4:15 – 5:15 p.m.

Lessons Learned: Applying Research Findings from NSLVE and Studies of Political Campus Climates

For the past four federal elections, researchers at Tufts University’s Institute for Democracy & Higher Education (IDHE) have been measuring college and university student voting rates via the National Study of Learning, Voting and Engagement (n-solve). IDHE also studies the attributes of campus environments conducive to student political learning, discussion, equity, and participation—findings that can help educators manage in an era of extreme polarization, challenges to speech and inclusion, misinformation, and partisan threats to academic freedom. In this session, presidents will consider past student voting data as well as ways to increase voting while simultaneously navigating what promises to be a lively yet turbulent election season.

NANCY THOMAS, Director, Institute for Democracy and Higher Education, Tufts University

5:15 – 5:30 p.m.

Closing Remarks

LYNN PASQUERELLA, President, AAC&U
Thursday, January 23

11:30 a.m. – 12:30 p.m.

CONCURRENT SESSIONS

PANEL

Academic Freedom and the Challenge of Diversity

Union Station (Level M3)

Academic freedom and free speech have become flash points of controversy, with faculty members threatened for their expression on social media, external funders demanding inappropriate control, and students protesting controversial speakers. These challenges occur as colleges and universities must adapt to a more diverse student body. This panel brings faculty and university leaders together to grapple with these issues.

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; EMILY HOUH, Gustavus Henry Wald Professor of the Law and Contracts, University of Cincinnati; JUAN GONZALEZ, Richard D. Heffner Professor of Communications and Public Policy and Professor of Professional Practice in Journalism and Media, Rutgers University

NESS Book Award Lecture

Marquis Salon 1/2 (Level M2)

In Jim Crow Campus, author Joy Ann Williamson-Lott explores how the black freedom struggle and the anti-Vietnam War movement dovetailed with faculty and student activism in the South to undermine the traditional role of higher education and bring about social change.

JOY ANN WILLIAMSON-LOTT is Dean of the graduate school and professor of the history of education at the University of Washington College of Education and coeditor of the History of Education Quarterly.

MODERATOR: KATHLEEN WOODWARD, Professor and Director of the Simpson Center for the Humanities, Lockwood Professor in the Humanities, University of Washington

The author will be available for a book signing from 3:30 to 4:00 p.m. on Thursday, in Marquis Salon 15.

SEMINAR SESSION (Participation is limited; please arrive early.)

Inviting Leaders:
First Step, Executive Presence

Monument (Level M4)

If someone says executive presence, what do you imagine? Do you think about how you show up? How do you act, speak, and look? As women, our ability to go to the next level may be stymied by our executive presence. We know our jobs and we do them well. Yet, we do not get the recognition and promotion we expect. During this session, let’s look at who we are and where we are going next as we build our executive presence. This session is significant to leading a higher education institution. Women make up a significant portion of the faculty. It is critically important that women see themselves leading and that they have methods for managing their daily work.

VERNA FITZSIMMONS, President, Higher Education Resource Services (HERS)

Using Data to Improve Outcomes

Treasury (Level M4)

The current trend of “big data” has not escaped higher education, and with constant drive toward increasing access and quality, how can higher ed leaders tap into the world of data to improve outcomes? Data can be a helpful tool, but it can also be daunting to know where to begin. In this panel, three experts will share best practices and strategies for turning numbers into outcomes as well as share tips on how you can work with their groups to approach these initiatives.

MODERATOR: ANDY TONSING, Program Officer, Online Learning and Educational Technology, CKF Staff; ROBERT ANDERSON, President, State Higher Education Executive Officers Association; BRIAN BRIDGES, Vice President, Research and Member Engagement, United Negro College Fund; JULIE URANS, Vice President, Online and Strategic Initiatives, University Professional and Continuing Education Association

This session is presented by The Charles Koch Foundation.

Educational Intelligence:
Connecting Data to Drive Improvement

Independence Salon F (Level M4)

It’s more important than ever to use data to improve student and institutional outcomes, yet many institutions still struggle with disconnected data, technology systems, and processes that make it challenging to generate the right insights to drive meaningful change. In this interactive discussion, institutional leaders will share their experiences breaking down data silos, fostering a culture of transparency and collaboration, and implementing technology systems that provide a more holistic picture of program and institutional quality.

MODERATOR: MATT BARTEL, Watermark; MICHELE ATKINS, Assistant Provost for Accreditation and Research, Union University; KIMBERLY McELVEEN, Assistant Vice President for Institutional Assessment, Columbus State University; JERRY EDMONDS, Senior Assistant Provost, Academic Programs, Syracuse University

This session is presented by Watermark.
**Panel**

**Inclusive Excellence and Integrative Learning: Signature Work Revisited**

Marquis Salon 14 (Level M2)

Many schools have begun to organize and scale integrative learning and signature work opportunities on their campuses, but have we actually moved the needle on inclusive excellence? In 2015, AAC&U invited eight liberal arts campuses to the LEAP Challenge with the aim to provide signature work experiences for all students. A half decade later, this session examines lessons learned and new (disaggregated) data from students at the original LEAP Challenge institutions. We also discuss insights from work beyond those at the small liberal arts LEAP Challenge institutions. We argue for the need to supplement work on integrative learning and signature work opportunities with an increased focus on understanding the distinctions among diversity, inclusion, equity, and justice, offering a framework and rubrics that measure depth of engagement through progress within and across the four domains as a way to assure integrative learning and signature work opportunities meet the goals of inclusive excellence.

_NANCY BUDWIG, Professor, Clark University; NORM JONES, Chief Diversity and Inclusion Officer, Amherst College; JEFFREY RATLIFF-CRAIN, Vice-Chancellor for Academic Affairs & Innovation, University of Minnesota Rochester_

**Panel**

**Diverse Strategies for Mentoring, Coaching, Advocacy, and Sponsorship of College and University Professional Women**

Independence Salon G/H (Level M4)

As the landscape of higher education continues to become more complex, the need to engage diverse women faculty, staff, and administrators in formal mentoring and coaching has never been more critical. As college and university leaders, we are being called to create the conditions for cultivating and inspiring leadership within and across the ranks, preparing pathways for formal leadership positions and informal roles and responsibilities that women will assume during their tenure within the academy. How do we create opportunities for women to reflect on their professional journeys and contributions? How do we help prepare women for their next roles in university leadership? How do we build a network of diverse women within and across institutions that can provide advocacy, support, and guidance? Join us in a panel discussion moderated by Marjorie Hass, President of Rhodes College, for diverse higher education women leaders around strategies and opportunities in mentoring.

_MODERATOR: MARJORIE HASS, President, Rhodes College; MICKI MEYER, Lord Family Assistant Vice President of Student Affairs & Community, Rollins College; LISA PERFETTI, Provost, College of Wooster; ANGELA WEBSTER, Associate Vice President for Institutional Diversity and Inclusion, and Associate Professor of Leadership Studies, University of Central Arkansas; RANDI TANGLEN, Associate Professor of English and Director of Faculty Development, Austin College_

**Research Session**

**Context Matters: How Institutional Factors Shape Undergraduate STEM Education Reform**

Marquis Salon 13 (Level M2)

In this research session, we will report on emergent findings from a study aimed at leveraging the seven-year AAU Undergraduate STEM Education Initiative to examine the institutional landscape in which innovations to undergraduate STEM education take place. We will (1) examine the approaches and leadership roles that campuses are putting in place to support undergraduate STEM education reforms; (2) explore the ways in which universities are successfully coordinating multiple undergraduate STEM education reforms to achieve sustainable change on campuses; and (3) highlight why institutional factors and context are so critical to successful educational reform.

_EMILY MILLER, Associate Vice President of Policy; and TARA KING, Higher Education Project Manager—both of Association of American Universities; MARY DEANE SORCINELLI, Senior Fellow, Center for Teaching & Learning, University of Massachusetts Amherst_

**“Fishbowl” Discussion**

**Redesigning College: Whole Education for the Whole Student**

Mint (Level M4)

This session will bring together a group of creative educational design-thinkers and practitioners, whose commitment to the cutting-edge redesign of the undergraduate experience—including curriculum, credit-economy, and academic calendar—is grounded in their commitment to holistic learning for the whole student.

_BRYAN ALEXANDER, Center for New Designs in Learning and Scholarship (CNDLS) Senior Scholar, Georgetown University; ADAM BUSH, Vice President of Academic Affairs and Provost, College Unbound; JOY CONNOLLY, President, American Council of Learned Societies; and ELAINE MAIMON, President, Governors State University_

_This session is presented by Bringing Theory to Practice._
Thursday, January 23

11:30 a.m. – 12:30 p.m. (continued from previous page)

PANEL

Assessing Institutional Capacity to Support Inclusive Excellence

Judiciary Square (Level M3)

Advancing a vision for inclusive excellence requires commitment, strategy, institutional will, and a comprehensive approach to understanding and addressing the changing needs of the community. For many institutions, advancing such a vision represents a significant institutional and cultural change.

The University of Richmond launched a strategic plan that includes a “Thriving and Inclusive University Community” as one of its five pillars. The university appointed three university committees and engaged with a strategic consulting partner to assess the institution’s capacity to support inclusive excellence and advise the university in its important work. This session serves as a case study highlighting one institution’s approach to anchoring inclusive excellence to the mission of the university and models how effective external, strategic partnerships can support successful assessment, strategic planning, and implementation processes that drive institutional change.

RONALD CRUTCHER, President; JEFF LEGRO, Executive Vice President and Provost; AMY HOWARD, Senior Administrative Officer; PATRICIA HERRERA, Associate Professor of Theatre and Dance, Cochair of the Institutional Coordinating Council for Thriving, Inclusion, Diversity, and Equity; GLYN HUGHES, Director of Common Ground, Cochair of the Institutional Coordinating Council for Thriving, Inclusion, Diversity, and Equity; ASHELEIGH BROCK, Assistant to the President—all of University of Richmond

PANEL

The Experiential Humanities: Models, Methods, and Misconceptions

Supreme Court (Level M4)

This session will explore recent trends and developments in the experiential humanities. As a high-impact practice, experiential learning is often lauded as a key pedagogical innovation in higher education which can boost engagement, enhance civic values, and develop tangible knowledge and skills for life after college. Given the pressures on the humanities to demonstrate value in these areas, experiential approaches and innovations are on the rise across the sector. In this session, a variety of models and methods will be explored at different scales—the classroom, the major, and the institution as a whole. What is working and holds promise? What lessons can be learned? What are the potential pitfalls and concerns regarding the implementation of experiential learning within the humanities?

JAY ROBERTS, Associate Vice President, Academic Affairs, Earlham College; ANDY MINK, Vice President of Education, National Humanities Center; HEATHER PLEASANTS, Associate Director, Office of Institutional Effectiveness, University of Alabama; SARAH HARDY, Professor of English and Assistant Dean of the Faculty, Hampden Sydney College

DISCUSSION SESSION

Administrators of Color Navigating the Challenge of Leadership

Georgetown (Level M1)

Featuring perspectives from both public and private universities, this discussion section will explore how administrators of color learn to navigate and manage students’ expectations for institutional change. Panelists will discuss key findings related to diversity from national data sets in order to better understand how different institutions are responding to national trends in student attitudes. The panelists will also share case studies from their own institutions to provide nuanced examples of how administrators of color are applying their leadership in higher education.

HIDEKO SERA, Associate Dean of Education, University of Redlands; MARCIA HERNANDEZ, Associate Dean, University of the Pacific; MARY ANN VILLARREAL, Vice President for Equity, Diversity and Inclusion, University of Utah; MARGARET HUNTER, Associate Provost of Recruitment & Student Success, Mills College

RESEARCH SESSION

Preparing for the 2020 Election Season and Beyond: Applying Research to Inform Practice

University of DC/Catholic University (Level M1)

The preparation of students to serve as civically engaged actors is a key goal of higher education, and the health of our democracy depends on it. But how well are higher education institutions achieving this and how can they do better? Further, in this reactive age of heightened political activity, how can higher education practice become more proactive and intentional in civic and political matters?

In this session, we will look at college student trends in electoral participation across the four most recent US national elections, as well as research-grounded best practices for college campus political learning and engagement. After looking at the state of research, we will focus on pointed and practical issues that many campuses can and do deal with in today’s political climate. Attendees will have the opportunity to engage directly with sensitive topics and peer insights, along with data developed from years of topical research.

ADAM GISSONDI, Director of Impact; NANCY THOMAS, Director; PRABHAT GAUTAM, Data Manager—all of the Institute for Democracy & Higher Education, Tufts University
PANEL
Harnessing the Power of Peers to Foster Student Success
Chinatown (Level M3)

Decades of research shows that students’ peers have considerable influence on their attitudes and behavior. However, institutions rarely employ large-scale efforts to facilitate educationally purposeful peer-to-peer interactions. This session will briefly review the documented influence of peers to help foster desired college outcomes and discuss how to use strategically technology-enhanced peer tutoring and mentoring approaches to promote student success that are consistent with the characteristics of high-impact practices. That is, peer tutoring and related activities such as advising and leadership training must be designed consistent with promising practice and implemented with fidelity in a manner that is congenial with the campus culture and student needs. Educators from large and small schools will briefly outline their institutional efforts and lead a discussion of other approaches to leverage and scale the power of peer influence to help undergraduates acquire and deepen 21st-century proficiencies.

GEORGE KUH, Chancellor’s Professor Emeritus of Higher Education, Indiana University; WILLIAM HUDSON, JR., Vice President of Student Affairs, Florida A&M University; FAROUK DEY, Vice Provost for Integrative Learning & Life Design, John Hopkins University; ANGELA LINDNER, Associate Provost for Undergraduate Affairs, University of Florida; SAMYR QURESHI, Cofounder and CEO, Knack

PANEL
Creating Relationship-Rich Undergraduate Institutions and Classrooms
Marquis Salon 12 (Level M2)

As alumni look back on their undergraduate years, what they value most are the relationships they formed—the people who helped them feel like they belong, discern their purpose in the world, and learn deeply from their studies. If relationships are so important in college, why don’t we tell students that—and design our educational programs to make relationships happen? In this panel, we will consider what is possible when we frame college as an intentional journey defined by relationships with faculty, staff, and fellow students that hold promise of learning and transformation.

Panelists will explore three questions based on their groundbreaking work on diverse campuses: How do we make relationship-rich undergraduate education a cultural priority at our institutions? How would college be different if we examined our work through the lens of relationships? And how can institutions and individuals act to make this happen for all students?

LEO LAMBERT, Professor and President Emeritus, Elon University; ALISON COOK-SATHER, Mary Katharine Woodworth Professor of Education, Bryn Mawr College; TIMOTHY EATMAN, Dean of the Honors Living-Learning Community, Rutgers University-Newark; JOIANNE SMITH, President, Oakton Community College; UMA SWAMY, University Lecturer and General Chemistry Coordinator, Florida International University; PETER FELTEN, Executive Director, Center for Engaged Learning, Elon University

SEMINAR SESSION (Participation is limited; please arrive early.)
Collaboration and Higher Education in the Age of Disruption
Mount Vernon Square (Level M3)

The pace of change in the world and workplace is accelerating, and every industry, including higher education, is being disrupted. How do we reshape higher education so that we can succeed in this new era? We collaborate.

By identifying and pursuing strategic partnerships with individuals and institutions—whether academic, industry, nonprofit, community, or government—colleges and universities can create a multidimensional education ecosystem that supports a constellation of enhanced educational offerings at lower costs, enhances the student experience, enables lifelong learning, and fosters strong industry and alumni connections.

STEPHEN SPINELLI JR., President, Babson College

ACAD SESSION
Breaking Down the Silos: Genuine Academic Engagement with Institution-Wide Retention
Liberty Salon J/K (Level M4)

The higher education community talks a good game about academic and student affairs collaboration in retention, but academic contributions have been peripheral. These three institutions report that full engagement of the campus, working across traditional silos, to review evidence, plan, and implement retention initiatives resulted in the improvement, and enhancement of the core academic work already underway (pedagogy, curriculum, and advising).

VICTORIA MCGILLIN, Resident Fellow, John N. Gardner Institute; IAN BINNINGTON, Dean of Curriculum & Registrar, Allegheny College; FORREST ANDERSON, Associate Provost, Catawba College; TRACY PARKINSON, Executive Vice-President; SUSAN HENDERSON, Provost and Dean of the Faculty—both from Coker University
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.

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 sociopolitical divisiveness, economic instability, and public distrust. In this fraught landscape, colleges and universities are called to reconnect people from different walks of life and to foster equitable outcomes.

John Hope Franklin once said, “The arc of history is long, but it bends toward justice.” The trajectory of our nation and the arc of history have been haunted by the ghosts of those we believed were banished. How can the institutions of higher education serve as anchor institutions in our communities to reassemble the governance of the public good?

As President of the New American Colleges and Universities, I believe higher education is uniquely positioned to help answer this question. We have an obligation to reflect critically on our work and to transform our practices to serve the public interest.

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

The Boyer Award Lecture is presented by the New American Colleges & Universities.
“FISHBOWL” DISCUSSION

Listening With:
A Model for Community Engagement

Mint (Level M4)

This session will focus on the significance of “listening with” as a practice of authentic, effective academic-community engagement. It will emphasize the importance of going beyond deficit models of community engagement, in which academic partners implicitly posit the community as a landscape of problems for which higher education can offer expert solutions. But it will also suggest the need to go beyond “listening to” community, to embed active, sustained listening in relationships that lift up community voice. Participants will include both academic and community partners from BTtoP’s PLACE Collaboratory (Partnerships for Listening and Action by Communities and Educators), a network of partnerships in four regional communities seeking to develop public agendas through such “listening with.”

ANNE GALLETTA, Professor and Chair of the Curriculum and Foundations Department, Cleveland State University; YESENIA HUNTER, PhD Candidate, University of Southern California; DAVID SCOBEY, Director of Bringing Theory to Practice; and JACK TCHEN, Inaugural Clement A. Price Chair in Public History and the Humanities Director, Rutgers University-Newark

This session is presented by Bringing Theory to Practice.

PANEL

Best Practices in Minority Faculty Recruitment & Retention

Marquis Salon 1/2 (Level M2)

This session identifies best practices when it comes to faculty recruitment and retention of minority candidates. What are the most effective strategies to yield the most diverse candidate pool possible? What are the keys to retaining minority faculty for the long haul? How can you build your own pipeline of diverse talent ready and able to accept a call when it comes? What roles should graduate schools play in preparing underrepresented candidates for the job market? In this session, Diverse: Issues in Higher Education highlights best practices in minority faculty recruitment and retention.

MODERATOR: JAMAL ERIC WATSON, Editor-At-Large, Diverse: Issues In Higher Education; JAMES MOORE III, Vice Provost of Diversity, The Ohio State University; SHAUN HARPER, Professor, Executive Director of the USC Race and Equity Center, University of Southern California; ARACELI FRIAS, Assistant Dean of Diversity, University of Utah; LAWRENCE POTTER, Chief Academic Officer, University of the District of Columbia; ASTRID TUAMINE, President of Utah Valley University

This session is presented by DIVERSE.

EYP

Small, Medium, or Large—It’s All Active Learning

Treasury (Level M4)

The concept of active learning is embedded in teaching pedagogy across a multitude of disciplines and course types. It is not just the SCALE UP classroom model. When planning for these types of learning environments, what is the impact on square footage? How do the furniture and technology impact the planning requirements for the space? And what about training the faculty to use the resources and technology in new classrooms?

Exploring a continuum of different spaces sized from 12 students to 300, this session will share lessons learned from the design of learning spaces in the last five years, drawing on construction projects with small, private liberal arts colleges, medical education programs, and large, state universities.

CHARLES KIRBY, Academic Planning & Design and MELISSA BURNS, Academic Planning & Design—both of EYP Architecture & Engineering

This session is presented by EYP Architecture and Engineering.

PANEL

Leadership in the Pursuit of One Goal:
Quality and Equity

Capitol/Congress (Level M4)

This “flipped” session, which will begin with active discussion and conclude with knowledgeable perspectives, will ask “An Invitation to Lead—Where?” Two familiar challenges stand as widely accepted priorities: quality and equity. Less widely recognized is the critical synergy between the two. Without improved quality, there can be no meaningful equity. Without improved equity, claims for quality ring hollow. The session will first feature brief institutional presentations illustrating the coordinated pursuit of quality and equity. Panelists with direct experience of initiatives in pursuit of both quality and equity will then reflect on their experience, and on the examples they have heard. Finally, the panelists and participants will offer suggestions for other initiatives well worth consideration. In a direct sense, they will be offering “invitations to lead.”

PAUL GASTON, Trustees Professor Emeritus, Kent State University; SCOTT EVENBECK, President, Guttman Community College; JOSE MORENO, Chair, California State University Long Beach; ZAINAB OKOLO, Strategy Director, Lumina Foundation

This session is presented by EYP Architecture and Engineering.
Collaborative, Problem-Based Development of Institutional Leaders at Liberal Arts Colleges

Judiciary Square (Level M3)

This session introduces a leadership development program planned by the Council of Public Liberal Arts Colleges (COPLAC). Member institutions share a common mission, face similar challenges, and have similar institution-level visions and priorities. Plans call for the consortium to bring emerging leaders together to work in teams in a problem-based workshop curriculum, with member institutions posing challenges that are particularly difficult and urgent. Team-based collaboration will likely lead to follow-up cross-campus, short-term residencies, with projects for the workshop solicited from member institutions. Universities will nominate participants who will be matched to projects based on interest, and the knowledge and skills that they bring and aspire to gain and improve.

This model is applicable to other higher education contexts. Presenters will discuss their own histories, lessons learned, and implications for the design of COPLAC’s program. Attendees will be invited to draw on insights from their own careers, institutions, and experiences with other leadership programs.

COLE WOODCOX, Executive Director, Council of Public Liberal Arts Colleges, University of North Carolina Asheville; SCOTT BEARD, Provost, Shepherd University; ALLEN BERGER, Professor of Anthropology and former Chief Executive Officer, University of Alberta Augustana; JANET GOOCH, Provost and Vice President for Academic Affairs, Truman State University; KAREN MORANSKI, Senior Associate Vice Provost for Academic Programs, Sonoma State University

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

PANEL

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

Georgetown (Level M3)

This presentation will invite a diverse group of leaders in higher education to share lessons on “high-impact practices” from a diverse range of campuses, including Rutgers University-Newark, University of Texas–Austin, Providence College, and College Unbound. After offering insights from experimentation on what works in developing and scaling learning communities, engagement cohorts, diversity and community engagement efforts, global learning, and other high-impact practices, panelists will especially focus on what’s missing from the current framing of high-impact practices—and what we can do about it. The panel will explore how engagement practices must be part of efforts must focus on transforming pedagogy, knowledge creation, and democratic institutions to have deeper impact on campuses and communities. Ultimately, this session will be about reimagining “high-impact practices” for the next generation of engagement.

NICHOLAS LONGO, Professor, Public and Community Service Studies, Providence College; TIMOTHY EATMAN, Dean, of the Honors Living-Learning Community, Rutgers University–Newark; ADAM BUSH, Provost, College Unbound; SUCHITRA GURURAJ, Assistant Vice President, University of Texas–Austin

Strengthening Guided Pathways and Career Success by Ensuring Students Are Learning

Independence Salon E (Level M4)

Hundreds of colleges across the country are implementing the guided pathways framework to advance student success. Early evaluations have shown considerable progress on the first three pillars of the framework: (1) clarify the paths, (2) help students get on a path, and (3) help students stay on their path. The Association of American Colleges and Universities (AAC&U), in collaboration with the Center for Community College Student Engagement at the University of Texas at Austin, is currently working with twenty community colleges to build institutional capacity and to develop resources that will help institutions strengthen their efforts to advance work on the fourth pillar, ensure students are learning, as part of the Guided Pathways framework. This facilitated discussion will focus on the campus teams’ progress to date, with emphasis on faculty development, equity-focused assessment of student outcomes, and campus participation in the VALUE Institute. The project was launched with support of the Bill & Melinda Gates Foundation and the Ascendium Education Group, Inc.

DEBORA ORTLOFF, Vice President for Strategic Initiatives and Assessment, Finger Lakes College; BETTY FORTUNE, Executive Director of Success and Completion, Houston Community College; BARIKA BARBOZA, Director, Learning and Program Evaluation, Miami Dade Community College; JUDITH HOGAN, Dean of Business, Education, and Public Service, Middlesex Community College; MICHAEL JACOBS, Dean, Humanities & Social Sciences, Monroe Community College; CHRISTOPHER NELSON, Dean of Liberal Arts, South Texas College; TIA BROWN MCNAIR, Vice President for Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers, AAC&U

PANEL

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

Independence Salon G/H (Level M4)

Academic advising, one of the most common initiatives for student success, has unrealized potential as a high-impact educational initiative to support historically underserved and “new-traditional” students navigating the undergraduate experience toward personal, academic, and career success. Partners from the national Advising Solutions Network will draw from higher education research, advising and student learning theory, and best practice guidelines to discuss challenges and opportunities for institutions to provide high quality and equitable advising.

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

Equity-Based Student Mentorship Models:
High-Impact Practices for Student Belonging, Success, and Persistence
Chinatown (Level M3)

Mentorship plays an important role in increasing students’ sense of belonging and can lead to student success and equity. Santa Barbara City College, recipient of the Dr. John W. Rice Diversity & Equity Award, and CSU Channel Islands, recognized with the Seal of Excellence, both share how they have developed equity-minded mentorship programs at their respective campuses to promote student success. Learn about engaging strategies employed by both faculty mentors and peer mentors.

Workshops participants will be exposed to two successful campus mentorship models that can be adapted on large or small campuses, campuses with vast and limited resources, and two and four-year institutions. In this highly interactive session, participants will have the opportunity to practice engagement and goal-setting tools used with mentees. Participants will leave with the tools to apply multiple approaches, practices, and models for equity-based student mentorship at their home institutions.

ELIZABETH IMHOF, Faculty Director, Faculty Resource Center, Santa Barbara City College; MICHELLE HASENDONCKX, Assistant Director, Student Academic Success & Equity Initiatives, California State University Channel Islands; AMANDA QUINTERO, Associate Vice Provost for Student Success & Community Engagement, California State University Channel Islands

PANEL

From Chance to Intention:
Supporting Women’s Entrepreneurial Pathways to Academic Leadership
Marquis Salon 12 (Level M2)

In a series of five linked HEDs UP-style talks, this session will challenge audience members to reformulate their conceptualizations about leadership pathways in order to increase the diversity of leadership in higher education. Higher education desperately needs diverse voices to bring innovation into decision-making, as highlighted in the recent Chronicle of Higher Education article, “What Happens When Women Run Colleges?” Yet while women forge multiple pathways into academic leadership, too many get funneled into associate-type positions, which can block their potential. Women and people of diverse identities often possess unrecognized transferable skills that are gained through unconventional career paths. Our goal is to make the value of these multiple paths into higher educational leadership more visible to both decision-makers and potential future applicants. Because we hope to stimulate robust discussion, the talks will be both brief and provocative, followed by thought exercises and then open discussion. #ShapingBoldLeadership

ANDREA REHN, Associate Dean & Director, Whittier College; ELIZABETH SAYRS, Dean of University College and Senior Vice Provost for Undergraduate Education and Student Success, Ohio University; KRISTIN ENGLISH, Mass Communication Coordinator and Associate Professor, Georgia College & State University; JESSICA LAVARIEGA MONFORTI, Dean, College of Arts & Sciences, California Lutheran University; AMINAH MASSENBURG, Director of Compliance and Privacy Officer, The College of New Jersey

SEMINAR SESSION (Participation is limited; please arrive early.)

The Human Capacity to Hate and Demonize Others:
Resources to Align Research, Teaching, and Student Formation
Monument (Level M4)

This session introduces innovative resources available through a newly formed consortium of academic centers for the rigorous study of hate. Can the research, teaching, and student formation in higher education shape a future where fewer people have their lives, their politics, their culture disrupted by hate of the “other”? How can our institutions align our resources and objectives to lean into today’s most relevant and challenging tensions of seeing our neighbors on campus and on the other side of the border as “the other”?

Our work addresses dehumanizing in any of its manifestations from antisemitism to xenophobia from a multidisciplinary perspective. Participants will explore the open access International Syllabus Project (a collection of syllabi from dozens of disciplines), identify research in the academic peer-reviewed Journal of Hate Studies (open access), learn about timelines for upcoming International Conferences on Hate Studies, locate reports analyzing crime statistics and review a database of international extant literature, and hear about faculty-focused and student-focused initiatives designed to spur new courses, new thinking, and perhaps new interdisciplinary concentrations and clusters about hate.

KRISTINE HOOVER, Associate Professor, School of Leadership Studies, and Director, Gonzaga University Institute for Hate Studies; KENNETH STERN, Director, Bard College Center for the Study of Hate

PANEL

Tradition Shaping Change:
Exploring General Education in and Beyond the Middle East and North Africa
Union Station (Level M3)

In 2019, AAC&U published an e-book titled Tradition Shaping Change: General Education in the Middle East and North Africa. This panel discussion, including contributors to the e-book, will open with observations about general education (GE) as it is evolving in institutions in the Middle East and North Africa (MENA). Discussion with the audience will engage key findings, explore tensions between indigenous and global features of GE, and consider the landscape of higher education in the Arab world. Topics will include program philosophy, design, learning outcomes, and assessment. Participants will emphasize challenges to GE as well as potential for growth in the MENA region and beyond. The panel will also invite the audience to offer examples of GE as it is evolving worldwide. The goal of the session will be to enrich and deepen understanding of GE as a complex global phenomenon and to encourage the exchange of ideas and communication.

SUSAN ALBERTINE, Senior Scholar, AAC&U; ABDOU NDOYE, Assistant Vice Provost for Assessment, Northern Kentucky University; MAHA AL-HENDAWI, Associate Professor of Special Education, Qatar University; DONALD BAKER, Executive Dean, Qatar University; GHADA ELSHIMI, Dean of Undergraduate Studies and Academy of Liberal Arts; RANA SOBH, Director of the Core Curriculum Program—both of The American University in Cairo
2:15 – 3:30 p.m. (continued from previous page)

SEMINAR SESSION (Participation is limited; please arrive early.)

Is Innovation Killing Us?  
The Past, Present, and Future of “Alternative” Education

Mount Vernon Square (Level M3)

Evidence suggests that high-impact practices propel student learning, but what if students aren’t interested in those practices? Is it possible that enrollment decline might be connected to an embrace of high-impact practices? This seminar unpacks this polemical proposition by sharing a case study of a prominent “alternative” liberal arts college. What might be the future for “experimental” colleges in the emerging higher education landscape? How well do “alternative” pedagogical and curricular models meet the needs of students today and in the future? How might we understand the lexical shift from “alternative” and “experimental” to “innovative” when we talk about higher education? Seminar participants are invited to bring a wide range of ideas and institutional backgrounds to the table as we discuss how lessons from one case study might reverberate in multiple contexts and inform our thinking about institutional change.

KATHLEEN EAMON, Dean of Evening and Weekend Studies and Summer School; GREG MULLINS, Dean for Instructional Support and Library/Media Services; TREVER SPELLER, Dean of Curriculum—all from The Evergreen State College

3:30 – 4:00 p.m.

NETWORKING BREAK

Connect with Colleagues and Visit Our Exhibitors While Enjoying Light Refreshments

Ballroom Foyer (Level M4)

AAC&U thanks Strada for sponsoring this Networking Break.

NESS Award Book Signing

Marquis Salon 15 (Level M2)

Joy Williamson-Lott will be available to sign copies of her book, Jim Crow Campus. Her book is for sale at the publications table on M4.

4:00 – 5:00 p.m.

CONCURRENT SESSIONS

PANEL

Longevity, Intergenerational Learning, and the Future of Higher Education

Marquis Salon 12 (Level M2)

Embracing the opportunity to address the looming demographic population shift of adults living longer and better, innovative colleges are developing programs designed to help people approaching the end of their traditional careers transition to a more meaningful next stage in their lives. A group of academic leaders are forming an alliance of institutions interested and engaged in this type of programming, sharing ideas, best practices, program formats, and experiments in intergenerational learning.

PHIL PIZZO, Founding Director of Stanford University’s Distinguished Careers Institute, along with colleagues from the University of Notre Dame, the University of Minnesota, the University of Texas at Austin, and Foothill College, will convene a dialogue on how and why this concept in learning throughout the life span could be envisioned and put into practice for educators willing to challenge the status quo and lead a transformation at their institutions.

PHIL PIZZO, Founding Director, Stanford Distinguished Careers Institute; Former Dean, School of Medicine, Stanford University; THOMAS SCHREIER, Founding Director, Inspired Leadership Initiative, University of Notre Dame; KATE SCHAEFFERS, Executive Director, Advanced Careers Initiative, University of Minnesota; KRISLY LISLE, Executive Vice President of Instruction & Student Services, Foothill College; AMON BURTON, Co-founder of TOWER Fellow Program, University of Texas at Austin
Learning from Leaders Receiving the Delphi Project Award—Supporting Contingent Faculty

Independence Salons A/B (Level M4)

In this session, we will highlight campus awardees (Santa Monica College and Penn State) that have moved to create better policies and practices to support contingent faculty. These campuses were identified through an award given by the Delphi Project on the Changing Faculty and Student Success. They will describe the new policies, practices, and programs that they put in place and explain how they went about making these changes, and share advice and lessons. Delphi Project staff will provide background about the award goals and provide information for campuses that may want to apply in the future.

ADRIANNA KEZAR, Professor of Education, University of Southern California; ASHLEY FINLEY, Senior Advisor to the President and Vice President of Strategic Planning and Partnerships, AAC&U

DISCUSSION SESSION

Student-Faculty Partnerships: An Inclusive Approach to Student and Faculty Success

Archives (Level M4)

Student-faculty partnerships can empower students from underrepresented and/or underserved groups and promote cultures of belonging on university campuses. Though formed for a variety of purposes (e.g., research collaborations, pedagogical growth), partnerships are grounded in all cases on the principles of respect, reciprocity, and responsibility. In this session, three cofacilitators who have initiated partnership programs at different types of institutions will guide participants in exploring how partnerships can augment the experience of belonging for students and faculty at their institutions. Facilitators will share how they have identified and addressed challenges to productive partnerships, and they will use critical questions and prompts to engage participants in an interactive conversation about how partnerships can enrich their institutional cultures. Participants will leave the session with a foundation for designing and implementing a partnership program at their home institutions.

BILL REYNOLDS, Director, Lucas Center for Faculty Development and Associate Professor of Social Work, Florida Gulf Coast University; ALISON COOK-SATHER, Mary Katharine Woodworth Professor of Education and Director, Peace, Conflict and Social Justice Concentration and Director, Bryn Mawr College; LESLIE ORTOQUIST-AHRENS, Director, Center for Teaching and Learning, Director of Faculty Development, Associate Professor of Comparative Literature, Berea College

Curricula and Communities:
Encouraging Students to Make a Difference

Marquis Salon 14 (Level M2)

Project Pericles works with faculty to enhance links between the curriculum, campus, communities, and colleagues encouraging students to connect knowledge with real-world responsibilities. Periclean Faculty Leaders (PFLs) from campuses across the US develop courses and programs that reinforce the civic responsibility of students. PFLs discuss curricular programs that strengthen critical thinking, skills, and social responsibility. They are paired in a unique form of faculty development. The panel explores: the educational, economic, environmental, and public health impact of urban green schoolyards in Los Angeles; connections between Baltimore’s religious communities and the world’s religions generally; thereafter that articulates the narratives of local public servants; students collaborating with teachers to plan, develop, teach, and assess curriculum embedded with themes of social justice; and video as a means to explore re-entry from jail and community arts. With audience participation, panelists will discuss replicable best practices, tactics, challenges, and skills.

JAN RISE LISS, Executive Director, Project Pericles; BEVIN ASHENMILLER, Associate Professor of Economics, Occidental College; ANN DUNCAN, Associate Professor of American Studies and Religion, Goucher College; ANN MUSE, Professor of Theatre Arts, Hendrix College; CHRISTINE OSKAR-POISSON, Assistant Professor of Education, English & Literacy, New England College

This session is presented by Project Pericles.

DISCUSSION SESSION

A Dialogue on Long Service to an Institution, Leaving a Legacy, and Professional Advancement in the Academy: Reflecting on Your Career and Supporting Others

Liberty Salon N/O (Level M4)

Leading institutions of higher education, and units within them, is difficult and complex, but the health of our institutions depends on the identification, cultivation, and support of effective leaders. There are too many examples of colleges and universities paralyzed by a series of leadership mismatches that takes a toll on institutional morale and momentum. Much important work in the academy can be described as “long plays”—initiatives that can take years to take root and bloom. How can we sustain leadership for the longer term so that these initiatives might thrive? In particular, this discussion session will focus on strategies for identifying and cultivating leaders within our own institutions and particularly from the faculty ranks—individuals who understand institutional culture and could bring courage and insight to leadership challenges. This session is intended for early-to mid-career faculty and administrators who want to assess their personal leadership trajectories.

JOHN GARDNER, Distinguished Professor Emeritus and Senior Fellow, University of South Carolina; Chief Executive Officer, John N. Gardner Institute for Excellence in Undergraduate Education; LEO LAMBERT, President Emeritus and Professor, Elon University; BROOKE BARNETT, Dean and Professor, College of Communication, Butler University; KIMBERLY KOLEDYOE, Professor & Program Coordinator of Academic Student Success, Houston Community College
This session is presented by the Council on Undergraduate Research.

JEFFREY OSBORN, Director, Drinko Center for Undergraduate Research, Westminster College; Atlantic University; Assistant Dean for Undergraduate Research, Undergraduate Studies, Florida President, Council on Undergraduate Research; Associate Dean of Undergraduate Academic Affairs University of Washington, JANICE DECOSMO, LINDSAY CURRIE, will explore strategies, resources, and outcomes for different stages of transformation, and sustain institutional cultural change. Attendees are not required. Presenters will share strategies used to coach faculty and having time and resources available for cocurricular experiences students, since prior knowledge of the value of research opportunities graduate research experiences, and to engage a diverse population of ing research-rich courses and curricula to increase student learning.

This interactive discussion-based session will explore ways in which public liberal arts baccalaureate degree model faces huge challenges, including declining enrollment and questions about degree marketability in relation to tuition debt. Potential students, especially from low-income and working-class families, are shunted into STEM-type programs, depriving our society of new voices for social justice and environmental sanity. Never has a liberal education been more critical to our survival. Academic leaders must consider new options: performance-based degrees that combine classical liberal arts with essential career skills, collaborative teaching and learning, new faculty reward structures, and animating new student populations in defense of democratic and humane values. These ideas are not new. What is new is aligning them in a mutually reinforcing and achievable baccalaureate option that is affordable and inspiring.

ROBERT FRIED, Associate Professor of Education (Retired), Northeastern University; JOSE BOWEN, Senior Fellow, AAC&U; Past President, Goucher College; GERI KING, President, Human Dynamics Associates

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

University of DC/Catholic University (Level M1)

This interactive discussion-based session will explore ways in which faculty, departments, and institutions are working toward implementing research-rich courses and curricula to increase student learning and equity in undergraduate research. Recognized as one of the most important high-impact practices in higher education, undergraduate research has evolved from its origins in one-on-one research projects to include research experiences embedded in coursework. A course-based approach is widely recognized as a way to scale early undergraduate research experiences, and to engage a diverse population of students, since prior knowledge of the value of research opportunities and having time and resources available for cocurricular experiences are not required. Presenters will share strategies used to coach faculty and departments in ways that affect student learning, drive curricular transformation, and sustain institutional cultural change. Attendees will explore strategies, resources, and outcomes for different stages of implementation relevant to their institutional contexts.

LINDSAY CURRIE, Executive Officer, Council on Undergraduate Research; JANICE DECOSMO, Associate Vice Provost for Undergraduate Research; Associate Dean of Undergraduate Academic Affairs University of Washington, President, Council on Undergraduate Research; IAN MacINNES, Howard L. McGregor Professor of Humanities, Albion College; DONNA CHAMELY-WIK, Assistant Dean for Undergraduate Research, Undergraduate Studies, Florida Atlantic University; KAREN RESENDES, Associate Professor of Biology and Co-Director, Drinko Center for Undergraduate Research, Westminster College; JEFFREY OSBORN, Dean, School of Science, The College of New Jersey

PANEL

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

Judiciary Square (Level M3)

Pedagogical Shark Tank is an innovative program institutions can use to engage faculty in the development and implementation of strategies to improve student learning, reward excellent teaching, and encourage creative and energized faculty leaders. For the first 12 minutes, the panelists will describe the shark tank format. The remainder of the session will be a demonstration with participation by members of the audience. The structure is a format for bite-sized presentations of innovative teaching adaptations in an environment structured for listening, feedback, and connectivity. Participants give four-minute “elevator pitches” describing a technique they use to enrich student learning. Panelists and audience members have seven minutes to provide feedback sparked by their own experiences. The fast-moving flow of ideas encourages concise thinking and practical discussions of teaching tactics. Panelists, presenters, and audience members all benefit from an environment celebrating creativity and new networks built around teaching.

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

Panel

Student Retention—Approaches to Curricular, Advising, and Calendar Changes

Marquis Salon 13 (Level M2)

This interactive panel presentation from member institutions of the Council for Public Liberal Arts Colleges (COPLAC) will feature innovative approaches to student retention via initiatives that holistically address student success. These efforts are critical to institutions as we seek to improve financial health and sustainability, strengthen inclusivity and diversity, achieve desired learning outcomes, and ultimately improve graduation rates.

Retention efforts are widespread and increasingly well documented. This panel unpacks three student-success oriented retention strategies that are distinctive, holistic, and impactful. In particular, we will focus on the University of Alberta—Augustana Campus’s student-centered transformation of their academic calendar; Shepherd University’s Student Success Academy and Road to Success programs; and SUNY Geneseo’s campus-wide “wildly important goal” involving a highly disciplined, four-step process for moving the dial on top initiatives. The use of technology in the form of early-alert systems such as Beacon will also be discussed.

COLE WOODFOX, Executive Director, Council of Public Liberal Arts Colleges; SCOTT BEARD, Provost, Shepherd University; ALLEN BERGER, Professor of Anthropology and former Executive Officer; KARSTEN MUNDEL, Associate Dean Academic, University of Alberta Augustana; STACEY ROBERTSON, Provost, State University of New York—Geneseo

This session is presented by the Council of Public Liberal Arts Colleges.
HEDS UP SESSION (A series of four 10-minute sessions in the spirit of TED Talks)

Shaw/LeDroit Park (Level M3)

MODERATOR: JOHN ZUBIZARRETA, Director of Honors and Past Director of Faculty Development, Columbia College

Achieving Science Literacy: Making Science Learning Accessible and Relevant to Students’ Lives

Preparing students to be science-literate is a nationwide concern. Our future lawyers, teachers, artists, voters, and parents will be called upon to make decisions about vaccinations, evaluate climate change threats, weigh health choices, and much more. Thus, it is more important than ever to advance science literacy and equip students with these leadership skills. Yet the majority of students are nonscience majors, taking only one science course. Thus, science learning must be relevant to students’ lives if they are to engage with science beyond the classroom. And, it must be accessible, to include increasing numbers of students with disabilities and English language learners. In this presentation, science literacy will be operationalized in terms of practical, real-life skills related to media and information-seeking. A novel curricular strategy, “visual science stories,” will be shared. “Visual science stories” make science education useful for nonscientists so that they can become “competent outsiders,” effectively evaluating and using science information in response to practical problems.

CARA GORMALLY, Associate Professor, Gallaudet University

Scaling HIPs to Promote Equitable Access

Equitable access to high-impact practices (HIPs) remains a challenge within higher education. Students perceive curricular, applied, and cocurricular educational experiences as disparate and unrelated. Intentional efforts must be made to help students identify and participate in all forms of experiential learning and to help students articulate connections between these experiences, with the goal of providing all students with equitable access to a high quality, applied, transformational, and affordable education as possible. IUPUI created the Institute for Engaged Learning in 2018. The Institute’s mission is to ensure that all 22,000 undergraduate students have access to four scaffolded HIPs, along an educational pathway, beginning with the first-year experience and culminating with a capstone experience. In this presentation, the motivation, processes, and structures associated with the Institute will be discussed. Challenges and key insights from a collaborative process will help inform the scaling of HIPs at other institutions.

JERRY DADAY, Executive Associate Dean; JAY GLADDEN, Associate Vice Chancellor, Dean—both of Indiana University-Purdue University Indianapolis

The Imperative of Care Over Contract

Most of our institutions successfully reframed education as student learning rather than faculty teaching. Student learning outcomes and institutional rules are often seen as part of a contract with students. This talk argues that we should now reject “contract” talk to reframe our work in terms of “care.” The imperative to adopt this mindset stems from inclusivity, pedagogy, and humanity.

The contract mindset abstracts away the particulars of anyone’s life. Rather than seeing ourselves as individuals responsible for ourselves, practicing care foregrounds our relationships and responsibilities with others—even when those relationships are largely accidental and not entered into deliberately. Caring, we recognize others’ needs, take responsibility to meet them, do the work of actually providing care, and evaluate how well the care provided met the need.

Practicing care, we recognize and address the needs of whole students and build relationships for them to learn and thrive.

BRUCE UMBAUGH, Professor of Philosophy and Director of the Global Citizenship Program, Webster University

What Would Socrates Think?

One of the longstanding pillars of liberal arts education is critical thinking, which equips students with the ability to sift through information and arguments and make judgments grounded in careful reasoning. Indeed, one might argue that the sustainability of a democratic society necessitates that its citizens are critical, autonomous, and independent thinkers.

Despite a push in higher education to improve student critical thinking skills, students still largely have poor critical reasoning skills. In an era of online information overload, the inability of college students and subsequent professionals and citizens to effectively apply sound reasoning is of growing concern. Perhaps now more than ever, the ability for citizens to effectively evaluate information is vital.

This presentation will examine the current state of undergraduate students’ critical thinking skills and the potential impact on democracy. Featured in this presentation will be undergraduate expectation, perception, and satisfaction of instructions in critical thinking.

MAYS IMAD, Professor of Genetics and Biomedical Ethics, Coordinator of Teaching and Learning Center, Pima Community College
PANEL
Quality, Access, and Affordability: Institutions Pursuing 3Fold Gains
Union Station (Level M3)

Surprisingly, institutions can improve quality, access, and affordability simultaneously. The four institutions on this panel rely heavily on familiar educational strategies such as evidence-based decision-making, essential learning outcomes, backward design for cumulative learning, high-impact practices, and authentic assessment (quality). Those same strategies can also shrink achievement gaps, reduce attrition, increase graduation rates, and speed progress to a degree (access). And those outcomes can save time and money for both the student and the institution (affordability). Let’s call these simultaneous improvements in quality, access, and affordability “3fold gains.” To sustain their educational strategies, these institutions are also each making changes their organization, academic culture, physical facilities, and certain relationships with the wider world (e.g., preparing new students and faculty for success in the academic program). We’ll then suggest a general framework for pursuing 3fold gains and ask you to consider whether your institution is already taking steps in this direction.

STEPHEN EHRMANN, Independent Scholar; TIMOTHY RENICK, Senior Vice President for Student Success and Professor, Georgia State University; ELAINE MAIMON, President, Governors State University; HOWARD WACH, Provost and Vice President for Academic Affairs, CUNY/Guttman Community College; DON BETZ, President Emeritus, University of Central Oklahoma

PANEL
Rethinking General Education in Uncertain Times: New Paths for Life and Career Preparation
Georgetown (Level M1)

For more than a decade, many universities have struggled to remain relevant and viable as they face declining enrollments and financial pressures. A well-documented demographic shift has contributed to increased competition among institutions. While some schools have had to close their doors or retreated in the face of these challenges, others have deployed a variety of promising strategies in response. This session will describe how Drury University and North Central College have redesigned their general education curricula and advising structures with the aim of empowering students to be cocreators of their liberal arts learning and their general education curricula and advising structures. Attendees will learn about and discuss innovative ways to use data to develop, apply, exhibit, and transcript both academic and career preparation. This session will also include a discussion of potential challenges regarding implementation, workability, faculty buy-in, advising and infrastructural changes to support a radically new curriculum.

JO VAN ARKEL, Professor of English, Your Drury Fusion Steering Committee; SAUNDRA WEDDLE, Professor of Architecture, Your Drury Fusion Steering Committee—both of Drury University; KRISTIN GERATY, Dean of Engaged Learning; SHEREE MEYER, Associate Dean; MELINDA WILSON RAMEY, Associate Dean; DIANNE HYSON, Dean; MARYA ENDRIGA, Associate Dean—all of California State University, Sacramento

30-MINUTE SESSIONS
There are two presentations, with Q&A, in each 60-minute session.

Capitol/Congress (Level M4)

Matrix of Academic Leadership Bias: Framework for Analysis and Action around Gender and Race/Ethnic Bias Experiences for Women

This discussion session will present the Matrix of Academic Leadership Bias (2019) with examples of how multiple dimensions of bias subtly and overtly emerge on our campuses. As more diverse students enter higher education, there is a need to diversify the faculty and leadership of our institutions, yet we hesitate to acknowledge bias within the workplace. Using the matrix, we provide a common language to address the influence of gender and racial/ethnic bias in the higher education work setting. Participants will be given an opportunity to use the matrix to describe behaviors on campus and to voice examples of personal experiences that can be commonplace within higher education institutions.

VASTI TORRES, Professor of Education; TABBYE CHAVOUS, Director of the National Center for Institutional Diversity and Professor—both of University of Michigan

Women’s Ways of Leading: Disrupting Expectations and Effecting Change in the Arts, Humanities, & Social Sciences

While all-women leadership teams in higher education are still atypical, it is prime time to ask: how well are women situated to deploy our diverse ways of knowing and leading? In what ways are women’s leadership teams, many of which operate through a more distributive model of authority and decision-making, situated to disrupt the status quo and effect transformative institutional and cultural change?

Two all-women leadership teams from Sacramento State’s College of Arts & Letters and College of Social Sciences and Interdisciplinary Studies will facilitate a discussion on such topics as:

- Distributing leadership: fostering inclusive participation in decision-making and setting values, priorities, and processes
- Strategic deployment of women’s leadership styles on-campus and in the community, e.g., relationship-building, consensus-building, collaboration, listening
- Building inclusive leadership pipelines through nontraditional succession planning and formal and informal support structures/resources
- Intersectionality as a change agent: disrupting the status quo of academic leadership

SHEREE MEYER, Dean; CHRISTINA BELLON, Associate Dean; MELINDA WILSON RAMEY, Associate Dean; DIANNE HYSON, Dean; MARYA ENDRIGA, Associate Dean—all of California State University, Sacramento
**Degrees at Work: Understanding the Work Outcomes of Non-STEM Degrees**

**Monument (Level M4)**

Too often, we define the value of education by its connection to a specific career. But while education lays a crucial foundation for work, labor market demands equally shape how people adapt their education to work. Your math or English degree is shaped by the job you find, and the job you find is in turn influenced and changed based on your prior experience and educational background (not to mention life experience). To better understand such dynamics and complexities, we analyzed the career outcomes and skills for hundreds of thousands of people as they navigate the labor market relative to six program types and published a report entitled *Degrees at Work*. This session will present the findings of our research and speak to the value of liberal arts education.

**LUKE JANKOVIC,** Executive Vice President, Higher Education at Emsi

This session is presented by Emsi.

**SEMINAR SESSION** *(Participation is limited; please arrive early.)*

**Igniting Global Perspectives through Global Learning**

**Monument (Level M4)**

This seminar will focus on global learning and how it contributes to the process of globalization in higher education. How do we teach individuals to know themselves and become learners of the interdependence between the local and the global? Education involves a globalizing practice where students learn to read their world, connecting technical knowledge and world knowledge. This session will focus on strategies for engaging students. First, humanism is explored as a process of becoming more human through individual transformation and self-development. Second, the process of knowing others and connecting to the concept of community will be discussed. If it is the teacher’s role to maintain curiosity in students and for the educators themselves to be curious, respecting ethnic, gender, religious, language, and cultural diversities, then how can global learning, or expansion of one’s perspective of self, lead to a broader understanding of global issues, global perspectives, and diverse people?

**MARIA GUAJARDO,** Vice President, Soka University, Tokyo

**SEMINAR SESSION** *(Participation is limited; please arrive early.)*

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

**Mount Vernon Square (Level M3)**

It remains one central purpose of higher education to build student capacity to act as democratic agents in their communities and elsewhere. Yet few can specify where in the curriculum or cocurriculum this outcome will be generated. As the Great Lakes Colleges Association’s Consortium for Teaching and Learning begins development of a cross-disciplinary, curricular-wide approach designed to build student (and faculty) ability to engage critically across difference by means of a dialogic/deliberative-based pedagogy, we are keen to discuss methods, experiences, and assumptions with colleagues. The seminar is designed to spur discussion of curricular-wide pedagogical models that encourage respect, trust, and open-mindedness, while concurrently promoting a willingness to listen, take risks, and challenge one’s own beliefs. In the face of student (and faculty) reluctance to engage challenging discussions, we seek to explore approaches that expand students’ ability to understand multiple perspectives, assess available choices, and adopt appropriate courses of action.

**STEVEN VOLK,** Professor of History Emeritus, Codirector, Consortium for Teaching and Learning, Great Lakes Colleges Association, Oberlin College; **SARA DRURY,** Associate Professor of Rhetoric and Director of Wabash Democracy and Public Discourse, Wabash College
ACAD SESSION

Building the Next Generation of Academic Leaders

Liberty Salon J/K (Level M4)

This panel presentation provides an overview of new and innovative ways utilized by provosts and deans at small, liberal arts colleges to build the next generation of academic leaders, including faculty leaders and academic administrators. We provide the perspectives of those who helped implement some of these programs as well as some of the rising leaders benefiting from them.

PAULA O’LOUGHLIN, Provost and Dean of Faculty, and ANGELA ZISKOWSKI, Associate Dean of Faculty Development—both from Coe College; AMY JASPERSON, Associate Dean of Faculty Development, Rhodes College; FRANK BOYD, Provost, Guilford College; JAN THOMAS, Special Advisor for Community Relations, Kenyon College; ANGELA BOS, Associate Dean, College of Wooster

CONCURRENT SESSIONS

RESEARCH SESSION

Equitable Collaboration that Promotes Student Success, Personal Responsibility, and the Public Good

Independence Salon F (Level M4)

To promote a transformative paradigm for student learning, campus-community partnerships, and meaningful social change, we will walk participants through Critically-Engaged Civic Learning (CECL), a next-generation civic engagement pedagogy. CECL is founded on six guiding principles: social justice, power dynamics, community, civic learning objectives, reflexivity, and sustainability. Assessable outcomes include civic engagement, workforce development, community-building, individual success, personal growth, and social change. We will discuss the political significance of higher education’s explicit advocacy for equity and social change, and the importance of changing the narrative around civic learning and engagement. We will also review data and lessons learned from the pilot study of an innovative civic engagement assessment tool designed to measure both academic and social change outcomes. Finally, we will share ideas for integrating the CECL framework into existing curricula across disciplines and bringing this approach back to participants’ own campuses and communities.

CYNTHIA LYNCH, Director and Executive Director, Frederick E. Berry Institute of Politics and Civic Engagement, Salem State University; SARA MOORE, Assistant Professor, Sociology, Salem State University; ROBERT AWKWARD, Director of Learning Outcomes Assessment, Massachusetts Department of Higher Education

30-MINUTE SESSIONS

There are two presentations, with Q&A, in each 30-minute session.

Marquis Salon 13 (Level M2)

Throughline or Sideline?
Downstream Impacts of Transfer Policy on STEM Degree Seekers

Policy can be a blunt instrument. In response to a dearth of highly educated workers and increases in college costs and time to degree, legislators have implemented transfer and “excess credit” policies to foster timely, affordable completion. Transfer agreements assign general education to community colleges, dividing the academic arc of a four-year education between two institutions, each with its own culture. However, findings from our current research show that these policies may have a downside for low-income and first-generation college students pursuing STEM pathways, who gain important institutional know-how, extra-curricular opportunities, and social networks while pursuing excess credits. The result: the higher cost of end-of-degree credits and push for on-time completion might make these students less competitive and less successful in four-year programs. In addition, university faculty express concerns about erosion of liberal education, given transfer policy and practice. Student, faculty, and administrator voices illuminate these hot topics.

HEIDI LOSHBAUGH and DANA HOLLAND—both Research Faculty, University of Colorado Boulder

Mathematics Pathways and the Paradox of Choice

This session features representatives from several Maryland institutions that partnered together to address a frequently overlooked feature of many of the national approaches to solving the developmental mathematics conundrum: it’s not only about the mathematics. While higher education institutions are focused on accelerating students through mathematics developmental courses, the reality is that the most important part of the process may not be the mathematics courses themselves. Rather, a critical confluence of various academic and non-academic factors forms an important junction that includes quality and appropriate advising that incorporates both students’ immediate and long-term needs. In this session, attendees will gain (1) a broader understanding of the importance of intentional collaboration between student affairs and academic affairs to help the most academically-vulnerable students’ progress to degree attainment, and (2) a set of proven strategies and best-practices they can implement based on their role(s) at their institutions.

NANCY SHAPIRO, Associate Vice Chancellor; DEWAYNE MORGAN, P-20 Director; KAREN FEAGIN, Graduate Assistant—all of the University System of Maryland
**30-MINUTE SESSIONS**

There are two presentations, with Q&A, in each 60-minute session.

**Marquis Salon 14 (Level M2)**

**Back to Basics:**

**Using General Education Learning Outcomes to Create Campus Partnerships for Career Skill Development**

“Why do I have to take these courses?” “How quickly can I get these gen ed courses out of the way?” These frustratingly familiar questions from students across an array of campuses offer up the challenge and the opportunity to clarify the importance of general education and particularly the vital role that it can play in undergraduate student career preparation. This session invites participants to explore how gen ed programs can highlight the ways in which they support employer desired, transferrable skills by going back to basics . . . learning outcome basics, that is. We will offer participants a practical framework for thinking about ways to 1) make career skill development in gen ed more visible; 2) scaffold that development across the curriculum and cocurriculum by building meaningful partnerships across campus; and 3) develop mechanisms for raising the awareness of gen ed’s key role in driving postgraduation success.

**JEFFREY THOMAS,** Director of General Education; and **SARAH FATHERLY,** Provost and Vice President for Academic Affairs—both of Queens University of Charlotte

**The Interfaith Imperative:**

**Implementing Interfaith Cooperation and Engaging Religious Diversity in Higher Education**

In light of ever-increasing global, national and local religious diversity, a growing number of higher education institutions are recognizing the need to engage religious diversity, foster interfaith cooperation, and train interfaith leaders on their campuses. This session will focus on the importance of considering interfaith engagement in preparing students for life, work, and citizenship. AAC&U and Interfaith Youth Core (IFYC) are working together to support, train, and resource colleges and universities in implementing interfaith cooperation and prioritizing religious diversity in their unique campus contexts. The signature program of this partnership is the Institute on Teaching and Learning for Campus-wide Interfaith Excellence, which is a part of AAC&U’s Institute on Integrative Learning and Signature Work. Campus teams who are accepted to the Institute are committed to strengthening, deepening, and expanding their campus’s curricular and cocurricular interfaith engagement. This session features participants from the 2019 institute and will highlight specific curricular and cocurricular activities that provide students with the skills, knowledge, and experience to live and work in diverse democracies.

**FRANCES SWEENEY,** Professor of Spanish and Vice President for Mission, Saint Mary’s College of California; **DAVID KECK,** Chaplain, Embry-Riddle Aeronautical University; **CAROLYN RONCOLATO,** Director of Academic Initiatives, Interfaith Youth Core

**30-MINUTE SESSIONS**

There are two presentations, with Q&A, in each 60-minute session.

**Judiciary Square (Level M3)**

**Developing Global Perspectives through Local Encounters:**

**High-Impact Learning via Targeted Curricular Intervention Abroad**

This session addresses the development, delivery, and assessment of high-impact intercultural learning abroad, within the framework of online, learner-centered intercultural pedagogy that creates a learning community of US students located in a variety of cultural settings around the globe and international students on US campuses, all of whom are faced with intercultural adaptation. This award-winning, targeted intervention model incorporates the AAC&U Global Learning Value Rubric and leverages the dynamics of essential global learning in the areas of knowledge, skills, and attitudes that are critical for student and workplace success in the 21st century. The pedagogy develops 1) vital skills such as collaboration, intercultural competence, and working in diverse teams; 2) problem-solving abilities like inquiry, critical thinking, and creativity; and 3) the professional strengths of effective communication, work ethic, and technological agility.

**GABRIELE BOSLEY,** Executive Director for Study Abroad and International Learning, and Professor of Global Languages and Cultures, Bellarmine University; **Kris Lou,** Director of International Education, and Associate Professor of International Studies, Willamette University

**Microlessons:**

**Lessons Learned from Implementation of Four-week One-credit Courses in a Korean university**

In this presentation, we report on a study centered around an innovative model of course structure called microlessons implemented in a Korean university. Microlessons are four-week, 1 credit courses that are repeated four times (Session 1, 2, 3, 4) during the 16-week course semester. The faculty in our institution’s Liberal Arts College created 24 new microlessons and taught them during the 2019 spring and fall semesters. In this presentation, we explain the institutional context that substantiated the need for such a new course structure, present data on student and faculty reactions to the implementation of the microlessons, and lessons learned and future directions for microlesson courses. In conclusion, we suggest a new paradigm for thinking about college course structures that are conducive to student-initiated learning and interdisciplinary work and engage the audience in thinking about innovative course/curriculum structures within higher education.

**Soyoung Lee,** Assistant Professor; **Chang Kyu Park,** Dean of General Studies; **Myung Hee Lee,** Assistant Professor; **Eun Hee Kim,** Assistant Professor; and **Jong Hyang Park,** Researcher—all of Konkuk University
30-MINUTE SESSIONS

There are two presentations, with Q&A, in each 60-minute session.

Liberty Salon N/O (Level M₄)

Civic Leadership Dialogues—Teaching Skills for Democratic Engagement

The University of Alabama has instituted a structured academic experience to equip representative student leaders with civic skills for addressing the current politically divisive climate when they encounter it on campus, in the local community, and in their future life and work. Attendees will find in the Civic Leadership Dialogues a translatable curriculum for both classroom and cocurricular applications. Attendees will take away an understanding of this unique course format, which combines interactive, skill-based activities, student moderator development, and dialogues on politically-charged topics, such as free speech, Confederate monuments, and immigration reform. Through discussion of the research data emerging from three years with multiple cohorts and the priorities of the course structure, evidenced in the sample class agendas and dialogue questions provided, attendees will gain key strategies for implementing this model and ensuring the physical and intellectual spaces necessary to teach skills for positive democratic engagement on their campuses.

LANE BUSBY MCELLEND, Director; A. JACKSON HARRIS, Graduate Student and Program Coordinator; TALYA WHYTE, Civic Leadership Intern—all of Crossroads Community Engagement Center, The University of Alabama; JESSICA SMITH, Student Director of Community Development and Outreach, Alabama Panhellenic Association, The University of Alabama

Four Integrative-Learning Approaches to Student Success at One of the Nation’s Largest Universities

The University of Central Florida, a diverse urban research university, and one of the nation’s largest universities, has undertaken a number of interrelated initiatives that leverage integrative learning to prepare students to succeed in their lives, as professionals and citizens, beyond the university. Panelists, from early-career to seasoned administrators with over 20 years’ experience, will discuss several of these: 1) UCF’s refresh of its general education curriculum; 2) the creation of a new Bachelor’s in Integrative General Studies; 3) faculty- and staff-led integrative-learning initiatives through the Quality Enhancement Plan; 4) an integrative-learning cocurricular graduation with distinction program; and 5) university-wide efforts to document and increase student engagement in high-impact educational practices (HIPs). The three panelists will focus on what has worked well but will also reflect on particular challenges they faced and offer concrete tips and strategies that audience members may take back to their home institutions.

ANNA MARIA JONES, Director, Quality Enhancement Plan and Professor of English; MELODY BOWDON, Associate Vice Provost for Teaching & Learning, Associate Dean of the College of Undergraduate Studies; LINDSAY RUSHWORTH, Coordinator for Knights of Distinction—all of University of Central Florida
RESEARCH SESSION

High-Impact Undergraduate Experiences and How They Matter to College Graduates

Georgetown (Level M1)

What are the impacts of high-impact experiences and other engaged learning pedagogies on alumni’s day-to-day lives after college? Drawing from a 2019 national survey of college graduates, ages 18-34 living in the United States, this panel reports on college graduates’ perceptions of their college experiences, including their participation in high-impact educational practices and their preparation for their day-to-day lives after college. In addition to sharing topline results from the survey, the panel examines three categories of findings in more detail: the skills and competencies college graduates use in their day-to-day lives and whether they developed those competencies during college; first-generation college graduates’ perceptions of college experiences and the value of specific skills and competencies to graduates’ day-to-day lives; and alumni’s perceptions of their writing after college, including how well college prepared them for work-related writing.

JESSIE MOORE, Director of the Center for Engaged Learning; KAYE USRY, Assistant Professor of Political Science and Policy Studies, and Assistant Director of the Elon Poll; PETER FELTEN, Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History—all of Elon University

SEMINAR SESSION (Participation is limited; please arrive early.)

Navigating Free Speech on Campus: Dialogue, Debate, and Leadership Best Practices

Monument (Level M4)

Colleges and universities are faced with unprecedented challenges to questions of free speech. From disinvited speakers to academic freedom, civil liberties and campus policies are put to the test. How will we respond in ways that honor our values and align with our laws? This session is designed to help participants prepare to navigate these diverse dialogues and debates.

STEPHANIE AHLFELDT, Associate Dean of the College, Concordia College; ANNE HERZOG, Dean of Arts and Sciences, Springfield College

PANEL

Civic Engagement at Virginia Public Institutions: Approaches to a State Policy Mandate

Supreme Court (Level M4)

Acknowledging and promoting the civic mission of higher education is critical as institutions, state agencies, and advocacy organizations seek to shape the future of higher education and (re)build public trust in higher education’s commitment to education for democracy and the public good. This session will explore how public colleges and universities in Virginia have responded to a new state level requirement for assessing civic engagement outcomes on their campuses. Results from the analysis of 38 initial institution-level civic engagement assessment plans will be shared, examining early state-wide trends and approaches to educating for civic engagement. Attendees will have time to discuss and share information about the opportunities and challenges of integrating civic learning/engagement goals into higher education and the role of state policy in encouraging civic engagement across institutions.

JODI FISLER, Associate for Assessment Policy and Analysis, State Council of Higher Education for Virginia; LYNN PELCO, Associate Vice Provost for Community Engagement; and MEGHAN GOUGH, Associate Professor, Urban and Regional Studies and Planning—both of Virginia Commonwealth University

PANEL

Telling Persuasive Evidence-Based Stories About Student Learning: Lessons from the Field

Archives (Level M4)

While the public continues to question the value of postsecondary education, many colleges and universities are looking to more equitable, innovative, and cost-effective approaches to provide compelling narratives that serve to thoroughly and accurately count as evidence of value. This session features examples from liberal arts institutions leading the way in communicating institutional assessment approaches that are effective, actionable, and inclusive. Panelists will share successes and challenges to showcase the responsive, improvement-oriented, and adaptive nature of Excellence in Assessment (EIA) designee institutions. This session will also share information on the EIA designation and application process, as well as lessons learned, relevant resources, and future directions for communicating assessment efforts. Attendees will have the opportunity to engage with examples from EIA designee, as well as NILOA resources in general, as they work to tell their own institutional assessment story.

GEORGE KUH, Chancellor’s Professor Emeritus of Higher Education, Indiana University; NATASHA JANKOWSKI, Director; and GIANINA BAKER, Assistant Director—both of National Institute for Learning Outcomes
5:15 – 6:15 p.m. (continued from previous page)

PANEL

Steadying the Ship, Rolling with the Changes: Leading from the Middle in Times of Administrative Change

Mount Vernon (Level M3)

Leadership changes in higher education, while always inevitable, are ever more frequent today. Such transitions, with all the cultural changes they imply, create new responsibilities and challenges for mid-level administrators. This panel includes three perspectives on managing change, all from mid-level leaders at residential liberal arts colleges, during periods of presidential and provost/dean transition. If constant change is our “new normal,” higher education professionals should be prepared to meet it proactively, creatively, and supportively. Through a review of the change management literature, examples of approaches to collaboration and shared governance, and low-resource interventions that support morale, this panel will help attendees as they navigate change within their own institutions.

MEREDITH GOLDSMITH, Associate Dean of Academic Affairs and Professor of English, Ursinus College; MICHELLE MATTSON, Provost, Wittenberg University; JOHN WOELL, Associate Vice President for Academic Affairs, Albion College

Student Employment as a High-Impact Practice: Transforming Current Mindsets and Practices

Liberty Salon I (Level M4)

Many students must work while attending college, and campus-based employers provide substantial employment opportunities for them. The University of Wisconsin-Whitewater is a LEAP (Liberal Education and America’s Promise) campus and part of a National Association of System Heads Taking Student Success to Scale grant, which supported our work to establish on-campus student employment as a high-impact educational practice. In this session, we share examples of student employment practices that include transparent, thoughtful, and outcomes-based position descriptions, intentional and developmentally appropriate assessments, and HIPs-informed systematic training and support for supervisors and employees. In addition, we discuss our experience in developing these practices and engaging in campus-wide dialogues to implement them across all campus employment opportunities. Our work shows that student employment has the potential to be a truly high-impact educational practice that can positively impact the educational experience of a large number of students and prepare them for life after college.

CARLEEN VANDE ZANDE, Associate Vice President, University of Wisconsin System Administration, Office of Academic Programs and Educational Innovation; JOAN COOK, Professor and Interim Associate Provost; CATHERINE CHAN, Interim Director of Academic Assessment; and KIM ADAMS, Assistant Director; James R. Connor University Center—all of the University of Wisconsin-Whitewater

PANEL

Preparing Students for Purpose and Citizenship: Integrating the Essential Elements of Leadership and Career Education, and Alumni and Community Engagement

Shaw/LeDroit (Level M3)

How can civic engagement and career education contribute to and expand campus efforts to empower students to articulate their purpose and contribute as citizens? Participants will explore with panelists successful program models that engage students in the intersections of community, career, leadership, and higher education. Panelists will share how AAC&U LEAP Outcomes support key university priorities and students’ futures, as shared through the lens of expert career service and leadership experts. Among these are 1) a weekend immersion real-world case study program for arts and sciences students; 2) a diversity career conference that works with students to find power where identity, community, and career intersect; 3) a campus-wide initiative to recognize on-campus leadership internships as a form of civic engagement; and 4) an academic internship program focused on the nonprofit careers.

DENISE DWIGHT SMITH, Assistant Vice President for Alumni and Career Services, University of Richmond; KELLI SMITH, Assistant Vice President for Student Success, Binghamton University; VICKI KLOPSCH, Executive Director, Laspa Center for Leadership, Scripps College; JAMES TARBOX, Executive Director for Career Development and Services, San Diego State University
Preparing for the Volatile Decade Ahead: How Demographic Contraction and Intensifying Competition will Shape Regional Enrollment

Mint (Level M4)

Higher education executives are by now all-too-familiar with higher education’s challenging outlook. Demographic, economic, and political forces will conspire to create seismic shifts in the college-bound population across the next decade, with many regions and campuses already feeling the rumblings of the shocks to come. This presentation will focus on: anticipating local, regional, and national shifts in demographics and postsecondary participation, and Higher Ed Ecosystem 2025, regional analysis where there will be too many (or too few) institutions for demand.

AL NEWELL, Consultant and Principal, EAB

This session is presented by EAB.

Identify and Address the Root of Change Resistance to Build Trust, Confidence and Momentum

Treasury (Level M4)

As change leaders, we enjoy the luxury of having the time to develop a thorough understanding of the rationale, necessary skills and larger impacts of change initiatives we lead. Too often, we rush to roll out big picture visions, tag lines, and logos, and we are met with crossed arms, furrowed brows and angry questions we weren’t prepared to answer. You know the story after this: faculty resist, then they grumble publicly, then the political undermining starts, and you get a less than desirable result for your initiative. There’s a better way, and it involves giving faculty the same luxury we had in the beginning. Helping faculty members build trust, confidence, and momentum toward your initiative’s objectives is possible. Learn to identify and address the true source of faculty resistance using a simple, well-researched framework that you can apply immediately in your faculty conversations.

HOLLY WHITAKER, Learning Strategy Consultant, D2L Corporation

This session is presented by D2L.

Global Learning for Global Results: Strategies to Integrate Global Learning into Curriculum and Across Campus

Union Station (Level M3)

Students need to be prepared to succeed in an increasingly complex world, where economies and societies are increasingly interconnected, and where global challenges have local impacts. They need intercultural competence, global awareness, and a sense of responsibility and agency to create change. Institutions need resources and support to help develop these essential global competencies. This session will highlight ways that successful programs have aligned high-impact cultural and global learning experiences with academic coursework and across campus.

Presenters will share

• best practices in providing effective learning opportunities to develop intercultural and global competencies of students—regardless of their ability to travel abroad;
• examples of successful efforts to integrate global learning into curricular and cocurricular programming within programs and across campus;
• the opportunities provided by virtual exchange, and strategies to develop successful virtual exchange programming; and
• examples of solutions to common challenges in developing global learning opportunities for students.

JIANGYUAN (JY) ZHOU, Interim Director of Global Engagement; Senior International Officer, Stockton University; HEATHER MacCLEOUD, Director, Academic Affairs, NAFSA: Association of International Educators; and MOHAMED ABDEL-KADER, Executive Director, Stevens Initiative, Aspen Institute

Innovative Financial Tools to Drive Completion

Marquis Salon 12 (Level M2)

Rising student loan debt, college affordability, and degree completion dominate national discourse and demand new approaches to financing higher education. Featuring perspectives from a national foundation and higher education leaders, this session will discuss income share agreement (ISAs) models, the unique approaches being used by two large public universities, and broader higher education implications.

COURTNEY MCBETH, Special Assistant to the President, University of Utah; PAM HORNE, Former Vice President Enrollment Management, Purdue University; TERRI TAYLOR, Strategy Director, Postsecondary Finance, Lumina Foundation
5:15 – 6:15 p.m. (continued from previous page)

ACAD SESSION

Navigating a “Perfect Storm”: Lessons from a Disruptive Campus Incident
Liberty Salon J/K (Level M4)

This session draws upon a recent experience at Augsburg University in Minneapolis, to help campus leaders prepare themselves for disruptive racial incidents that occur without warning, go viral through social media, displace institutional agendas and initiatives, advance alternative narratives that serve various agendas in a “post-truth” era, and highlight radically divergent experiences, perspectives, expectations, and lived realities.

KAREN KAIVOLA, Provost and Chief Academic Officer; TIM PIPPERT, Professor, Sociology and Director of Center for Teaching and Learning; STACY FREIHEIT, Professor Psychology and Director of General Education; KATIE BISHOP, Chief Student Success Officer; and JOAQUIN MUNOZ, Assistant Professor of Education—all from Augsburg University

6:30 – 8:00 p.m.

Making Inclusive Music: A dynamic Celebration of Liberal Learning
Marquis Salon 5 (Level M2)

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 for the chance to sing along with lively, inspiring performances, and an interactive discussion of the role of music in liberal education.

PANELISTS: KATHERINE BERGERON, President, Connecticut College; RON CRUTCHER, President, University of Richmond; MICHAEL NICKENS, Professor, George Mason University; BUTCH ROVAN, Professor, Brown University

This event is cosponsored by the University of Richmond, Connecticut College and Diverse: Issues in Higher Education.

Refreshments provided courtesy of Papa John’s Pizza. AA&CU thanks the Papa John’s Foundation for Community Building for their support of the AAC&U Truth, Racial Healing & Transformation Campus Centers.

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These sessions are open to members of the Presidents’ Trust and presidents of AAC&U member institutions who preregister. Please visit the Registration Desk in the M4 lobby if you would like to register for these sessions.

**Microsoft**

AAC&U thanks Microsoft for sponsoring the Presidents’ Trust Symposium.

**8:30 – 10:00 a.m.**

**PRESIDENTS’ TRUST BREAKFAST**

**Confronting White Supremacy and Hate Speech on Campus**

Liberty Salon L (Level M4)

The rise of white supremacy and various forms of hate speech, globally and domestically, have dramatically affected those working, living, and learning on college campuses. This panel brings together national experts in white supremacist extremism, free speech, and campus governance to address one of the most challenging topics facing higher education leaders today.

**MODERATOR:** MARY DANA HINTON, President, College of Saint Benedict; JONATHAN FRIEDMAN, Project Director, Campus Free Speech, PEN America; CYNTHIA MILLER-IDRISS, Professor of Sociology, American University

**10:15 – 11:00 a.m.**

**Leading through Innovation**

Independence Salon D (Level M4)

Higher education today faces a series of challenges—from cost concerns and completion to decreasing public trust and access. These challenges call for academic leaders to think outside the box, find creative solutions, and embrace the role of universities as places where ideas and innovation can flourish. This panel features individuals with unique approaches to driving results and showcasing effective models for increasing access and quality through nontraditional methods.

**MODERATOR:** NICOLE GORDON, Program Officer, Charles Koch Foundation; DERRICK ANDERSON, Assistant Professor, Arizona State University; RICHARD BARANIUK, Professor, Rice University, Founder/Director, OpenStax; GATES BRYANT, Partner, Tyton Partners; RICH DEMILLO, Executive Director, Center for 21st Century Universities, Georgia Tech University; SHELLY SEXTON, Senior Director of US Education, Microsoft

**11:15 – Noon**

**Changing the Value Equation: What Education Consumers Want from College**

Independence Salon D

As America’s discussion about the value of higher education swirls around costs of attendance, student loans, lifetime earnings, and net present values, we’ve neglected to speak directly with individuals about the value of education in their lives. In partnership with Gallup, Strada Education Network has surveyed over 350,000 adults about their experiences with education and work after high school. Over 55 million adults without degrees feel the need for additional education to advance in their careers and even more expect to enroll in courses or training within the next five years. What are they seeking? What changes the education value equation for individuals? Consumers are clear about the value of relevant education that connects to their work and lives—above and beyond their incomes—and key ingredients in their college experiences that change the value equation for the better.

**DAVE CLAYTON,** Senior Vice President, Strada Education Network

**12:15 – 1:30 p.m.**

**PRESIDENTS’ TRUST LUNCHEON**

**Free Speech and the Politics of Campus Today**

Liberty Salon L

What, if any, are the limits on free speech and expression on college campuses? Is all speech protected? Is there reason for higher education leaders to draw distinctions between free speech and institutional commitments to open inquiry? Panelists will explore the nuances of these questions from legal, ethical, and practical perspectives.

**MODERATOR:** MARJORIE HASS, President, Rhodes College; ULRICH BAER, Professor of Comparative/German Literature and Photography and Imaging, New York University; FREDERICK LAWRENCE, Secretary and CEO, Phi Beta Kappa Society

**2:00 – 5:00 p.m.**

**Marquis Salon 9/10 (Level 2)**

Following lunch, we invite you to join us for a special joint session developed in partnership with the American Conference of Academic Deans (ACAD), Next-Gen Leadership: Building an Inclusive Pipeline of Changemakers.
**Friday, January 24**

**8:00 – 9:30 a.m.**

**NETWORKING BREAKFAST**

(Preregistration was required for Networking Breakfast.)

**Tackling Contemporary Issues**

**Shaw/LeDroit (Level M3)**

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

AAC&U thanks The Washington Center for its sponsorship of the Networking Breakfast.

**8:00 – 9:30 a.m.**

**ACAD MEMBERS BREAKFAST AND BUSINESS MEETING**

(additional fee)

Monument (Level M4)

**BREACKFAST ROUNDTABLE DISCUSSIONS**

**Marquis Salon 6 (Level M2)**

We invite participants to join us for a series of information discussions. We encourage you to rotate among presentations or feel free to focus on one. (Breakfast items will be available.)

**TABLE 1**

**Assessing Assessments:**

Evaluating Plans and Reports with a Quality Enhancement Rubric to Improve Communication

FAMU utilized a 5-point quality enhancement rubric to evaluate every plan and report for the 2018-19 assessment cycle. Session participants will engage in a discussion regarding why it was developed, how it is used, how it has assisted in the quality of assessments, as well as how it has enhanced communication between the Office of University Assessment and Instruction and Administrative units. They will also have an opportunity to rate plans utilizing the developed rubric.

MELANIE WICINSKI, Director, Office of University Assessment, and KIWANIS BURR, Assistant Director, Office of University Assessment—both of Florida A&M University

**TABLE 2**

**Engaging Students in Institutional Change and Civic Engagement**

This presentation will share the experiences of both faculty and students in institutional change. The presentation will share a framework for student-faculty partnerships, democratic civic engagement, and inclusive excellence for engaging students. In late 2018, a working group was formed as part of the University of Denver’s strategic plan: DU Impact 2025. The working group was charged with “developing a strategic proposal: inclusive of programming strategies, implementation initiatives, and assessment and research that address college access and equity.” The students in a higher education seminar were brought in as a praxis team for the group, taking on the responsibilities of both research and development regarding best practices and implementation. This session will explore this process—the call to action, the developmental method, and the impact the plan has had within its first year—and provide a space to explore how participants may recreate this process on their campuses.

LAURA SPONSLER, Clinical Assistant Professor, University of Denver; BECCA COLE, Residence Life Coordinator, Bellevue College

**TABLE 3**

**Growing an Undergraduate Research Experience Program**

Boston University’s College of General Studies will showcase an innovative and cost-effective model for undergraduate education. One dean, one faculty member and one undergraduate student will report on the growth of our undergraduate research experience program, which over five years has gone from accommodating approximately three student-faculty research teams per year to forty teams in 2018-2019. A small liberal arts college within a Research 1 university, the College of General Studies is ideally situated to address the challenges and opportunities various kinds of institutions may face. We will show how we match first- and second-year students with faculty across the disciplines (not just in science), how we fund students, what faculty gain, and the projects our teams have completed. We will address problems and solutions we have encountered and invite others to share how their institutions address undergraduate research.

MEGAN SULLIVAN, Associate Dean for Faculty Research and Development and Director of the Center for Interdisciplinary Teaching & Learning, and NATALIE McKNIGHT, Dean, College of General Studies—both of Boston University
In response to ever-changing student needs, Harford Community College is embracing and facilitating faculty development practices that systematically encourage active reflection and cross-campus engagement. This session represents a true collaboration among administration, faculty leadership, and individual instructors that led to both innovative practices as well as a paradigm shift regarding faculty development. With this transformation to a growth mindset, our campus is increasingly able to embrace open dialogue regarding what constitutes effective teaching and learning. The ultimate goal is to reach and maintain a level of classroom engagement that is linked with student retention and success. Utilizing the principles of active learning, this session will be hands-on, collaborative, and interactive. Attendees will learn the mechanisms for implementing this type of dynamic, campus-wide change: how to foster system-wide communication and involvement in revitalizing faculty development; and specific strategies for faculty reflection and implementation of new techniques learned.

ELIZABETH MOSSER, Associate Dean for Academic Operations & Deputy Title IX Coordinator; SHERRY MASSONI, Assistant Professor & Director for the Center for Excellence in Teaching and Learning; and DALE SPIELMAN, Director for Nursing Education—all of Harford Community College

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**TABLE 5**

**Mentoring First-Generation and Low-Income Faculty in Entry Teaching Positions in Higher-Education**

This presentation involves introducing a mentoring project model for first-generation and low-income faculty in entry teaching positions in higher education that includes people-centered mentoring that addresses an array of issues that new faculty with limited experience often encounter in higher-education. With an emphasis on people-centered mentoring techniques, the project model offers assistance and guidance, with the primary objective of providing a resource bank for new faculty to reference and use when adapting to a new environment. As a follow-up to initial new faculty orientation training provided by the institution, ongoing mentoring at the department level allows new faculty to stay focused and on track while navigating an often-times unclear and potentially rocky path. With increased emphasis on the recruitment and retention of a diverse and inclusive faculty, such a project model helps to reduce the amount of instructor turnover and provides a more consistent learning environment for students.

CARLY JOHNSON, Chair, Department of Music; and CATERINA BRISTOL, Interim Dean, College of Visual & Performing Arts—both of Alabama State University

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**TABLE 6**

**Evolving Faculty Development: Nurturing Reflective Practices**

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**TABLE 7**

**Teaching General Education Mathematics through Social Issues: Detroit by the Numbers**

Wayne State University updated its general education courses to include quantitative experiences (QE). MAE 1000: Detroit by the Numbers is one of the courses that fulfills the QE requirements developed at the Mathematics Education program area of The College of Education. The focus of this course is discussing social issues in reference to Detroit, analyzing data about the issues, and learning key mathematical concepts with the data analysis. Through each social issue, students develop questions that drive the class activities and lessons. In this roundtable, we will share the format of an innovative general education course and discuss the development of social topics and integration of mathematical concepts. Participants will experience a lesson from the course and continue the dialogue of equitable access to mathematics for all students.

LENUEL HERNANDEZ, Mathematics Coordinator, Wayne State University
Building and Scaling Campuswide HIPs for Student Success: The KEY Program at IU Kokomo

This roundtable discussion will engage participants in considering how they might design, implement, scale, and assess a high-impact practices (HIPs) program that is

- inclusive of all students;
- affordable to the university (and virtually free to students);
- sustainable;
- instrumental in developing a sense of belonging and promoting student success; and
- popular with students, faculty, and staff alike.

We undertook a two-year self-study and design project for expanding HIPs in our academic programs and making them inclusive of all students. The result was the KEY (Kokomo Experience and YOU) program. While this discussion will share some details about our program, our emphasis will be on presenting the questions and processes we used in hopes of helping other campuses begin and sustain their own change efforts. This discussion should appeal to attendees interested in student success in general, as well as leaders considering undertaking change on their campuses and seeking models for success.

MARK CANADA, Executive Vice Chancellor for Academic Affairs; and CHRISTINA DOWNEY, Associate Vice Chancellor for Academic Affairs and Student Success—both of Indiana University Kokomo

Charting the Course from Stopping Out to Graduation Achievement: John Jay College’s Data Analysis Informs Degree Completion

In April 2018, the Price Family Foundation generously awarded John Jay College a two-year, $790,152 grant to support targeted interventions that assist 90-credit earning students who are close to graduation but at risk of stopping out never to return. This effort, the Completion for Upper-Division Students Program (CUSP), utilizes an analytic research tool to identify those most at-risk of dropping out and stopping out to then outreach to these students, provide completion grants and follow them to degree completion.

Intrusive advising, collateral support from faculty, financial aid, and electronic student education plans support the efforts to get these students to the finish line. Unsurprisingly, financial limitations proved to be the most common reason reported for not returning to college, and many students who stopped out reported having outstanding balances ranging from $500 to $10,000. These students had exhausted their financial aid or did not qualify, and in many cases had already lapsed in payment plans and were now struggling in other areas of life, such as taking care of family members or experiencing their own emotional or physical challenges.

As a result, CUSP Completion Grants (CCG) have become an essential component of the program, as they provide an effective means to overcome outstanding balances and to help students persist in their enrollment.

DANA PRIETO, Senior Academic Advisor, Academic Advising, John Jay College, City University of New York

Countering the “Disorienting Dilemma”: Navigating Institutional Change through Critical Self-Reflection

To work in higher education at this moment in time is to confront significant change and the associated precarity, isolation, and fear many of us experience in facing that change. Undoubtedly, the overarching challenges facing higher education in the 21st century and the ways these challenges impact our campus lives and our careers manifest as “disorienting dilemmas,” disruptions that we might choose to use as catalysts for transformative change, including the development of the capacity for true and visionary leadership.

The facilitators will bring their expertise in creating contexts for participants to reflect deeply on their experiences and share their insights with their colleagues across difference. Participants will be welcomed into a reflective practice: will be “heard into speech” (in the words of Parker Palmer) through sharing with others; will offer recognition to others; and will leave with concrete ideas for how to implement a critically reflective practice going forward.

VICKI REITENAUER, Assistant Professor & University Studies Faculty Support Coordinator; ANNIE KNEPLER, Assistant Professor & University Studies Writing Coordinator; VERONICA HOTTON, Instructor—all of Portland State University

Breaking the Elitist Stigma: Leveling the Playing Field for Study Abroad

Study abroad/away is not just for a lucky few! This message drives one of the major efforts at California State University, Fullerton (CSUF) to broadening access to study abroad/away—a widely recognized HIP—to all students. With 40,000 students with vastly diverse background, how to “level the playing field” has been challenging. Several successful strategies have been implemented over the past few years to disperse students’ “elitist” misconception about study abroad/away and to increase their participation. Through leveraging the winter session or May session periods, programs that are scholarly and academic in orientation, but not credit bearing, programs for which the tuition costs are born by semester block tuition, as well as programming with academic topics and regional orientations that resonate strongly with CSUF’s MSI identity, participation has doubled, and the participant profile now mirrors the overall student population. This session intends to share effective strategies to ensure all students can engage in study abroad/away HIP experiences, and as a result, to enhance students’ cultural competency.

CHRISTOPHER SWARAT, Associate Vice President, Extension and International Programs; and JACK HOBSON, Senior Director, Global Titans Center—both of California State University, Fullerton
The Bachelor’s of Integrated Professional Studies (BIPS) program, an online degree established in fall 2018, is an innovative transdisciplinary degree which provides a cost-effective education for a diverse student population. To reach former students, we are pursuing a unique re-enrollment initiative (known as “Part Way Home”) that encourages former students to return and finish their degree through the BIPS program. The speakers will share the process to identify these former students in a phased approach. Phase 1 of Part Way Home occurred from March to May 2019 and ~10% of Phase 1 Part Way Home former students reapplied and returned to enrollment at UNCG. Similar re-enrollment efforts can be implemented by other institutions through a coordinated effort between multiple university departments. Opportunities for dialogue will be available throughout the session, and participants will be able to share successes and challenges of engaging former students at their institutions.

COURTNEY HARRINGTON, Director of Curriculum and Instruction for the Bachelor’s of Integrated Professional Studies Program; and LEAH TOMPKINS, Director of Student Outreach and Coaching for the Bachelor’s of Integrated Professional Studies Program—both of the University of North Carolina at Greensboro.
TABLE 16
From Pedagogy to Practice:
Inspiring Socially Conscious Students through Asset-Based Community Development

This discussion session is designed to provide participants with data driven materials which highlight the fundamental principles of the university’s Social Impact Scholars Project, which serves as a natural extension to the objectives of the university’s Department of Community Engagement and the Center for Inclusive Excellence. A significant pedagogical feature of this project is driven by the principles of High-impact Practice and Asset-Based Model of Community Development. Facilitators will share how the implementation of their research project empowered first-year students about the role they play in being responsible members of the community and creating social change. This will be the start a dialogue among participants about tools they can use to build socially responsible students and create community change.

ALEINA SMITH, Assistant Professor, Postdoctoral Fellow; DANIELLE GILL, Site Director, Council of Three Rivers American Indian Center Hazelwood Family Center; KATHERINE GRIFFITH, Student; BRIGHID SHANAHAN, Student; and MARY SHELLY, Student—all of Point Park University

TABLE 17
Memphis Centered:
Transforming a College and a Community

This roundtable spotlights the community-engaged learning practices at Rhodes College, which has used its location in Memphis, Tennessee, to develop innovative programs that have transformed the campus experience and affected positive change in the city. From curricular changes to community partnerships, Rhodes has become a national model for learning and collaboration among faculty, staff and students that break down barriers between a college and its community. Focusing on the development, implementation and assessment of these programs, the roundtable’s participants—which includes Rhodes administrators, faculty and staff members—will spotlight these connections and discuss ways that other campuses (regardless of location) can adopt similar practices. In addition, the roundtable will include encourage discussion with attendees of the opportunities and challenges that accompany such work on both practical and conceptual levels.

CHARLES HUGHES, Director, The Lynne & Henry Turley Memphis Center at Rhodes College, and Assistant Professor of Urban Studies; MARJORIE HASS, President; MILTON MORELAND, Provost & Vice President for Academic Affairs, and Professor of Religious Studies; STEPHANIE CAGE, Associate Director, The Lynne & Henry Turley Memphis Center at Rhodes College; and ELIZABETH THOMAS, Director of the Urban Studies Program, and Associate Professor of Psychology—all of Rhodes College

TABLE 18
Giving Students an Edge for the Future of Work

The Agile Mindset gives students the foundation they need for tomorrow’s world. This interdisciplinary academic experience develops an enriched skill set that enables students to utilize knowledge for critical thinking analysis, collaborate and embrace diversity, have an enhanced level of self-awareness, understand social responsibility, and be empathetic in their decision-making. Becker College, over a period of six years and two Davis Educational Foundation Grants, has been on a systematic and purposeful design of its general education and First Year Experience courses to meet this challenge and engage its students in the best experiential learning experience it can. Join administrators and faculty representatives of our college as we share our successes, our challenges, and the results of our assessments. Tips will be offered to design a purposeful, systematic design process, to gain buy in, as well as training for faculty (full-time and part-time) and staff.

CONSTANZA BARTHOLOMAE, Core Adjunct Faculty; DARYL STATKUS, Chair Agile Mindset and Core Curriculum; THERESE AJTUM-ROBERTS, Director of the Office of Teaching, Learning and Technology (TLT); and ANA MARIA YOUNG, Associate Director of the Office of Teaching, Learning and Technology (TLT)—all of Becker College

TABLE 19
Race Literate Strategies for Institutional Change at Guttman Community College

Guttman recognizes our Black and Latinx students—86% of the student body—as the leaders and innovators of the next generation. To more fully prepare them for this immense challenge and responsibility, we must first acknowledge the systemic racism and exclusion that forestalls social and economic equity for people of color, in general, and Black and Latinx communities, in particular. Moving from this acknowledgement, Guttman is working toward a more race-literate model of education that combats systemic inequities and elevates the strengths and talents of our students. In this presentation we will share two streams of activity developed to work toward this goal: 1) The Culturally Responsive Leadership series to create more culturally responsive curriculum; and 2) The Center for Social Mobility and Equity aimed at challenging systems of workplace inequality and creating and championing equity-driven career education.

NIESHA ZIEHMKE, Associate Dean for Academic Programs and Planning; and NICOLA BLAKE, Dean for Faculty Affairs—both of Stella and Charles Guttman Community College, CUNY
Friday, January 24

8:00 – 9:30 a.m. (continued from previous page)

TABLE 20

On the Ground with High-Impact Practices: Lessons from Diverse Institutions

With the introduction of “high-impact practices” (HIPs) into the higher education lexicon over a decade ago, HIPs have increasingly become linked to the national discussions on student success, particularly around student retention, graduation rates, and academic achievement—most notably acceptance into graduate school. HIPs have clear benefits. However, given the diversity of institutions, programs, and departments it is important to understand what HIPs look like at the local level. This roundtable will provide tested and innovative strategies for implementing HIPs at a diverse set of public and private institutions including Hispanic-Serving Institutions and Historically Black Colleges and Universities at the undergraduate and graduate level. Importantly, given the diversity of our institutions, we offer insight and strategies into implementing HIPs that move beyond STEM to think critically about how HIPs can benefit students in the social sciences, arts, and humanities.

ANNE SOON CHOI, Associate Professor, California State University Dominguez Hills; CRYSTAL ANDERSON, Assistant Director, George Mason University; HILLARY JENKS, Director GradSuccess, University of California Riverside; KIMBERLY NAO, Associate Professor, Director Instructional Leadership, Mount Saint Mary’s University; NATASHA WALKER, Assistant Professor, Morehouse College

TABLE 21

Disrupting Education Violence with the Diversity and Inclusion Fellows Program at Roger Williams University

In this roundtable, we will discuss the Diversity and Inclusion Fellows (DIF) program that we created at Roger Williams University to disrupt education violence in our classrooms. The DIF program is a peer-mentoring community of practice that recognizes, fosters, and supports professional growth around diversity, social justice, and inclusion in the classroom. We will address the challenges encountered in developing a program for a diverse array of faculty across the three campuses at Roger Williams University, with vastly different teaching challenges based on their campus profiles (including our traditional four-year RWU campus in Bristol, our non-traditional urban private campus, University College, in Providence, and our Law School, and share the strategies we used to negotiate these issues. Topics will include securing funding for the project, moving beyond diversity training to professional development, getting administration buy-in, challenges with changing curricula in environments that are rigid, and strategies for resisting the commodification and marketability of “diversity and inclusion” work. We will include perspectives from various organizational roles, including three faculty members, the Vice Provost, and the Vice President of Equity and Inclusion/Chief Diversity Officer, and we will represent the work that happening to unify faculty development in diversity, equity, and inclusion work across our campuses.

LAURA D’AMORE, Associate Professor of American Studies; KAMILLE GENTLES-PERAT, Associate Professor of Communication and Media Studies; KELLY DONNELL, Associate Professor of Education; and ROBERT SHEA, Vice Provost—all of Roger Williams University

TABLE 22

An Administrator’s Guide to Leading Curriculum and Assessment Initiatives

When considering the opportunities an academic leader has to affect lasting improvement in teaching and learning, curriculum and assessment reform are particularly critical. Yet curriculum and assessment reform often only make it to the top of academic leaders’ lists in response to external forces. Since curriculum and assessment reform will only be effective with faculty leadership, the emphasis on external pressure has made these items “must-dos” rather than an opportunity to cultivate faculty leadership and foster faculty fulfilling their promise to effective teaching and learning. Striking the balance between fostering faculty-led initiatives and the administrative role in necessary reform efforts requires careful—explicit—strategic leadership. In this presentation we will focus on four overarching leadership strategies: thinking politically, appealing to higher ideals, building capacity, and using an incremental approach.

JACOB AMIDON, Associate Vice President for Academic Affairs, and DEBORA ORTLOFF, Vice President Strategic Initiatives and Assessment—both of Finger Lakes Community College

TABLE 23

Merging CTLs and Student Academic Support to Effect Pedagogical Innovation and Student Success

Restructuring of the Centers of Teaching and Learning (CTLs) with other educational support units is a key strategy that campuses are exploring to achieve long-lasting improvements in undergraduate education. We already see reorganizations or mergers of CTLs, instructional technology units, assessment offices, and libraries. Less common, but increasing, are mergers of teaching centers and student academic support units. In this roundtable, we explore questions of how supports for teachers and learners might best be integrated. We start with a brief statement about current trends in the reorganization of academic/administrative support units. Questions for discussion and sharing include: What demonstrable benefits do consolidations of teacher- and academic student-support units bring to the institution? What challenges do such mergers raise? How do we manage changes in the traditional structures of teaching and student learning units that will allow them and the institution to prosper?

ASHFAQ BENGALI, Professor of Chemistry and Executive Director; KHADJA MAHSUD, Instructional Consultant; LEEANN RUDD, Instructional Associate Professor, Director, Student Learning Support—all of Center for Teaching and Learning, Texas A&M University at Qatar; and MARY DEANE SORCINELLI, Senior Fellow, University of Massachusetts Amherst
**CONCURRENT SESSIONS**

**Skills, Values, and Perspectives: Helping Students Know and Show What They’ve Learned**

Howard University (Level M1)

 Humanities faculty members want their students to find fulfilling careers, but they are not career counselors. This session outlines ways we can help our students to identify and value what they learn as humanities majors. What can your institution do to make sure humanities graduates can explain and document the skills, values, and perspectives they bring to their postgraduation lives? First, faculty members themselves have to know how to name what the humanities teach and how their course outcomes connect to job prospects. It’s possible to help humanities students to great careers without giving in to the rhetoric of “workforce preparation” that often works in opposition to the values of liberal education. This is especially important if we are to be able to make humanities majors possible for first-generation college students, students of color, and Pell Grant recipients, who are too often channeled into narrowly vocational fields.

PAULA KREBS, Executive Director, Modern Language Association; KIRSTIN WILCOX, Director, Humanities Professional Resource Center, University of Illinois

**Sustaining Institutional Transformation Initiatives Over Time**

Independence Salon C (Level M4)

In 2018, three small, private institutions in the liberal arts tradition reported at the AAC&U Annual Meeting on their work to transform their campuses around an integrative student experience (inside and outside the classroom) that would support their very diverse student populations and reaffirm their distinctive missions. How are those institution-wide change initiatives going, and how can such institutions build a network to share challenges and best practices while developing a strong public voice to argue the value of their work? Participants will leave with strategies for facilitating, evaluating, and sustaining institutional change processes, building faculty capacity for inclusive pedagogies, and articulating the value of liberal higher education for all students.

ELAINE MEYER-LEE, Associate Vice President for Global Learning and Leadership Development, Agnes Scott College; KEN PETERSON, Vice President for Academic Affairs & Provost, Furman University; MOJGAN BEHMAND, Associate Vice President for Academic Affairs and Dean of the Dominican Experience, Dominican University of California

**The Power of Global Learning and Diversity & Inclusion to Advance Student Success: More HIP Collaboration**

Archives (Level M4)

Campus internationalization, inclusion, and civic missions often indicate goal alignment in varying forms across campus units such as civic engagement, diversity & inclusion, global learning, and student life. When viewed from the visionary perspective, these offices share a goal of ensuring the students who they support are academically successful and positioned to thrive in an increasingly interconnected world while completing their degrees and upon graduation. This session will explore how global learning, diversity & inclusion, and other educators striving to advance student success can collaborate to leverage the power of global learning and diversity and inclusion—high-impact practices—to actualize their shared objectives.

ANDREW GORDON, CEO and Founder, Diversity Abroad; KATI BELL, SIO and Director, Global Education Office, Dominican University of California; DAWN MICHELE WHITEHEAD, Vice President of the Office of Global Citizenship for Campus, Community and Careers, AAC&U

**Service Learning as a Pedagogical Strategy for Democratic and Civic Engagement: An Examination of Syllabi**

Marquis Salon 13 (Level M2)

This content analysis of service-learning syllabi from four-year institutions that have received the Community Engagement Classification from the Carnegie Foundation examines how service-learning is operationalized in syllabi to explore how the pedagogy advances civic and democratic engagement among college students. Definitions, learning outcomes, readings, and assignments are considered to offer greater understanding of the common practices that reflect service-learning. This research also examines where service-learning experiences are taking place and who community partners are serving to better understand how campus-community partnerships are operationalized in syllabi. Participants will be asked to reflect on the research findings in relation to their own practitioner experiences and discuss recommendations for advancing service-learning to facilitate civic and democratic engagement among college students.

TANIA MITCHELL, Associate Professor of Higher Education and CARMINE PERROTTI, PhD Candidate—both of the University of Minnesota, Twin Cities
Equity-Mindedness and the Liberal Arts: Phi Beta Kappa as a Model

Mint (Level M4)

The Phi Beta Kappa Society, through its Committee on Qualification and its process of evaluating applications for new chapters, plays a significant role in assessing the depth and breadth of institutional commitments to the liberal arts and sciences in a wide range of contexts within the higher education ecosystem. This session will consider the ongoing evolution of the Phi Beta Kappa chapter qualification process as a key aspect of the Society’s emphasis on diversity, equity, and inclusion. Topics for discussion include recognition of excellence in educational achievement, examination of biases, diversity and inclusion, and the relationship between inclusion and excellence.

AMY MULNIX, Director, Faculty Center, Franklin and Marshall College; FREDERICK LAWRENCE, Secretary and Chief Executive Officer; and ANN McCULLOCH, Director, Chapter and Association Relations—both of the Phi Beta Kappa Society

Engaging At-Risk Students as Partners in the Teaching and Learning Process

Marquis Salon 15 (Level M2)

In this session, participants will be provided with two different models that help students from marginalized populations improve teaching and learning on a college campus. The Inquiry Scholars program asks students to take up an assessment issue on campus—one that involves students completing original research on campus to improve student learning and/or student learning environment. The second program, the Learning Fellows Program, finds students with high financial need and asks them to work as partners with faculty to teach a course where many students struggle. External reviewers will be on-hand to speak extensively about the kinds of qualitative and quantitative data required of such a project, as well as the kinds of faculty development needed to make the transition to such a radically collaborative and active learning environment. Participants will be provided with access to the planning documents, measures used to assess the effectiveness of these programs, and curriculum used to facilitate the program.

LYNN MURRAY-CHANDLER, Director of the Center for Teaching and Learning and Associate Professor of Education, Southern New Hampshire University; LISA JASINSKI, Special Assistant to the Vice President of Academic Affairs, Trinity University; MICHAEL REDER, Director of the Joy S. Schectman Center for Teaching and Learning, Connecticut College

Changing Landscape of Inclusive Capstone Experiences: Influences, Impacts, and Design

Georgetown (Level M1)

The capstone experience has evolved as a vital opportunity for more students to demonstrate learning. To explore the contemporary capstone/culminating experience landscape, 23 researchers from 21 US, UK, Canadian, and Australian institutions have focused attention on a range of salient issues, including purpose, policy, inclusivity, and teaching and learning. This research session shares snapshots of emerging multi-institutional, mixed methods research on institutional messaging around capstones, diversity, equity, and inclusion; how to design capstones to maximize learning for all students; and strategies for supporting faculty who teach capstones. The panelists will facilitate discussion about how this research informs institutional-, programmatic-, and faculty/staff-level efforts to design, implement, and assess high-impact capstone experiences.

CAROLINE KETCHAM, Professor and Chair, Department of Exercise Science, Elon University; ANTHONY WEAVER, Chair and Associate Professor, Department of Sport Management, Elon University; ANDREW PEARL, Director of Community Engagement Research and Publications, The University of Alabama; MORGAN GRESHAM, Director of General Education and First-Year Composition Coordinator, University of South Florida St. Petersburg; JILLIAN KINZIE, NSSE Institute & NILOA Senior Scholar, Indiana University; and JESSIE MOORE, Director of the Center for Engaged Learning and Professor of English, Elon University

Encouraging Student Civic Activism: Research-Based Findings to Inform Policies and Practices

Gallaudet (Level M1)

With the 2020 election cycle already underway, the civic purposes of higher education are once again at the forefront; encouraging students to exercise their voices and engage in the civic activism is essential for a vibrant democracy. This session draws upon our years of collective research into how colleges and universities can develop and encourage activism in students.

Using recent research as a foundation, this program will engage campus leaders in discussion about how to develop student activism orientation and translate that orientation into action. Participants will explore the roles of peers, campus professionals, and institutional policies in creating environments that encourage student civic activism. Most importantly, we will examine the importance of faculty, staff, and administrators as catalysts that translate students’ desires to engage into action.

ROBERT REASON, Professor of Education, Iowa State University; ADRIANNA KEZAR, Dean’s Professor of Leadership, University of Southern California
Increasing the Recruitment and Retention of Community College Students in STEM Fields: Creating the Collaboration

Independence Salon G/H (Level M4)

Partners in the Central Florida STEM Alliance (CFSA) have been learning about the barriers and the opportunities that community college students face when travelling the STEM pathway, and we have also identified several strategies that support success. In this interactive session, we will share these and apply the newly-developed “Current Conditions for Student Success in STEM and Goals Inventory” (2018), which was developed to support our strategic planning, based on a prior PKAL report (2008). This session will be relevant for participants from two- and four-year degree granting organizations, as preparation for successful transfer is one of the keys to long-term student success. Handouts will be provided.

LAURA BLASI, Director, Institutional Evaluation; KASSY HOLMES, Project Director, Louis Stokes Alliance for Minority Participation; and EDA DAVIS-LOWE, Assistant Vice President, Educational Partnerships—all of Valencia College; JOHN FYNN, Senior Program Specialist, Polk State College;

Multi-Institutional Change Networks to Advance Student Learning: Assessing Strategies to Enhance Institutional Benefits

Liberty Salon I (Level M4)

Multi-institutional change networks are emerging as levers to advance and scale excellence in undergraduate teaching and learning. This session examines the value of these networks in promoting high-impact, evidence-based education practices, inclusive pedagogy, effective assessment, and productive avenues to student success. Emphasis is placed on what institutional leaders need to consider in joining institutional networks to advance their goals for excellence in teaching and student learning. A panel of multi-institutional network scholars and network leaders will guide an exploration of three key questions: 1) What are the benefits of membership in multi-institutional change networks?; 2) What strategies can institutional leaders use to optimize the benefits and reach of network membership?; and 3) What issues should institutional leaders consider in assessing whether to join a network? (Research supported by NSF 1725320).

ANN AUSTIN, Professor and Interim Associate Provost for Faculty and Academic Staff Development, Michigan State University; SUSAN SINGER, Vice President for Academic Affairs and Provost, Rollins College; STEVEN DANDANEAU, Executive Director, The Reinvention Collaborative, and Associate Provost, Colorado State University; EMILY MILLER, Associate Vice President for Policy, Association of American Universities; KATHY MILLER, Professor of Biology, Emerita, Washington University in St. Louis;

30-MINUTE SESSIONS

There are two presentations, with Q&A, in each 60-minute session.

Judiciary Square (Level M3)

Say It Loud: Integrating Global Learning, Foreign Language Education, and Career Preparation in Liberal Arts and STEM Contexts

With decreasing numbers of students achieving advanced proficiency in a foreign language, the apparent success of campus internationalization and the prominence of global learning prompt multiple questions: How can students be effective in global and globalizing environments if they remain monolingual? How can global curricula achieve success with service-, experiential-, and internship-based learning if students lack training to engage in substantive linguistic and cultural encounters in non-English-language communities? How will students achieve intercultural competence if their conversations with non-English speakers rarely transcend basic social interactions? What does it take to build sustainable cross-institutional collaborations for global learning that also include deep and engaged partnerships with the public and private sectors? This panel presentation by two very different institutions will showcase curricula approaches for a meaningful integration of global learning and foreign language education that supports students’ post-college success and institutional priorities for impactful engagement with for-profit and nonprofit sectors.

GUNDOLF GRAML, Assistant Dean for Global Learning, Professor of German Studies, and BARBARA DRESCHER, Instructor of German Studies—both of Agnes Scott College; ANNA WESTERSTAHL STENPORT, Chair and Professor, School of Modern Languages, Georgia Institute of Technology

Bridging Institutional Goals for Global Learning with Micro Courses

In this discussion-based session, we will reflect on our own successes and failures of using cultural competence as a construct for curriculum and course development of weekend micro-courses. We will discuss the structure of our partnership and the micro-courses, our emphasis on interdisciplinarity in course design, and our efforts to develop and assess cultural competence. We will also facilitate conversations on implementing or adapting the micro-course structure for other institutions by discussing how to develop campus partnerships, revise course structures, and use applied learning techniques for assignments and assessment.

KORRYN MOZISEK, Director of Integrative Learning, Office of the Vice Provost for Education and Special Faculty, Department of English, Carnegie Mellon University; VERONICA DRISTAS, Associate Director, Global Studies Center, University of Pittsburgh
Designing Spaces for Democratic Learning and Agency: Civic Capstones in the Major
Supreme Court (Level M4)

This session offers concrete models for how to use civic capstones in the major to foster democratic learning, civic agency, and public problem solving. Participants will learn about the emerging models enacted across multiple kinds of disciplinary majors, be introduced to specific design features shared across those models, and be challenged to consider how to invent a civic capstone for students majoring in their department. A core value in the design of these project-based experiences in the major is their power to hone students’ skills in the habits of democratic engagement across multiple kinds of differences making questions of diversity, equity, and agency central to the capstone’s design.

CARYN McTIGHE MUSIL, Senior Director, Civic Learning and Democracy Initiatives, AAC&U; NICHOLAS LONGO, Professor, Public and Community Service Studies, Providence College; and CINDY KOENIG RICHARDS, Chair and Professor, Ringe Media Lab Director, Civic Communication and Media, Willamette University

Advancing Racial Equity Through Truth, Racial Healing & Transformation (TRHT) Campus Centers
Independence A/B (Level M4)

How can our nation dismantle a deeply held, and often unconscious, belief in the hierarchy of human value that fuels systemic and structural racism? What is the role of higher education in advancing justice and building equitable communities? Truth, Racial Healing & Transformation (TRHT) is a comprehensive, national and community-based process to address the historical and contemporary effects of racism and to plan for and bring about transformative and sustainable change. In August of 2017, AAC&U selected ten campuses to launch the first cohort of ten TRHT Campus Centers, and in December of 2019 AAC&U selected the next cohort of ten Centers. This facilitated discussion will highlight the TRHT Framework and process, including Rx Racial Healing Circles, and the institutional and community-focused strategies for eliminating racial inequities. This project was launched with the support of Newman’s Own Foundation, the W.K. Kellogg Foundation, and the Papa John’s Foundation.

GAIL CHRISTOPHER, Executive Director of the National Collaborative for Health Equity and Founder, Nitanu Garden Center for Healing and Nature; ERIC FORD, Director, the Choice Program, the Shriver Center, University of Maryland–Baltimore County; TIA BROWN MCNAIR, Vice President for Diversity, Equity and Student Success, and Executive Director for the TRHT Campus Centers, AAC&U; MEE MOUA, Principal, Interdependent Group; SHARON STROYE, Director of Public Engagement, Rutgers University–Newark; MIKE WENGER, Senior Fellow, AAC&U; and Adjunct Faculty Member, George Washington University

LISTENING FOR THE LIBERAL ARTS: A Strategy for Distinction and Aspiration in Liberal Education
Mount Vernon (Level M3)

This participatory seminar session is designed to help prepare faculty and staff for institutional change around the liberal arts. The possible solutions to the crises that face liberal education are only useful if an institution is able to adapt a model to its own unique mission, culture, and study body. This requires an awareness of institutional strengths and weaknesses that might be surfaced in witnessed dialogue. This session models for participants a three-part strategy for listening to the liberal arts that draws on a deep well of wisdom and experience at the institution. It also offers evidence of the strategy’s utility through example as well as resources for institutional change.

AMY HAMLIN, Associate Professor of Art History; and LUCIAN BLANKS, ASL and Philosophy—both of St. Catherine University

Undergraduate STEM Reform: From Initiative to Institutionalization
Marquis Salon 14 (Level M2)

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 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.

AYESHA BOYCE, Assistant Professor and Codirector of the Office of Assessment Evaluation, and Research Services, MALCOLM SCHUG, Associate Professor and Interim Head, Department of Biology; LEE PHILLIPS, Director, Undergraduate Research, Scholarship and Creativity Office; LYNN SAMETZ, STAMPS Project Codirector and Codirector of Community Research and Instruction in STEM Education (RISE); JEFFREY PATTON, Professor and STAMPS PI; AMY GERMUTH, External Evaluator; ADEYEMO ADEOTOUN, CHERIE AVENT, MICHELE ABEY, and NICOLE HAWKS, PhD students—all of the University of North Carolina at Greensboro
Mentorship: A Scalable Practice to Drive Student Success
Treasury (Level M4)

Research has long shown that peer mentorship contributes to student success by cultivating a sense of belonging, increasing academic success, and improving retention. However, delivering a mentorship program that serves hundreds of students and demonstrates measurable outcomes is a challenging task with limited resources. This session will include reflections by Executive Director of Enrollment and Retention Services, Aaron Aure, and Mentor Collective Co-Founder and CEO, Jackson-Boyar on how scaling mentorship increases student success. Aure will share insights and strategies on how to deliver a program that provides over 800 incoming first-year students with a relevant mentor and why academic leaders should prioritize mentorship to impact student success.

AARON AURE, Executive Director of Enrollment and Retention Services, University of Wisconsin-Stout; JACKSON BOYAR, CEO and Cofounder, Mentor Collective

This session is presented by Mentor Collective.

ACAD SESSION
Assistant/Associate Deans—Extending Impact in Turbulent Times
Liberty Salon J/K (Level M4)

Associate deans often work as academic project managers to translate Institutional vision (from deans) into operational practice (for faculty and students). This interactive session offers case studies on entering the associate dean role, facilitating curriculum revision from that role, and building sustainable communities. This is a networking and development opportunity for new and veteran assistant/associate deans.

JAMES SLOAT, Associate Provost and Associate Dean of Faculty; and RUSSELL JOHNSON, Associate Provost for Academic Programs—both from Colby College; NATHAN GOODALE, Associate Dean of Faculty, Hamilton College; SHERYL CULOTTA, Associate Provost, Wesleyan University

NETWORKING BREAK
Connect with Colleagues and Visit Our Exhibitors While Enjoying Light Refreshments
Ballroom Foyer (Level M4)

AAC&U thanks The Charles Koch Foundation for sponsoring this Networking Break.

11:15 a.m. – 12:15 p.m.

CONCURRENT SESSIONS
PANEL
Strategies for Institutional Change: Improving Department Climate and Success of Historically Underrepresented Students in STEM
Mint (Level M4)

Despite decades of efforts to improve diversity and inclusion in STEM fields, underrepresented minority students (URM) still face complex barriers to their progress. Institutional change is necessary, and thus far, has been difficult to mobilize. This session focuses on three evidence-based strategies undertaken at the National Center for Institutional Diversity (NCID) to launch and sustain institutional change efforts focused on URM student success in STEM: a blog series, a national conference that brought together thirteen institutional teams from across the country, and a convening leveraging teams across over 20 STEM departments. Participants will learn about these strategies, engage with data including quantitative surveys and qualitative student narratives, and engage in action planning for improving climate and creating inclusive environments critical to ensure the success of URM students in STEM.

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

(Re)energize Campus Completion Agendas by (Re)emphasizing Student Learning, (Re)focusing Assessment, and (Re)identifying Definitions

Capitol/Congress (Level M4)

In this session, the National Association of System Heads (NASH) and the National Institute for Learning Outcomes Assessment (NILOA) will present an emerging theory of how high-impact practices contribute to student success. We will demonstrate that HIPs’ focus on student learning gives faculty an “in” to the completion agenda by conceptualizing structural and policy issues related to student success in ways that make sense to them in terms that matter to them. By focusing on HIPs, campuses can (re)focus their assessment and (re)identify definitions of quality— together this approach can (re)energize campuses’ completion agenda by (re)emphasizing student learning.

CLAIRE JACOBSON, Director, Taking Student Success to Scale: High-Impact Practices, National Association of System Heads; NATASHA JANKOWSKI, Director; and ERICK MONTENEGRO, Doctoral Candidate, Research Analyst and Communications Coordinator—both of National Institute for Learning Outcomes Assessment

DISCUSSION SESSION

Introductory Courses as Hurdles: Jumping or Removing?

Independence Salon C (Level M4)

This roundtable conversation will explore the current landscape of introductory courses in history, including recent innovations in teaching and learning in history, and give an overview of the American Historical Association’s and the Gardner Institute’s work with eleven institutions in the New York, Chicago, and Houston metro areas. The project—History Gateways—is funded with support from the Andrew W. Mellon Foundation. Gardner Institute data on its work in other disciplines will provide a comparative frame. Speakers will provide a framework for how evidence-based practices and discussions can change culture among history faculty and, as a result, improve curricula, pedagogy, inclusive excellence, and student learning.

EMILY SWAFFORD, Director of Academic and Professional Affairs, and JAMES GROSSMAN, Executive Director—both of American Historical Association; DREW KOCH, President & Chief Operating Officer, John N. Gardner Institute for Excellence; SARAH SHURTS, Professor of History, Bergen Community College

Universities and Colleges Delivering Against the Sustainable Development Goals

Judiciary Square (Level M3)

Higher education institutions are “locally rooted and globally connected” with significant opportunities to deliver against the Sustainable Development Goals (SDGs). Advancing the SDGs is the “moon shot” for our generation (Jeff Sachs, UNSDSN). Universities and colleges must step up and shape new ways for the world: they have a critical role to play as change agents.

The session will explore how the SDGs can be used to catalyze radical adaptive institutional change, engaging faculty, staff, students, alumni and stakeholders around a shared mission. Insights from the US, UK, and Europe of SDG-led institutional transformation will reveal some of the challenges and opportunities. And examples of mission-driven outcomes, from changes to the curriculum, research strategy, and leadership/governance, will be shared.

Focusing deliberately and proactively on the SDGs, sustainable transformation within higher education can help deliver a more sustainable and inclusive future.

WENDY PURCELL, Visiting Professor and Scientist with Harvard University, Harvard T.H. Chan School of Public Health, Center for Health and the Global Environment and School of Environmental Health, Harvard University

PANEL PRESENTATION

Implementing Project-Based Learning to Better Prepare Students for the Future

Howard University (Level M1)

By juxtaposing project-based learning at two very different four-year private institutions in Worcester, Massachusetts—Worcester Polytechnic Institute and Becker College—this session highlights the versatility of using student projects as a platform to simultaneously leverage multiple high-impact practices to prepare students for work and life. An examination of changes over time in the use of projects at each institution will prompt session participants to reflect on the adaptive advantages to institutions that project-based learning provides for meeting the needs of students as they prepare to enter rapidly evolving local and global communities and workplaces. Through an exploration of the relationships between the purposes and designs of various projects, participants will gain insights into how they might best use projects at their own institutions to support student learning, skill development, and personal growth.

PAULA QUINN, Associate Director, Center for Project-Based Learning; CAITLIN KELLER, Instructional Designer—both of Worcester Polytechnic Institute; THERÉSE AJTUM-ROBERTS, Director, Office of Teaching, Learning & Technology, and ANA MARIA YOUNG, Assistant Director, Office of Teaching, Learning & Technology—both of Becker College
**DISCUSSION SESSION**

**Learning-Focused, Equity-Minded Educational Development: A New Strategic Framework**

**Georgetown (Level M1)**

Why do education reform efforts so frequently miss the mark? This session spotlights an essential design principle: using systematic professional learning to connect high-impact teaching and learning with far-reaching institutional change. It introduces a new Professional Learning and Educational Development Framework, created via the Every Learner Everywhere project of the Western Interstate Commission on Higher Education (WICHE) and the Bill and Melinda Gates Foundation. In this Framework, we use “professional learning” to reframe what is traditionally labeled faculty development and position it at the center of strategic educational reform. This Framework builds on research and practice; provides a humane and respectful perspective; and deploys systems-thinking to outline a new model for learning-focused, equity-minded, and inquiry-based educational change. This interactive session will consider the potential implications of this framework for our shared work across settings and initiatives.

**LAURA GAMBINO**, Vice President, New England Commission of Higher Education; **DRET EYNON**, Retired Associate Provost, LaGuardia Community College (CUNY); **RANDY BASS**, Vice Provost for Education, Georgetown University; **PETER FELTEN**, Assistant Provost for Teaching and Learning, Elon University; **JONATHAN IZZINI**, Director of Teaching and Learning, Achieving the Dream

**DISCUSSION SESSION**

**Liberal Education Outside the US: Innovations, Challenges, and Opportunities**

**Marquis Salon 15 (Level M2)**

Liberal arts education is growing globally. Over 200 programs have been identified outside the US, nearly half of which developed in the last two decades. New and innovative institutions have emerged primarily in Asia and Europe, but also in Africa, Australia, Latin America, and the Middle East. This growth is not the result of efforts by international agencies, nor predominantly US institutions or interests, but has arisen indigenously. These new programs have animated institutional change, and they face challenges both practical and philosophical. This session will engage colleagues from around the world to discuss global liberal education opportunities and challenges. Our discussion will be framed by four key areas: innovation, internationalization/global engagement, legitimacy, and access/equity/inclusion. In this discovery dialogue session, we aspire to glean new questions that will be used in our ongoing scholarly and practitioner-focused global liberal education projects.

**KARA GODWIN**, Director of Internationalization, American Council on Education; **MARY-ELLEN BOYLE**, Associate Professor of Management, Clark University; **NOAH PICKUS**, Associate Provost, Duke University and Dean of Curriculum and Faculty Development, Duke Kunshan University, Duke University; **BRYAN PENPRASE**, Dean of Faculty, Soka University of America

**DISCUSSION SESSION**

**Nudging for Student Success**

**Union Station (Level M3)**

Nudges, like the choice architecture of requiring you to opt out or automatically scheduling an appointment for you, are ways to alter people’s behavior in a predictable way without forbidding any options. Small changes in assignment deadlines; library, dining and office hours; faculty, staff and support availability; and class schedules can all influence when, where, and how students study and work. Registration procedures can nudge students to take classes when they are most likely to succeed. Students who get more sleep and do more work, do more learning. Since students who engage more, stay more, how might we encourage students to study more or make more friends? This discussion/workshop will tackle how we might get everything and everyone on your campus to nudge students to adopt new behaviors that will help them learn and succeed.

**JOSÉ Bowen**, Senior Fellow, AAC&U

**DISCUSSION SESSION**

**Responding to the Crisis in Higher Education: Empowering Boundary Brokers and Agents of Transformation**

**Gallaudet (Level M1)**

This roundtable will describe the pressing need to innovate and enact change in higher education; briefly discuss theories of change as they apply to the higher ed context; consider the special role department chairs can play in facilitating “deep change” (Kezar), as well as the obstacles and constraints they face in doing so; overview some ideas for putting into place a process for changemaking that views chairs as important boundary brokers; and engage in brainstorming conversations with the attendees. The panelists, from three different types of institutions, include a university president; a former university vice president, dean, and chair; a dean and former chair; four current or former department chairs; and a doctoral student studying institutional change.

**ELIZABETH WARDLE**, Senior Fellow, AAC&U; **WIETSE DEBOER**, Professor and Director of Howe Center for Writing Excellence; **WIETSE DEBOER**, Professor and Chair, and **CAITLIN MARTIN**, Doctoral Student—all of Miami University of Ohio; **ELAINE MAIMON**, President, Governors State University; **JOHN SACHER**, Associate Professor and Interim Assistant Dean of Undergraduate Studies; **RICK SCHELL**, Professor and Vice President Emeritus; and **JEFF MOORE**, Professor and Dean—all of the University of Central Florida
Friday, January 24

11:15 a.m.– 12:15 p.m. (continued from previous page)

PANEL

Promoting Adjunct Excellence with the New Student Majority

Monument (Level M4)

The faculty members least well positioned to learn about effective and inclusive teaching represent a growing percentage of the overall faculty charged with advancing academic skills and success among New Majority students. These are our adjunct faculty colleagues, who spend the least time outside the classroom with students, are least likely to be familiar with campus resources, and are least able to drink deeply from the well of faculty development. We explore efforts at a variety of institutions to support adjunct faculty in meeting challenges of liberal education with New Majority students. In particular, we focus on efforts to prepare adjunct faculty to better understand starting positions of disadvantaged students and varied hurdles they face: their needs relative to support, guidance, and experience in and out of the classroom; and promises of cultural and social exploration for building identities as successful students and advancing liberal education for all.

SAUL FISHER, Associate Provost for Research, Grants, and Academic Initiatives, and Visiting Associate Professor of Philosophy, Mercy College; VICTORIA MONDELL, Founding Director, Teaching For Learning Center, University of Missouri; REZA FAKHARI, Vice President, Internationalization and Strategic Initiatives, St. Francis College; MADHAVAN NARAYANAN, Assistant Professor of Chemistry, Mercy College; LOIS WIMS, Provost and Vice President for Academic Affairs, Worcester State University

SEMINAR SESSION (Participation is limited; please arrive early.)

Civic Engagement and the Public Square

Mount Vernon (Level M3)

Starting in September 2020, peer reviewers in the Higher-Learning Commission’s nineteen-state region will evaluate how each member institution demonstrates that it “provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.” Yet these goals are threatened by recent emphases for students to meet employer needs and develop workplace skills, the growth of online learning, and the tattering of the public square. This discussion session will seek input from academics and student affairs professionals, examine diverse perspectives from those who contribute to campus-based activities but also community partnerships, and encourage participants to think about how to extend the commitment of civic engagement to their home institutions.

JEFF ROSEN, Vice President for Accreditation Relations and Director of the Open Pathway, Higher Learning Commission

30-MINUTE SESSIONS

There are two presentations, with Q&A, in each 60-minute session.

Independence Salon G/H (Level M4)

Building Leadership Excellence: How Innovative Strategies Can Help Build the Higher Education Leadership Pipeline

The demands of higher education today require superlative leaders. But where will the leaders of tomorrow come from? How can current and future faculty build the leadership skills that the future demands? Join this 30-minute discussion session to consider concrete action steps to advance your own leadership skills and experience: explore new ideas on how and where to find leadership opportunities—and how leadership opportunities can find you; discuss why leadership skills matter even for those who don’t aspire to academic leadership; reflect on a variety of approaches to building academic leadership excellence, and explore how to find ways to mentor the future generation of academic leaders. A brief description of an innovative model for faculty leadership enrichment at Phi Kappa Phi will be the jumping off point for our discussion.

MARY TODD, Executive Director, The Honor Society of Phi Kappa Phi; ELEANOR BLOXHAM, Founder and Chief Executive Officer, The Value Alliance and Corporate Governance Alliance

Leading without Authority: Findings from a Grassroots Campaign for High-Impact Pedagogy

This presentation will share the grassroots efforts of a diverse informal faculty group working to influence campus values and advance signature assignments, reflective practice, and integrative learning as core concepts for general education. We will share findings from our pilot and scaled up expanded study introducing signature assignments in a wide range of general education designated courses (First Year Experience, Humanities, Social Science, Finance and Quantitative Reasoning, Natural Science and Lab). Presenters will share our approach to signature assignments and highlight survey data revealing promising faculty and student outcomes as well as challenging insights. In sharing our findings and ongoing grassroots efforts to influence the campus vision for general education through collaboration and cooperation, we aim to facilitate sharing among attendees about reflective practice, leadership without authority, and core values guiding necessary change in general education.

STEPHANIE ROACH, Director of Writing Programs and Associate Professor of English; JENNIFER ALVEY, Chair of Sociology, Anthropology, and Criminal Justice and Director of Women’s & Gender Studies; TRACY WACKER, Director of the Thompson Center for Learning and Teaching; KAZUKO HIRAMATSU, Associate Professor of Linguistics—all of the University of Michigan-Flint
**Strategies to Maximize (International) Student Participation**

As stated in a 2018 report released by the Institute of International Education (IIE), “The United States remains the top host of international students globally.” As we welcome more international students onto campus and into our classrooms, we will need to continue to be mindful of the unique experiences all students bring, including their past educational experiences. For example, rather than tallying the amount of times each student speaks in class we will examine alternative approaches that define participation as multidirectional flows of communication and collaboration (student-to-student, -self, -instructor, -content). In this session we will discuss strategies to effectively, efficiently, and inclusively assess participation of all students.

**It Takes a Village to Make a Rubric: Interdisciplinary Competencies: the AAC&U VALUE Rubrics**

Want to get more “value” from the work of rubric creation? How about creating a rubric that becomes a model (and unifier) for major and program courses? Creating rubrics to assess a class or program can reach much further and, yes, unite a campus or university system. At the University of the District of Columbia, diverse faculty and administrators from the Flagship and Community College have created rubrics, for the Interdisciplinary general education program (IGED), which are more competency-based than content-based. These “competency” rubrics for our integrative general education courses rely on input from a variety of faculty and lean heavily on AAC&U’s VALUE initiative. This presentation will chronicle our rubric creation process, with an emphasis on our digital literacy rubric, and provide participants with a list of competencies, activities, and rubric categories for one of their own classes.

**Panel Presentation**

**Connections: An Integrative Liberal Arts Curriculum to Cultivate Career Readiness**

**Supreme Court (Level M4)**

A 21st century liberal arts curriculum cultivates “t-shaped” professionals who possess technical expertise in a defined area (vertical), while exercising a creative capacity to draw on diverse bodies of information and collaborate to solve complex problems (horizontal). Connections Connecticut College’s 4-year developmental integrative curriculum prepares students to reach this level of career readiness. Connections components include an enhanced first-year seminar, team advising, world language, and a ConnCourse, an introductory course in a particular discipline that models connections to related fields and illustrates applications to contemporary challenges. In students’ sophomore year, in addition to declaring majors, they select one of 15 faculty-generated interdisciplinary pathways. Within their pathway, students develop a personalized question, take courses across disciplines, and conduct off-campus experiences related to their question. After a senior reflection seminar, they present in an All-College Symposium. Panelists provide an overview of Connections, highlight a particular integrative pathway, and report career-relevant outcomes.

**Voices of Changemakers: How Commitments to Learning, Community, and Equity Shape Future Faculty**

**Marquis Salon 9/10 (Level M2)**

This session engages graduate student recipients of the 2020 K. Patricia Cross Future Leaders award in a panel discussion of how they see their role as future faculty members and leaders in higher education. Panelists will offer insights into the innovative ways in which they have integrated deep commitments to student learning, community engagement, and equity into their current teaching and scholarship. Session participants will have the opportunity to get new ideas and learn from a rising group of inspiring campus changemakers.

**Moderators:**

**ASHLEY FINLEY,** Senior Advisor to the President and Vice President of Strategic Planning and Partnerships, AAC&U; and **CLAIRE MAJOR,** Professor of Higher Education Administration, University of Alabama

**SARA ABELSON,** Health Behavior and Health Education, University of Michigan

**MARIA ALDIVAR-ZUNIGA,** Human Development and Family Studies, Iowa State University

**CIAK CHRISTIAN,** Language, Literacy, and Culture, University of Maryland Baltimore County

**ZACHARY DEL ROSARIO,** Aeronautical and Astronautical Engineering, Stanford University

**BRETT RANON NACHMAN,** Educational Leadership and Policy Analysis, University of Wisconsin-Madison

**DOUG VALENTINE,** Sociology, University of Missouri

**EDGAR VIRGUEZ,** Environmental Sciences and Policy, Duke University
How Ready Are You for the Fourth Industrial Revolution?

Treasury (Level M4)

Over the next 10 years, next-generation technologies will rapidly and radically change our economy and ways of life. Preparing for the growth in new skills and jobs required with the 4th Industrial Revolution will involve deeper understanding, combined with strategic planning to truly prepare our students for their future. Mike Belcher, Director of EdTech Innovation for HP, will lead us through a fast-paced review of 4th IR technologies like Artificial Intelligence & Machine Learning, eXtended Reality (XR), 3D printing, and the importance of eSports in attracting students to rapidly growing computer science and STEM-related careers.

MIKE BELCHER, Americas Director of EdTech Innovation, HP, Inc.

This session is presented by HP, Inc.

ACAD KEYNOTE LUNCHEON (Preregistration was required.)

Still Standing: Leadership & Resilience in Turbulent Times

Marquis Salon 6 (Level M2)

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? Dr. 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 cofacilitated the CIC Seminar on Presidential Vocation and Institutional Mission for aspiring university presidents.

ACAD SESSION

Difficult Conversations in Challenging Times

Liberty Salon J/K (Level M4)

Difficult conversations can be stressful and time-consuming; thus, effective communication strategies benefit academic leaders across multiple interactions. By increasing the number of “communication tools” in our toolkit, we can successfully accomplish goals, manage conflict, and lead change in difficult times. Topics will include understanding yourself and your audience, balancing facts and emotions, using nonverbal communication effectively, and maximizing your resources.

SHANNON SCOTT, Interim Associate Dean, College of Arts and Sciences; ANNIE PHILLIPS, Executive Director, International Affairs; and ABIGAIL TILTON, Dean, College of Arts and Sciences—all from Texas Woman’s University

JOINT AAC&U AND ACAD PRESENTATION

Next-Gen Leadership: Building an Inclusive Pipeline of Changemakers

Marquis Salon 9/10 (Level M2)

Amid scandals, scarce resources, waning public support, and persistent government disinvestment, what will encourage the next generation of leaders to seek college and university presidencies and other top leadership positions? Furthermore, what will ensure that the talent pipeline is populated with future leaders who reflect the increasingly diverse population of college students? This joint AAC&U and ACAD session welcomes leaders at all levels to discuss the issues that create barriers to leadership in higher education, particularly for leaders of color. Participants will explore strategies for building and supporting the policies and mentorship at the campus and national levels that will promote inclusive excellence and sustained change leadership for years to come.

FACILITATORS: SHEILA AMIN GUTIÉRREZ DE PIÑERES, Dean, Burnett Honors College, University of Central Florida; JOANNE BERGER-SWEENEY, President, Trinity College; DENESEE JONES, Vice President for Academic Affairs, Trinity University; BRIAN MURPHY, President Emeritus, De Anza College; MARY ANN VILLAREAL, Vice President for Diversity, Equity, and Inclusion, University of Utah; VINCENT WIGGINS, Dean of Instruction, Harold Washington College

THE CHRONICLE OF HIGHER EDUCATION AAC&U and ACAD thank The Chronicle for its sponsorship of this session
CONCURRENT SESSIONS

From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education

Independence Salon A/B (Level M4)

The new book, From Equity Talk to Equity Walk meets educators where they are and offers an effective design framework for what it means to move beyond equity being a buzzword in higher education to being the guiding principle for social and racial justice in higher education. Through central concepts and campus examples, the authors present educators with advice on building an equity-minded campus culture, aligning strategic priorities and institutional missions to advance equity, understanding equity-minded data analysis, developing campus strategies for making excellence inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. The authors of From Equity Talk to Equity Walk will offer practical guidance on the design and application of campus change strategies for achieving equitable outcomes and racial equity in higher education.

ESTELA MARA BENSIMON, Dean’s Professor in Educational Equity & Director, Center for Urban Education, Rossier School of Education, University of Southern California; TIA BROWN McNAIR, Vice President for Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers, AAC&U

Following this session, the speakers will be available to sign copies of their newly published book, From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education

DISCUSSION SESSION

Transforming the Evaluation of Teaching: Framing a National Dialogue

Liberty Salon I (Level M4)

In recent years, there has been a significant increase in both campus-based work and national interest in systems for the review and evaluation of faculty teaching practices in higher education. The session is designed to accomplish three major outcomes: 1) report on emergent institutional, multi-institutional, and national efforts to more effectively and comprehensively review and document teaching practice; create greater structure and consistency to teaching evaluation; and recognize faculty work that focuses on improving instruction (at the course and/or curriculum levels); 2) identify shared goals in transforming teaching evaluation from these efforts and explore strategies for addressing the common barriers to implementing these change efforts; and 3) shape a national dialogue on how scholars and institutional leaders can support the development and implementation of these new ways to capture faculty members’ contributions to improving the quality and effectiveness of undergraduate education.

GABRIELA WEAVER, Special Assistant to the Provost for Educational Initiatives and Professor, Department of Chemistry, University of Massachusetts Amherst; EMILY MILLER, Associate Vice President for Policy, Association of American Universities; ANDREA GREENHOUR, Director and Gautt Teaching Scholar, Center for Teaching Excellence and Professor, Department of Psychology, University of Kansas; CHRISTINE BROUSSARD, Professor of Biology and Natural Science Division Chair, University of La Verne; ANNA AUSTIN, Interim Associate Provost for Faculty and Academic Staff Development, Michigan State University; Cochair, National Academies’ Roundtable on Systemic Change in Undergraduate STEM Education

PANEL

Promoting Inclusive Campus Communities through Interfaith Initiatives: Sharing Resources and Experiences from Three Diverse Institutions of Higher Education

Howard (Level M1)

Diversity and inclusion programs often focus predominantly on race, gender, and sexual orientation. This session will showcase the efforts of three diverse institutions of higher education—each of which received a recent grant from AAC&U/IFYC’s Institute for Interfaith Excellence—to incorporate religion/spirituality/worldview into their institution’s larger diversity and inclusion efforts. Presenters will share concrete strategies for developing campus-wide religious accommodation policies that include dining services and human resources, as well as details about successful programs such as Interfaith Thanksgiving, Religion Awareness Day, Interfaith Dialogue programs, and an interdisciplinary Interfaith Studies minor.

The three presenting institutions are collaborating on creating holiday fact sheets—an initiative that was started at the University of Denver. These fact sheets provide information to help faculty, staff, and students understand various religious holidays, including the tone of the holiday and appropriate greetings. Information about accessing the holiday fact sheets and discussion of use at attendees’ institutions will be included.

MIRIAM LIPSKY, Assistant Provost for Institutional Culture, Adjunct Assistant Professor, Department of Teaching and Learning, University of Miami; SARAH PESSIN, Associate Professor of Philosophy, University of Denver; JACQUELINE BUSIE, Director, Forum on Faith and Life, Professor of Religion, Concordia College; ASHMEET OBEROI, Clinical Assistant Professor, Educational and Psychological Studies, and Director, Community and Social Change Masters Program, University of Miami

DISCUSSION SESSION

After Curricular Redesign: Overcoming the Obstacles to Implementing Curricular Reform

Independence Salon C (Level M4)

Once the faculty vote has been taken and the committees dissolve, how can campuses sustain the work of curricular reform? This discussion session brings together three institutions who have recently completed a major curricular innovation, and are in the position to offer lessons learned from the aftermath. We have been reminded that even an ambitious new program structure is not sufficient to truly change student learning. Institutions also need to discover tools beyond course sequencing that will improve learning outcomes. These tools include an intentional program of faculty development and adopting a process of iterative revision supported by credible assessment practices. Complicating factors in this work can include how to pace change, faculty tendency to disown a new curriculum, balancing top-down and grassroots approaches, and the best way to allocate resources.

ELAINE MEYER-LEE, Associate Vice President for Global Learning and Leadership Development, Agnes Scott College; EMILY RUSSELL, Associate Professor of English and Associate Dean of Academics, Rollins College; ALISA GAUNDER, Dean of the Faculty, Professor of Political Science, Southwestern University
DISCUSSION SESSION

Moonshots Over California and Texas

Mint (Level M4)

In a July 2019 Forbes opinion piece, Brandon Busteed wondered why US higher education has failed to achieve what he terms “moonshots”—educational equivalents of the lunar landing—“when it comes to enrolling and graduating students from the neediest communities and socioeconomic backgrounds.” But there are some moonshots taking place at the nation’s more open-access and less selective public institutions, far removed from hand-wringing elite institutions and admissions scandals. This fishbowl discussion will provide insight and exploration into “moonshot” programs that strive to close equity gaps for student populations historically excluded from post-secondary attainment. Beginning with student success leaders from the nation’s two largest and most diverse states, California and Texas, the session will invite other participants into the fishbowl to explore student success efforts that are visionary as much for their approaches and reach, as for the students they enroll: low-income, first-generation, and—increasingly—from minoritized populations.

REBECCA KAROFF, Associate Vice Chancellor for Academic Affairs, University of Texas System; DAVID RUITER, Associate Vice Provost for Strategic Initiatives, University of Texas at El Paso; KIM COSTINO, Dean of Undergraduate Studies; and KATY PINTO, Professor of Sociology—both of California State University Dominguez Hills

SEMINAR SESSION (Participation is limited; please arrive early.)

Dismantling the ‘US vs. International’ Dichotomy: Creating Synergy between Diversity & Global Ed

Scarlet Oak (Mezzanine)

In recent years, an emphasis on “globalizing” US higher education has resulted in increasing international student populations, US students abroad, and embedding global topics and requirements into curricula. These institutional shifts are often at odds with historical struggles and institutional framework related to US diversity, equity, and social justice. Furthermore, many who advance global education frame diversity and social justice approaches as only applicable in US contexts. As these trends continue, educational opportunities are missed, and resources misplaced due to a lack of institutional synthesis. The “US vs. International” dichotomy obstructs an understanding of the relationship among local and global dimensions, as well as historical and current conditions limiting our ability to engage students holistically with contemporary challenges. This session will engage participants with case examples that create opportunities to synergize global education with diversity and social justice to support the development of diverse, inclusive, and globalized campus communities.

AMER AHMED, Founder and Chief Executive Officer, AEA Diversity Consulting; KATHRYN SORRELLS, Professor of Communication Studies, California State University–Northridge

SEMINAR SESSION (Participation is limited; please arrive early.)

College Student Activism: Challenges and Opportunities

George Washington (Level M1)

Based on the forthcoming text, No Justice! No Peace! College Student Activism, Race Relations and Media Cultures (Peter Lang, 2020), participants will engage in conversation about college student activism through examination of two scenarios. One scenario will explore the impact of punishment on student activism? 4. How do we respond to the challenge and opportunity when addressing student activism? 3. What is the increase in representation of first-generation, and—increasingly—from minoritized populations.

1. What are some trials associated with responding to student activism regarding race? 2. How do the media and social media create challenges and opportunity when addressing student activism? 3. What is the impact of punishment on student activism? 4. How do we respond when Black student activists enter predominately white, literal, and figurative institutional governance spaces?

Rather than branding student activists as an adversarial problem to be solved, colleges and universities need to embrace the ways students make their voices heard.

CERRI BANKS, Dean of Students and Vice President for Student Affairs, Skidmore College; ALEJANDRO VASQUEZ, Vice President, Consulting Services and Senior Consultant, Keeling and Associates; LINUS OWENS, Associate Professor of Sociology, Middlebury College; PAUL BUCKLEY, Assistant Vice President, Director of the Butler Center, Colorado College

This session is presented by Project Pericles.
DISCUSSION SESSION
The Future of the Academic Transcript: Trends and Lessons Learned from the Comprehensive Learner Record Project
Union Station (Level M3)

Today’s technology allows us to do more with traditional academic transcripts than simply present a chronological listing of the courses students completed and the credits and grades they have earned. In an environment where understanding how, when, and what students learn in higher education is of paramount importance, innovations in student records are being designed and prototyped. This interactive session will describe the AACRAO/NASPA Comprehensive Learner Record initiative, a national project aimed at developing and implementing new strategies and approaches to how we document and represent student learning across diverse environments, domains, and contexts. Participants will reflect with others on what elements of these new record types would be beneficial and meaningful to their students as well as their faculty, institutions, and other relevant stakeholders.

HELEN CHEN, Research Scientist, Designing Education Lab, Department of Mechanical Engineering, Stanford University; TOM BLACK, University Registrar & Assistant Vice Provost, Johns Hopkins University; TOM GREEN, Associate Executive Director, Consulting and SEM, American Association of Collegiate Registrars and Admissions Officers; AMELIA PARNELL, Vice President for Research and Policy, NASPA: Student Affairs Administrators in Higher Education

DISCUSSION SESSION
After the University? Imagining the College of the Future
Marquis Salon 15 (Level M2)

What happens after disruptive innovation? How should academics prepare for life “after the university”? Can we imagine ways to structure teaching and research in the arts and sciences that are not trapped by the institutional structures of the university? Are there alternatives that might prove more true to the liberal purposes of college education, the goal of this discussion is to encourage academics to imagine what, in their ideal world, the academy of the future would look like. This is a first step to building the future.

JOHANN NEEM, Professor of History, and History Department Chair, Western Washington University; KATHLEEN FITZPATRICK, Director of Digital Humanities and Professor of English, Michigan State University; DAVID STALEY, Director of the Humanities Institute, and Associate Professor of History, The Ohio State University; CHAD WELLMON, Professor of German Studies, University of Virginia

30-MINUTE SESSIONS

Local and Global: The Case for Domestic Study Away
Judiciary Square (Level M3)

The learning goals ascribed to the “local” and the “global” are often separated, with the former emphasizing community engagement and civic learning and the latter emphasizing intercultural competency. Domestic study away offers the opportunity to attain both sets of learning goals, and it can also be more attainable financially and conceptually for certain student populations. Two leaders of domestic study away programs will discuss their benefits and how to utilize such programs to best effect.

GREGORY WEIGHT, President, Washington Internship Institute; MIMI BARNARD, Associate Provost, Interdisciplinary Studies & Global Education, Belmont University

Friendships Matter: The Role of Peer Relationships in Interfaith Learning and Development

Few other sources of influence make a greater impact on college students than their peers, and supporting students’ friendships across difference can facilitate positive developmental outcomes for all students and improve the overall campus climate for diversity. To date, little is known about the prevalence and influence of close friendships across religious and worldview differences (i.e., “interworldview friendships”), including how can colleges support the development of these relationships.

The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) addresses these critical questions about students’ friendship formation across religious and worldview differences. It follows a cohort of students from 122 diverse colleges and universities between 2015 and 2019, tracking changes in interfaith learning and development—as well as trends in their friendships—over time. In this session, IDEALS findings on students’ interworldview friendships will be presented, as well as best practices for supporting the development of these friendships.

KEVIN SINGER, Research Associate, Interfaith Diversity Experiences and Attitudes Longitudinal Study (IDEALS), North Carolina State University; JANETT CORDOVES, Program Manager, Interfaith Youth Core; ALYSSA ROCKENBACH, Professor and Alumni Distinguished Graduate Professor, North Carolina State University; MATTHEW MAYHEW, William Ray and Marie Adamson Flesher Professor in Educational Administration, The Ohio State University; TARA HUDSON, Assistant Professor, Higher Education Administration, Kent State University

There are two presentations, with Q&A, in each 60-minute session.
30-MINUTE SESSIONS

There are two presentations, with Q&A, in each 60-minute session.

Marquis Salon 12 (Level M2)

**Case in Point:** Institutions Engaged in Equitable Assessment Practices

The National Institute for Learning Outcomes Assessment (NILOA), in partnership with the Council for the Advancement of Standards in Higher Education (CAS), and CAS partner Campus Labs, conducted case studies of institutions demonstrating a commitment to equitable assessment in order to increase awareness of practices, process elements, and impacts of equitable assessment efforts on diverse student populations and their learning. What resulted is a collection of cases from a diverse set of institutions (two- and four-year, private and public, large and small) that practice equitable assessment in various ways. Themes from these cases will be highlighted through examples of equitable assessment, particularly as it relates to connects with general education.

NATASHA JANKOWSKI, Director; and ERICK MONTENEGRO, Doctoral Candidate, Research Analyst and Communications Coordinator—both of National Institute for Learning Outcomes Assessment

**“No One Here Likes Assessment”: The Necessity of Instructional Excellence in Assessment Leadership**

While there has been a great deal of discussion regarding why and how institutions should commit to developing sound assessment protocols and using assessment data to inform improvement efforts, there has been less focus on who should lead assessment efforts. This session will focus on leadership for assessment and, more specifically, why an institution’s assessment leaders must be among the institution’s most effective teachers. Specifically, participants in this session will engage in a mapping of the parallels between the attributes and skills of excellent teachers and those of effective assessment leaders (particularly when those leaders are called to act as change agents). This session will highlight the benefits of developing instructional leadership and the capacity of each of its associated attributes/skills to address the fundamental goals of assessment professionals, while addressing some of the field’s current criticisms and admitted shortcomings.

KATHLEEN LANDY, Associate Director, Center for Teaching Innovation, Cornell University; DEBORA ORTLOFF, Vice President for Strategic Initiatives and Assessment, SUNY Finger Lakes Community College

PANEL

**Powerful Partnerships in Institutional Change: Successes and Challenges in Cocreating Environments for Academic Excellence**

Independence Salon G/H (Level M4)

Recognizing that faculty are core to implementing change on our campuses, how do we encourage, motivate, and amplify meaningful, lasting collaborations with them from our positions as administrators within our institutions? What models, practices, or theories serve as core to our work with faculty partners, particularly during a time in higher education when attention to full participation and equity are paramount? And how do we position our “invitations to lead” in ways that elevate faculty members’ disciplinary prowess while also providing for rich, varied professional development opportunities within complex educational ecosystems? Join us in a vibrant discussion with campus leaders from diverse institutions across academic and student affairs as we delve into the strategies, challenges, and opportunities for cocreating institutional change. Panelists will share institution-specific examples where faculty and staff are critical and central partners to progress including mobilizing for community-based learning, curricular reform, and aligning institutional priorities with practice.

CARA MEIXNER, Executive Director, Center for Faculty Innovation, James Madison University; BECCA BERKEY, Director of Service Learning, Northeastern University; MICHÉLE MEYER, Lord Family Assistant Vice President for Student Affairs & Community, Rollins College; DONNA LEE, Vice President of Student Affairs, Macalester College

DISCUSSION SESSION

**Cultural Assumptions of Civil Discourse: A Global Exploration and Lessons for American Campuses**

Marquis Salon 13 (Level M2)

In 2019, Shenandoah University’s Barzinji Project for International Collaboration to Advance Higher Education explored the role of the university in maintaining and promoting civil discourse by funding exchanges of delegations from two American institutions and two universities in majority-Muslim countries. The experience informs a conversation about preparing students for productive local and global citizenship. Members of the Shenandoah University and Bridgewater College delegations present similarities and differences in how the four institutions interpret the role of the university in promoting civil discourse, as well as how each university translates those understandings into programs and practices. After a 20-minute presentation, audience members will spend 30 minutes in small groups discussing how national and institutional cultures affect the theory and practice of civil discourse at universities, using prompts if they choose. In the last 10 minutes, audience members will share insights from those conversations.

YOUNUS MIRZA, Director of the Barzinji Project for International Collaboration to Advance Higher Education; and ADRIENNE BLOSS, Provost—both of Shenandoah University; JAMIE FRUEH, Professor and Director of the Center for Engaged Learning; and BETSY HAYES, Division Head, Humanities and Social Sciences—both of Bridgewater College
Beyond “Engagement”:
Designing Our Curricula for the Public Good

Mount Vernon (Level M3)

This seminar will challenge participants to imagine how we can use a sustained focus on public scholarship and service to develop habits of mind that are transformative not only to individual students but also to both their institutions and the publics we serve. While recognizing the value of individual moments of “engagement,” our discussion will focus on how we can use the curriculum to provide a more sustainable, ethical, and comprehensive approach to educational and social change.

TODD BUTLER, Associate Dean for Faculty and Director of the Publicly Engaged Fellows Program, Washington State University; KATHRYN TEMPLE, Associate Professor and Director, Master’s Program in the Engaged and Public Humanities, Georgetown University

Digital Learning for Student Success and Equity Initiatives Launched by the Every Learner Everywhere Network

Archives (Level M4)

In 2017, twelve higher education organizations with deep expertise in leveraging adaptive digital courseware to help low income and first-generation students succeed in college banded together in a network. The Every Learner Everywhere Network’s (ELE) goal is to leverage their findings and resources to help the entire higher education community achieve further student success and equity for underserved students. The ELE Network, supported by the Bill and Melinda Gates Foundation, and organized by WCET (WICHE Cooperative for Educational Technologies), has begun a long-term project to provide advice, training, coaching, and resources to over 200 colleges and universities for them to implement adaptive digital courseware. These resources include OER, and all resources have been vetted for cost-effectiveness. Four of the network partners will provide short, ten minute reports on the return on investment for institutions that have used adaptive courseware in introductory and foundational courses to help students pass these courses more often. The ELE partners who will make presentations are Achieving the Dream, Association of Chief Academic Officers, Association of Public & Land-Grant Universities, and Tyton Partners. Each of their reports will allow time for audience members to ask questions based on their own experiences in using courseware at their institutions or their plans to do that in the future. In the last 10 minutes of the session, audience members will be asked to engage with the presenters in exploring how the advice offered in the Toolkit published by ELE (available on the ELE website) will help them pilot or launch their own courseware initiatives.

LAURA NIESEN DE ABRUNA, Provost, and Association of Chief Academic Officers, York College of Pennsylvania; C. EDWARD WATSON,Chief Information Officer, and Associate Vice President, AAC&U; GATES BRYANT, Partner, Tyton Partners; KAREN VIGNARE, Executive Director, Personalized Learning Consortium, Association of Public and Land-Grant Universities; JONATHAN IUZZINI, Director of Teaching and Learning, Achieving the Dream, Inc.

Framework for Cultivating Leaders within Your Academy

Liberty Salon J/K (Level M4)

Department chairs have a critically important leadership role in the university, with many duties and responsibilities throughout the institution involving faculty, students, staff, and administrators. Unfortunately, the investment and cultivation of successful chair leadership skills within academic institutions has been largely neglected. We have developed and successfully implemented a framework and program for systematically preparing department chairs to be leaders.

RAJNI GOEL, Professor and Director; and OKIANER DARK, Associate Provost—both of Howard University

CONCURRENT SESSIONS

PANEL

Digital Learning for Student Success and Equity Initiatives Launched by the Every Learner Everywhere Network

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LAURA NIESEN DE ABRUNA, Provost, and Association of Chief Academic Officers, York College of Pennsylvania; C. EDWARD WATSON, Chief Information Officer, and Associate Vice President, AAC&U; GATES BRYANT, Partner, Tyton Partners; KAREN VIGNARE, Executive Director, Personalized Learning Consortium, Association of Public and Land-Grant Universities; JONATHAN IUZZINI, Director of Teaching and Learning, Achieving the Dream, Inc.
Friday, January 24

3:15 – 4:15 p.m. (continued from previous page)

PANEL

Radical Visions and Pragmatic Action:
Case Studies in the Redesign of Liberal Education

Howard (Level M1)

How might you redesign the liberal education experience to suit the needs of learners in the 21st century? This session highlights both radical visions for the future of higher education and pragmatic approaches taken by several colleges and universities to redesign or initiate programs that focus on the distinct experiences necessary to advance student outcomes. Panelists will explore how a 21st-century liberal education has been integrated within a variety of institutional frameworks and initiatives. These efforts exemplify how the value of liberal education can be articulated with programmatic and curricular offerings.

WILLIAM MONER, Assistant Professor of Communication Design, Elon University; DENISE BARTELL, Associate Vice Provost for Student Success, The University of Toledo; ISIS ARTZE-VEGA, Vice President, Academic Affairs, Valencia College; EMILY RUSSELL, Associate Dean of Academics, Rollins College; MICHAEL REDER, Director, Faculty Center for Teaching & Learning; and ANN SCHEN, Assistant Director of Student Support—both of Connecticut College

PANEL

Strategic Initiatives:
Adapting to Changes in the Higher Education Landscape while Preserving Liberal Arts Values

Independence Salon C (Level M4)

This panel will explore ways in which several nontraditional, innovative schools are generating new programs that attempt to address shifts in the higher education landscape while preserving their commitment to the liberal arts. In particular, it will explore programming initiatives specifically aimed at increasing diversity and access, while taking into account enrollment and financial constraints. It will discuss programming at Bennington College, Prescott College, New College, and Evergreen State College, that attempt to increase diversity in the curriculum, serve a wider array of students, and provide those students with more pathways through their education. It will explore the ideas behind these initiatives but also the programming, financial, and bureaucratic implications of such shifts.

NOAH COBURN, Associate Dean for Curriculum and Pedagogy, Bennington College; PAUL BURKHARDT, Provost, Prescott College; TREVOR SPELLER, Curriculum Dean, Evergreen State College; JOHN MILLER, Assistant Director, New College at the University of Alabama; ZEKE BERNSTEIN, Dean of Research, Planning and Assessment, Bennington College

PANEL

Developing Meaningful Partnerships between Academics and the Career Office

Judiciary (Level M4)

Many faculty members at liberal arts institutions view the campus career office with suspicion at best, feeling that the interests of a liberal education are necessarily undercut by any attention to career. At a time when the value of a liberal education is publicly questioned, the lack of partnership between the faculty and career office only reinforces the notion that liberal education is not preparation for the rest of life. We present examples from two liberal arts college campuses where partnerships between the career office and faculty have not only forged tighter connections between academics and career advising but have also inspired career development professionals and faculty to redefine the scope of their work—sparking innovation while adhering to the ideals of a liberal education.

MARK SCHNEIDER, Vice President for Academic Affairs and Dean of the College; SHARON HANSEN, Director of Career and Post-Graduate Development—both of Ursinus College and SUSAN SANNING, Associate Dean and Director of Service and Social Innovation, Grinnell College

Building Capacity for Creating Online Learning that Reflects Your Mission

Treasury (Level M4)

As a 277-year-old college in the Lehigh Valley, we at Moravian College had a desire to move online but little experience. We wanted to expand our reach, generate revenue, and take advantage of powerful online pedagogies, but we faced big challenges: How can we design and create online programs that reflect our vision and mission and excite our faculty? How do we differentiate ourselves in our regional market? How do we build internal capacity so we can sustain and manage these programs on our own, without revenue sharing? We’ve just launched our first program (and are working on our second), and this session is dedicated to discussing the process of creating online learning, building internal capacity, and challenges and lessons learned. With the help of a fee-for-service partner, Extension Engine, we’ve created courses that reflect who we are and are both effective and engaging.

CYNTHIA KOSSO, Provost and Dean of Faculty, Moravian College; SCOTT MOORE, Principal Learning Strategist, Extension Engine

This session is presented by Extension Engine.
HEDS UP SESSION (A series of five 10-minute sessions in the spirit of TED Talks)

Shaw/LeDroit Park (Level M3)

MODERATOR: KATE MCCONNELL, Assistant Vice President for Research and Assessment, AAC&U

Embracing Chaos [Theory of Careers]
The workforce is less predictable, more freelance based, and careers are extending well beyond traditional retirement age. Yet, higher education often reinforces the idea of linear career paths and the finality of choice in one’s vocation. Chaos Theory of Careers offers a framework for promoting adaptability, preparedness, and embracing change for students. To do this, we must reject old narratives and encourage preparing for complexity through self-awareness and transferable skills. This session will introduce participants to this theory, offer some immediate strategies for integration into curricula, and provide language for promoting more adaptive mindsets. Participants will see an online decision game, which will be presented as one possible tool for preparing students for the future of work.

CHRISTOPHER MESAROS, Senior LEAD Instructor, The Washington Center for Internships and Academic Seminars

What Makes Shakespeare and Beethoven Great? An Impassioned Plea for Thoughtfulness
Hear an impassioned plea for fostering an educational outcome that—because it is difficult to measure—is often overlooked or avoided: thoughtfulness, or the ability and willingness to ponder complex questions and thorny issues. The relative ease of assessing quantitative reasoning, written and oral communication, teamwork, and problem solving has led many institutions to neglect the difficult work of helping students become more curious, thoughtful, and intellectually engaged individuals. Curricular innovations such as cross-disciplinary courses and experiences can help foster thoughtfulness. But the first step toward reasserting the value of the liberal arts is to champion the indispensability of thoughtfulness as an educational outcome, and to model it for our students by giving them time, space, and inspiration to ponder (in the words of Marian the Librarian of The Music Man) “what makes Shakespeare and Beethoven great.”

MATTHEW SCHNEIDER, Associate Dean, David R. Hayworth College of Arts and Sciences, High Point University

Why Didn’t You Tell Me?
This talk confronts the near systematic exclusion of students as stakeholders in the scholarship of teaching and learning. There are massive amounts of research on most aspects of higher education; however, little of this information is shared with students. They make life-altering decisions without understanding what they are doing, why they are doing it, or the challenges they will face. Many fear that including students in the ongoing discussions and decisions will have undesirable consequences because students will choose “the easiest way out.” This is a false assumption. We will look at three experiences supporting the claim that students are more than capable of being true and valuable partners in identifying and addressing the challenges of higher education. This talk will challenge everyone in higher education to envision a system where students were empowered to author and navigate their own education, rather than a system that reactively designs paternalistic interventions to herd students down a predetermined “best” path.

DANIELLE CLEV-ENGER, Graduate Student, Department of Philosophy, University of Wisconsin-Madison

“All Things Higher Education”: Change Magazine and Higher Education Publishing
This “HEDs Up” session describes Change: The Magazine of Higher Learning and places it in the context of publication possibilities in higher education. Now in its fifty-first year, Change provides magazine-style articles and features on everything from policy to pedagogy, publics to private, finance and faculty—“All Things Higher Education.” The session will briefly describe the kinds of articles that have appeared in Change and suggest the wide range of possibilities for publication in the magazine.

Besides encouraging attendees to consider publishing in Change, the session will also include a brief overview of the many publication outlets that are different from scholarly journal publishing. Faculty and administrators should consider the merits of these types of publications. They are accessible and can have a direct, positive impact on higher education. They can also provide sorely needed advocacy for higher education and expertise on public policy issues.

DANIELLE CLEV-ENGER, Graduate Student, Department of Philosophy, University of Wisconsin-Madison

Failure Isn’t Just an Option—It’s Often the Best Way Forward
Failure in higher education is not only unavoidable—it is desirable. Drawing from both the latest research and my personal experience (and failures) as a chair, associate dean, and president of a national organization, I’ll explain how the health of our students, institutions, and especially ourselves requires an embrace of failure, one that emphasizes resilience over success and risk over complacency.

TODD BUTLER, Associate Dean for Faculty and Director: Publicly Engaged Fellows Program, Washington State University
**SEMINAR SESSION** (Participation is limited; please arrive early.)

**Supporting and Developing Effective Faculty Engagement in Governance**

Mount Vernon (Level M3)

The current higher education environment involves many pressures that make effective faculty engagement in campus governance a challenge. Yet addressing the challenges of the 21st-century will certainly benefit from the ideas and expertise of faculty from across an institution’s range of perspectives and disciplines. In this session, we seek to discuss approaches toward faculty development that help to encourage engagement in campus citizenship. Tapping the diversity of the faculty as effective agents of change to grapple with current challenges and opportunities can influence decision-makers at all levels of the institution. Participants will explore scenarios and case studies that help them consider the governance situation on their campus, and generate ideas for how they can return to their institution with ideas for improving faculty participation in campus decision-making.

**DISCUSSION SESSION**

**Strengthening Institutional Leadership by Supporting Faculty: Models for Faculty Growth and Leadership Development**

Gallaudet (Level M1)

In this session, representatives of four institutions will share professional development models implemented at their respective institutions and will invite discussion and wisdom-sharing from among session participants. Models in this session focus on the development of department chairs, the diversifying of faculty through training and coaching of search committee members, the development of faculty as Professional Coaches, and other means of working with faculty from early career through emerging leaders. Presenters’ initiatives grew, in part, from participation in the HERS Institute and represent a variety of institutional structures and needs. Session participants will leave with diverse resources and possible structures that could be adapted for use in other contexts, as well as lessons-learned from both the presenters and the other session participants.

**PANEL**

**Houston GPS: An Effective Partnership for Building 21st-Century Student-Readiness and Student Success**

Monument (Level M4)

Houston Guided Pathways to Success (Houston GPS) is equitable, innovative approach to institutional transformation to increase the success of today’s students. Houston GPS is a multi-institutional regional partnership across 13 two- and four-year institutions in the Gulf Coast Region of Texas. The operational assumption of Houston GPS is that partner institutions need to get/be student-ready. Partners collaborate, instead of competing, to implement and scale a comprehensive set of strategies to transform student pathways across disciplines and majors, and across institutional types—and to build a pipeline for post-secondary attainment in the region that helps close achievement gaps and supports the economic growth of the region as well as state-level accountability. Participants in this panel session will learn the essential components of a replicable, scalable model to for institutional transformation and partnership to effectively meet the 21st-century challenges facing colleges, and universities, and the changing workforce.

**DISCUSSION SESSION**

**Student Engagement and the Assessment of Institutional Quality: Current Trends and Future Possibilities**

Marquis Salon 13 (Level M2)

With the National Survey of Student Engagement marking its 20th year, we invite participants to explore the trends and possibilities of engagement as a lens for examining institutional quality. This session, conducted as a research town hall, will focus on three broad areas:

1. Changing demographics—What are the emerging demographics on your campus? How will new kinds of students challenge and shape what we know about engagement?

2. Developments in teaching and learning—Do current measures of engagement adequately cover what is essential to the improvement of student learning? What new forms of engagement should we assess?

3. Approaches to assessment—What trends should a large-scale survey assessment project consider over the next decade to facilitate evidence-informed improvement?

After briefly introducing each topic, the presenters will facilitate an active discussion with participants about the trends and possibilities at their institutions and in higher education overall.

**ROBERT GONYEA,** Associate Director, Indiana University Center for Postsecondary Research; **ALLISON BRICKALORENZ,** FSSE Project Manager and NSSE Research Analyst; **SHIMON SARRAF,** Assistant Director for NSSE Survey Operations and Project Services; **ALEXANDER MCCORMICK,** NSSE Director and Associate Professor of Education Leadership and Policy Studies; and **JILLIAN KINZIE,** Associate Director, NSSE Institute—all of Indiana University Bloomington
DISCUSSION SESSION
Research Ethics and Public Trust: Where We Are and Where We Need to Be in Undergraduate Education

Liberty Salon N/O (Level M4)

In this interactive session, panelists from a range of institutional types will briefly describe the ethics landscape and training programs on their campuses, including what we know, where we are, and where we need to go in terms of changing the culture in higher education and on our own campuses through open discussion, training, and implementation of policy with a focus on programing for undergraduates. Following a brief overview on practices at the panelists’ campuses, the session will open for discussion with participants regarding their campus successes and opportunities. Participants will 1) explore traditional and innovative ethics training models for undergraduates, 2) learn about agency, institutional, and program requirements for ethics training, 3) gain an understanding of strategies for implementation at diverse campus cultures and organizational structures; and 4) discuss the national conversation about ethics training for students and the implications it can have for institutions.

ANNE BOETTCHER, Director, Undergraduate Research Institute and Honors Program, Embry-Riddle Aeronautical University; JULIO TURRENS, Professor Emeritus of Biomedical Sciences, University of South Alabama; LEE PHILLIPS, Director, Undergraduate Research, Scholarship and Creative Office, University of North Carolina Greensboro; MICHELLE LEONARD, Associate University Librarian (with tenure), University of Florida; MICHAEL SPRINGER, Director, Office of High-Impact Practices/Professor of History, University of Central Oklahoma

RESEARCH SESSION
Changing Institutional Culture to Respond to Sexual Assault on Campus

Mint (Level M4)

The results of the 2018 Sexual Assault Gender Relations Survey, published in January 2019, indicated the United States Military Academy (USMA) was failing in its efforts to prevent sexual assault and sexual harassment. To affect real change in our culture, we recognized that we needed to integrate and synchronize all efforts across the community and ensure every leader in the organization was fully empowered, committed, and focused on preventing sexual assault and sexual harassment. This presentation outlines the Academy’s plan to address the sexual assault within the context of developing leaders of character. We will share lessons learned, initial assessment results and solicit input from the audience.

HOLLY WEST, Director of Strategic Plans and Assessment, United States Military Academy; SAMANTHA ROSS, Program Manager, Sexual Harassment/Assault Response and Prevention, United States Military Academy

PANEL
Student Mental Health: A Wise Investment for Institutional Leaders

Supreme Court (Level M4)

Student mental health is a large and growing concern on college campuses, of great interest to university leadership. This session will discuss investing in student mental health as an equitable, innovative, cost-effective model, critical for providing today’s students with a strong, relevant, and inclusive education. We will present empirical national data, which indicate that efforts to support student mental health are a wise investment for institutions of higher education, illustrate why and how investments in student mental health are cost-effective, and suggest malleable student well-being factors to target to improve mental health and academic outcomes. Participants will learn about a new tool for calculating returns on investments in student mental health, VP and Provost Hanson, Vice President Pollard, Dean Arnett and Associate VP Browson, who represent a diverse set of institutions at various stages of their campus mental health efforts, will present their reasons and approach for investing in student mental health.

SARA ABELSON, Co-investigator and Lead for Diversity, Equity and Inclusion Projects, Healthy Minds Network & PhD Candidate, University of Michigan School of Public Health; DONNA ARNETT, Dean and President’s Task Force on Mental Health Cochair, University of Kentucky School of Public Health; CHRIS BROWNSON, Associate VP for Student Affairs, Director of Counseling and Mental Health Center, University of Texas at Austin; KAREN HANSON, Executive VP and Provost, University of Minnesota; PRUDENCE POLLARD, Vice President for Research and Faculty Development, Oakwood University, and PI and Executive Director for Healthy Campus 2020

PANEL
Preparing Faculty to Use Deep Reading and Metacognitive Conversation to Teach Today’s Diverse Students

Independence Salon G/H (Level M4)

Institutions of higher education seek to improve outcomes for diverse students, yet we overlook a critical skill: reading. The Strategic Literacy Initiative at West Ed has developed a model of literacy instruction that helps students succeed—especially in rigorous, disciplinary curricula. The metacognitive conversations that the Reading Apprenticeship framework enable supports disciplinary reading and problem solving for students—and equitable practice for instructors—because letting students surface their thoughts and meaning-making processes draws on and utilizes funds of cultural wealth. Five panelists representing the California Community Colleges Success Network, the California State University Chancellor’s Office Institute for Teaching and Learning, California State University Monterey Bay, and San José State University—will lead participants in a sample reading apprenticeship activity. They will then describe their strategies for providing and scaling professional development and their research on how it impacts faculty and student learning.

DAN SHAPIRO, Interim Associate Vice President for Academic Planning and Institutional Effectiveness, California State University, Monterey Bay; NIKA HOGAN, Associate Professor, English, Pasadena City College/California Community Colleges Success Network; EMILY DANIELL MAGRUDER, Director, Institute for Teaching and Learning, California State University, Office of the Chancellor; CYNTHIA BAER, Assistant Professor, English, San José State University; YASHIKHA LEE, Lecturer, First Year Seminar & Teaching and Learning Specialist, Center for Teaching, Learning, and Assessment, California State University, Monterey Bay; NANDA WARREN, Faculty, Communication Across the Disciplines Writing Coordinator, Cooperative Learning Center
3:15 – 4:15 p.m. (continued from previous page)

**ACAD SESSION**

**Courageously Collaborative Leadership: Engaging Campus Stakeholders for Positive Change**

Liberty Salon J/K (Level M4)

This interactive workshop will provide strategies on how to engage campus stakeholders to support new or refined campus initiatives. Using two case studies, the presenters will discuss how having courageous conversations can bolster project outcomes and implementation. During the workshop, participants will identify an initiative on their home campus and create an outline of how they might use the strategies presented to achieve positive campus engagement.

NICOLA BLAKE, Dean of Faculty Affairs, and NIESHA ZIEHMKE, Associate Dean of Academic Programming and Planning—both from Guttman Community College

4:15 – 4:45 p.m.

**NETWORKING BREAK**

Connect with Colleagues and Visit Our Exhibitors While Enjoying Light Refreshments

Ballroom Foyer (Level M4)

4:45 – 5:45 p.m.

**CONCURRENT SESSIONS**

**DISCUSSION SESSION**

**Shaping the Future We Want: Inclusive Leadership Requires Intention**

Independence Salon C (Level M4)

A survey of chief academic officers showed that women make up fewer than half the chief academic officers and an even lower proportion of deans, and little progress has been made on racially diversifying the faculty. Inclusive leadership cannot wait for URMs, women, and first-generation faculty to move through the pipeline in order to begin to make significant strides toward supporting the needs of our current and future students. We need to lead our institutions toward greater equity and inclusion while we nurture the next generation of leaders who better reflect the students we serve.

This session draws parallels between effective strategies for inclusive teaching and designing inclusive leadership programs, and asks participants to explore their own capacities to advance inclusive leadership and question common assumptions about traditional leadership practices.

KATHLEEN WONG (LAU), Chief Diversity Officer, San Jose State University; SHARON WASHINGTON, Consultant, Higher Education, Leadership and Organizational Development; PATRICIA (PAT) LOWRIE, Director, Women’s Resource Center, Michigan State University, and Distinguished Fellow, AAC&U

**PANEL**

**Implementing Equity-Focused Reverse Credit Transfer**

Mint (Level M4)

In 2019, a bicameral, bipartisan bill designed to increase degree completion using a mechanism called Reverse Credit Transfer (RCT) was introduced in the United States Congress. RCT allows students to reverse-transfer credits from a university to a community college if they (1) transferred credits from a community college to a four-year institution prior to completion of a two-year degree, or (2) stopped out of the four-year institution. This policy initiative has the potential to increase affordable degree completion that helps address current inequities between those who complete and those who do not complete associate's degrees. In this session, partners of Graduate RVA, a Lumina Foundation-funded consortium of community colleges and universities, will share challenges faced, lessons learned, and successes of their work to increase equity-focused degree completion using Reverse Credit Transfer.

KATHLEEN KATYBETHI LEE, Doctoral Student, Virginia Commonwealth University; STEPHANIE ODERA, Associate Director, Graduate RVA–Center for Community Engagement and Impact, Virginia Commonwealth University; and KERI-BETH PETTENGILL, Executive Director, Office of Institutional Effectiveness, John Tyler Community College

**DISCUSSION SESSION**

**Ch-ch-ch-changes: Four Perspectives on Institutional Change at Multiple Stages of Implementation and Success**

Capitol/Congress (Level M4)

Dynamism and innovation must be essential elements of our institutions to succeed in today’s higher education landscape. This session will provide perspectives from four different institutions to prompt a discussion of how to effectively implement large institutional change, assess its impact, and fully integrate change within the institution. Different stages in the change process from the perspectives from a private women’s liberal arts college, a Catholic institution, a small-public university, and a small private liberal arts college will be shared to help frame a discussion of institutional change that has been both successful and challenging to deeply engage participants.

IRENE WOLF, Associate Dean for the School of Science, Technology, Engineering, Arts, and Mathematics, Saint Francis University; TERESA GARRETT, Vice President of Academic Affairs and Dean of the College, Sweet Briar College; JANA CRAFT, Chair of Business Administration, Winona State University; and CATHERINE ORR, Chair of Critical Identity Studies, Beloit College
DISCUSSION SESSION

Pushing Up, Reaching Down: Shaping Change by Leading from the Middle

Gallaudet (Level M1)

Middle-leadership administration is the new reality of higher education. As universities strive to “do more with less,” faculty lines are often partially repurposed to include administrative duties important to the university; this is particularly true for those who work at the intersection of a comprehensive liberal education (e.g., general education, civic learning, HIPS, etc.). Despite an increase in these positions, academic mid-level managers are often charged with tasks they do not feel they have the authority to accomplish, see their job as inherently contradictory, and are often bewildered from trying to navigate the ambiguity of their job duties. This session provides an engaging, frank, and action-oriented framework for building coalitions across multiple units in a geographically-dispersed state university system. This session will share how mid-level academic managers can drive change from the middle, increasing job satisfaction and clarity, student success, and the academic excellence of a comprehensive liberal education.

PHILLIP WAGNER, Regional Assistant Vice Chancellor of Academic Affairs; Faculty, Communication Studies; KYNIA BETANCOURT, Assistant Dean of General Education, Assessment, and Academics; LYNN CHISOLM, Director, Office of Internships and Career Readiness; MICHAEL CROSS, Director, Office of Undergraduate Research, Faculty, Honors College; MORGAN GRESHAM, Director of General Education and First-Year Composition, Associate Professor of English; and LILLIAN WICHINSKY, Director, Office of Community Engagement and Partnerships—all of University of South Florida

SEMERN SESSION (Participation is limited; please arrive early)

Fostering a Culture of Reading

Mount Vernon (Level M3)

This seminar takes reading as its focus, offering space for faculty and administrators to explore best practices in cultivating the habits of mind necessary for students to see reading as a civic skill that extends beyond the classroom. Drawing on the findings of the Bard Reading Initiative, and writing-to-learn pedagogies of the Bard Institute for Writing & Thinking, we will focus on ways faculty and institutions can respond to present-day concerns about reading: (1) In the classroom: What are some concrete best practices that we can begin to use immediately to teach reading more effectively? (2) Through course design: What are some course and syllabus design strategies and practices that can make an entire course more responsive to the needs of current students in the area of reading? (3) At an institutional level: What kinds of cocurricular activities and curriculum development initiatives can address the problem at an even larger scale?

ERICA KAUFMAN, Director, Bard College Institute for Writing & Thinking; DEIRDE D’ALBERTIS, Dean of the College, Professor of English; ERIC TRUDEL, Associate Professor of French—all of Bard College; JOSH LIVINGSTON, Visiting Assistant Professor, Bard College and Principal, Por La Gente, Inc.
**Stars in the Constellation:**

**National Research on the First-Year Experience as a Collection of High-Impact Initiatives**

The first-year experience (FYE) has a long history, established foundation of best practice, and robust research agenda, which contribute to its strong foothold in higher education. It is one of the 11 high-impact practices (HIPs) identified by AAC&U, and several other HIPs are frequently at the core of an institution’s FYE initiative. High-quality first-year experiences are comprehensive, integrated, inclusive, and advance student engagement, equity, and learning. This session features evidence from the 2017 National Survey of The First-Year Experience to describe the most common FYE initiatives and illustrate empirical connections between these initiatives (overall and by institutional type) as constellations of FYE practices. This approach allows for easy identification of connections and isolated programs to break down siloed approaches and create a system of FYE interventions.

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

**Fostering Panther Pride:**

**Supporting Success for Former Foster Youth and Homeless Students in College**

For many college-going students, the transition to a college campus is an exciting venture and at the same time, this milestone is filled with apprehension and uncertainty. The transition is more challenging for students who age out of the foster care system or identify as homeless because of the lack of a traditional family support system. Homeless and foster youth are among the most underrepresented groups of students on college campuses nationwide, with college completion rates ranging from 4% to 10%. Fostering Panther Pride program (FPP) provides tailored academic and support services to all students identified as homeless or former foster youth at Florida International University (FIU). This workshop will provide participants an overview of the success and challenges of the program, and they will give them strategies to implement a similar program on their campus.

SONJA MONTAS-HUNTER, Assistant Vice Provost; SOFIA FERNANDEZ, Postdoctoral Associate; and ANA RAMOS, Program Director, Fostering Panther Pride—all of Florida International University

**Students as Collaborators:**

**Shared Governance and Student Success**

Colleges and universities today confront new educational demands situated at the confluence of financial hardship and evolving student demographics. Institutional leadership must grapple with these challenges while still prioritizing the creation of sustainable change and student success. Accordingly, these challenges provide opportunities to explore if our current processes for change adequately include all stakeholders—including students. With Generation Z/iGen entering college, institutions have an opportunity to utilize students as collaborators to propel higher education into the twenty-first century.

Learn how one institution has extended shared governance to students and seen the benefits of enhanced student-administration communication, broad engagement on social justice and campus improvement issues, and additional pathways created for students to feel supported and heard. After exploring relevant literature about how to collaborate with this new generation, join our discussion on authentic, future-focused student success and how to keep student well-being at the center of our institutions.

JORDAN GLASSMAN, Student Government Association Vice President of Academic Affairs (Student); KATLYN MARTIN, Student Government Association President Emeritus; and DEBRA RUDDER LOHE, Director of the Reinert Center for Transformative Teaching and Learning—all of Saint Louis University

**Supreme Court (Level M4)**

**Shared Governance and Board Leadership in Strategy Development and Implementation**

Manhattanville College has implemented a Design Thinking Program and built an innovation center under the leadership of a new president, an active board chair and faculty sponsors. The president led the concept of integrative learning and problem-solving-design thinking as a distinctive educational offering across the liberal arts curriculum. The board was fully involved in the decision to support the innovative move and it provided resources for planning and implementing the change. The provost worked with the president to gain faculty buy-in. The curricular development, the rehab of a building for use by project teams, and the funding of maker-space equipment was orchestrated with shared governance decision-making. The panel will discuss the process of decision-making, the role of the three constituencies (board, administration, and faculty), and the successful launch of the program.

MODERATOR: MARY GRAHAM DAVIS, Senior Consultant for AGB to Manhattanville College; MICHAEL GEISLER, President; MARCIA DeWITT, Retired Chair of the Board of Trustees, and ALISON CARSON, Associate Provost for Academic Innovation and Design Thinking—all of Manhattanville College
PANEL

Championing Democratic Safeguards Globally: Academic Freedom and Institutional Autonomy

Marquis Salon 14 (Level M2)

Three US university presidents on this panel participated in a global meeting—two as plenary speakers on the program—at the headquarters of the Council of Europe June 20–21, 2019 in Strasbourg, France where a declaration on the importance of academic freedom and institutional autonomy to the future of democracy was affirmed. These issues have such widespread consequences that this session is designed to provoke discussion in a US context about the case made in the Council of Europe’s declaration and spark action. What should higher education leaders be concerned about? What kind of leadership is called for? From what constituents and quarters? How can AAC&U be a useful conduit for promoting engagement on these issues? What are some means of involving college students in issues about academic freedom and institutional autonomy that might at first seem abstract?

MODERATOR: CARYN McTIGHE MUSIL, Senior Director of Civic Learning and Democracy Initiatives, AAC&U; JONATHAN ALGER, President, James Madison University; MARY PAPAZIAN, President, San Jose University; MARY MARCY, President, Dominican University of California

DISCUSSION SESSION

Making the Most of Immersion: Maximizing the Impact of Off-Campus Experiential Learning through General Education

Liberty Salon I (Level M4)

This discussion session will be facilitated by a four-person team of faculty, professional staff, and administrators from the Associated Colleges of the Midwest (ACM) who participated in workshops and carried out projects focused on off-campus immersive learning in study abroad/away, community-engaged learning, and internships. These experiences help prepare students for life, work, and citizenship, and research shows that students make the strongest learning gains when they are guided by faculty and staff to apply metacognitive skills. Off-campus immersive learning may be especially important for historically underrepresented students, but rates of participation vary among student cohorts, disciplines, and majors. This session will 1) frame a discussion of key issues, opportunities, and challenges of employing general education and other approaches to create equity of access to off-campus experiential learning, and 2) provide handouts with examples of institutions, some in the ACM consortium, which have embedded off-campus experiential learning in their general education requirements.

DANA GROSS, Professor of Psychology; and ALYSSA HERZOG MELBY, Assistant Director of Academic Civic Engagement—both of St. Olaf College; LORI STANLEY, Professor of Anthropology, Luther College; CAROL WICKERSHAM, Director of Community-Based Learning and Instructor in Sociology, Beloit College

PANEL

Leveraging Partnerships: Connecting Colleges and Humanities Councils to Create Institutional Change

Marquis Salon 13 (Level M2)

This panel describes innovative programs that bring together state humanities councils with institutions of higher education in Minnesota and New Jersey. Although normally seen to function on separate plains, the state humanities councils and humanities divisions of academic institutions share a commitment to creating programs that respond to the rapidly changing interests and needs of diverse publics. Collaborations lead to enrichment for all parties and to greater opportunities to ensure more inclusive participation in programs. Speakers will discuss a new partnership between the New Jersey Humanities Council and the NJ Council of Community Colleges and describe shared programs around veterans and indigeneity that bring the Minnesota Humanities Center and Carleton College together. We will then invite participation from the audience in a discussion of the benefits and challenges that such cross-institutional work brings in the shared quest to build models for greater connectivity among institutions and communities.

SUSANNAH OTTAWAY, Professor of History, Carleton College; CASEY DeMARAIS, Director of Strategic Partnerships, Minnesota Humanities Center; CARIN BERKOWITZ, Executive Director, New Jersey Council for the Humanities; AARON FICTNTER, President, New Jersey Council of Community Colleges

PANEL

Restructuring Regional Campuses for Sustainability

Independence Salon G/H (Level M4)

This panel presentation will focus on the structure and organizational changes of four regional campus systems in Ohio, South Carolina, and Georgia. Over the last 10 years, there have been societal changes that have led to the need to examine university administrative structures and the future of these regional campuses. The panel discussion will address how four universities have responded to the challenges so that regional campuses will be prepared to continue to be the drivers of educational, social, and economic development.

LIZA SKRYZHEVSKA, Associate Dean, Miami University Regionals; SUSAN ELKINS, Chancellor, Palmetto College, University of South Carolina; RICHARD OATES, Vice President, Gainesville Campus, University of North Georgia; NICOLE PENNINGTON, Interim Executive Director, Ohio University Regional Campuses
ACAD SESSION

Walk the Talk:
A Cross-Divisional Approach to Institutionalizing Diversity at the College of Wooster

Liberty Salon J/K (Level M4)

This session focuses on how colleges can design and implement a cross-divisional approach to institutionalizing equity and inclusion to address campus climate concerns and improve recruitment, retention, and mentoring of underrepresented faculty, staff, and students. Participants will produce blueprints of how to implement a collaborative approach among divisional deans to connect academic and student affairs with centralized diversity structures.

IVONNE GARCÍA, Chief Diversity, Equity and Inclusion Officer; BRYAN KARAZSIA, Dean for Curriculum and Academic Engagement; and SHADRA SMITH, Interim Associate Dean of Students, and Dean of the Class 2023—all from the College of Wooster

HOSTED RECEPTIONS

ACAD and CCAS Joint Reception—Celebrating 75 Years with ACAD!

University of DC/Catholic (Level M1)

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

HERS is hosting a reception Friday evening to celebrate creating and sustaining a diverse network of women leaders in higher education. All are welcome to attend.
Congratulations

AAC&U congratulates the
American Conference of Academic Deans
on 75 years of providing academic leaders
with outstanding opportunities for networking and
professional development and a full range
of resources that support their work.

AAC&U is proud to have partnered with ACAD
across 75 years of Annual Meeting programming.
BREAKFAST ROUNDTABLE DISCUSSIONS

We invite participants to join us for a series of informal discussions. We encourage you to rotate among presentations or feel free to focus on one. Breakfast items will be available.

Independence Salons A/B/C/D – Level M4

TABLE 1

Navigating and Transforming Higher Education: A Cocurricular, Cocreated Approach to Fostering Student Success and Institutional Culture Change

In this Roundtable Discussion, faculty and students from across disciplines will discuss a model for a multi-year, cocurricular, cocreated, and cofacilitated course that supports students both in developing cultural capital and the language of academic culture of power and in deploying their lived experiences, knowledge, skills, and cultural backgrounds to cocreate a departmental, divisional, and institutional culture more welcoming and equitable to a diversity of students. The course affords faculty opportunities to coproduce a course with students; be recognized and compensated for the time they spend on mentoring and advising and develop insights into what students bring and can contribute not only to this curriculum but to a cultural shift in the department/division and at the university overall. Striving to nurture belonging and effect transformation, the model builds on long-standing pedagogical partnership work that strives to support inclusive excellence and approaches supported by HHMI Inclusive Excellence grants.

ALISON COOK-SATHER, Mary Katharine Woodworth Professor of Education & Director, Teaching and Learning Institute, Bryn Mawr & Haverford Colleges; and BROOK LILLEHAUGEN, Associate Professor of Linguistics, Haverford College

TABLE 2

Creating a Campus Away from Campus: Integrated Learning, HIPs, and Study Abroad

Curriculum continuity between campus and students’ study abroad experiences can be designed, implemented, and assessed. Central College is a small, private liberal arts institution with five director-led programs abroad, and has created curriculum continuity at the departmental, general education, and institutional levels. The presentation will highlight some of the curricular themes that span both across main campus and within our international programs. Using Central’s experience as a case study, participants will work together to develop a broad framework for understanding how curriculum continuity has worked on Central’s campus and how that may be scaled on their own campuses to create continuity in their own international programming.

BRIAN PETERSON, Associate Dean for Curriculum and Faculty Development, Central College

TABLE 3

Assessment as a Cycle of Inquiry: Engaging Faculty and Students

How can programs with limited resources make assessment an immediately relevant and useful process rather than simply a matter of compliance? To address this struggle, Antioch University transformed annual program reviews into Cycles of Inquiry (COI), an opportunity for faculty to develop questions to ask about student learning, decide upon methods of inquiry, and then spend a year determining the answers. Presenters will share examples from their Los Angeles undergraduate division’s recent COIs, including its initial project focused on strengthening critical reading skills through multiple methods. Faculty evaluated student growth in critical reading skills over a term, surveyed attitudinal changes, and then invited participating students to discuss with faculty how to use the outcomes to improve practice. Presenters will share student recommendations that led to creative revisions and then engage in conversation with attendees about crafting inquiries that involve faculty and students while serving programs effectively and immediately.

ANDREA RICHARDS, Dean of Assessment and Student Learning; and MEHEE HYUN, Core Faculty and Cochair, Undergraduate Studies—both of Antioch University Los Angeles

TABLE 4

Supporting Student Success: Evidence-Based Interventions for Undergraduate Students from Underserved Populations

In this session, we describe three small-scale, low-cost projects promoting success in postsecondary students from underserved populations as they navigate the preliminary segments of the teacher education pipeline. The projects were designed and implemented by teacher education instructors at three campuses of a large urban public university and are based on sociocultural perspectives on learning to support the educational experiences of students from underserved populations. Our work stresses the importance of active, scaffolded participation in learning experiences. Findings from each project demonstrate the positive impact of evidence-based interventions on academic and sociobehavioral correlates of student success. While these interventions have been tailored to address the needs of students in the teacher education pipeline, the principles of sociocultural learning upon which they are based apply much more broadly and are applicable to other college programs as well.

MICHELLE FRABONI, Lecturer; and HELEN JOHNSON, Professor of Elementary and Early Childhood Education—both of City University of New York–Queens College; JENNIFER GILKIN, Assistant Professor, City University of New York–Borough of Manhattan Community College; and DELIA HERNANDEZ, Lecturer, City University of New York–Kingsborough Community College
Restructuring an Institution to Prioritize Equity and Learning

As the collective of higher education seeks to manifest equity, we have to recognize that the structures in the colleges themselves may need to be transformed. Keeping the same systems and structures that produced or maintained inequities may limit the potential of the innovative and high-impact practices geared at equity and social justice many campuses are embracing. This session will track a project that began in 2016 as a small, faculty-centric initiative that has caused Anne Arundel Community College to completely restructure its administrative staffing to instill a culture of academic excellence and equity. This session will share the celebrations and the hardships that occurred with this restructuring that resulted in the hiring of ten assistant deans, all of whom were vetted for their emotional intelligence and passion for academic excellence and equity-mindedness.

MIKE GAVIN, Vice President of Learning; and KEN JARVIS, Professor and Faculty Organization President—both of Anne Arundel Community College

Leading a Renaissance of Humanities Majors through High-Impact Practices

Often contradictory headlines about the state of the humanities abound: “The End of the Humanities,” “Why STEM Students Need Humanities Courses,” “Should I Major in the Humanities?” Declining enrollments and shifting student demographics are pressing concerns that demand a response from administrators and faculty. Drawing on the experience from a revitalized humanities major that is enjoying historic higher enrollments, roundtable facilitators will focus activities and discussion on strategies for undertaking four broadly applicable and timely recommendations from the recent publication of the The Association of Departments of English’s (ADE) report on The Changing Major. Paired with four corresponding key high-impact practices, these recommendations create a framework for re-envisioning curricula for undergraduate majors in the humanities.

CHRISTINA MCDONALD, Institute Director of Writing, Professor of English; EMILY MILLER, Professor of English, Department Head; MICHELLE ITEN, Assistant Professor of English; and STEPHANIE HODDE, Assistant Professor of English—all of Virginia Military Institute

TABLE 5

IMPRINT:
Global Citizenship and Career Readiness

IMPRINT at Notre Dame of Maryland University in Baltimore is an innovative holistic, four-year experience consisting of curricular and cocurricular programs preparing women to lead in all aspects of their lives. Presenters will focus on cross-divisional collaborations for developing a global mindset, building inclusive communities, and connecting global and civic experiences to career readiness. These programs are based on the findings of our 2017 qualitative research study on women’s education, which identified key challenges to women in the 21st-century, as well as the specific knowledge, skills, and values women need to achieve success in the context of these challenges. Results can be applied to both male and female students. Facilitators will first describe the guiding research study and will then address the successes and challenges associated with designing and operationalizing our university-wide implementation model.

ALEXANDRA CHAILLOU, Chair and the Associate Professor of Mathematics; and DEBORAH CALHOUN, Professor of the Business and Economics—both of Notre Dame of Maryland University

Large Class Learning Strategies to Achieve Expected Learning Outcomes in KMUTT General Education Courses

This session shares learning strategies for application in large classes in the general education courses in the Thai context at King Mongkut’s University of Technology Thonburi (KMUTT) and how these strategies can assist students to achieve Expected Learning Outcomes (ELOs). It also shares the lessons learned from these learning strategies. The term large class in this paper refers to a class with 100-400 students.

PANALERDT SIRIVONGSE, Head of the General Education Office; BUNDIT THIPA-KORN, Senior Vice President for Academic Affairs; SASITORN SUWANANANTHAP, Dean of the School of Liberal Arts; WAREESIRI SINGHASIRI, Associate Dean for Academic Affairs and Quality Assurance in the School of Liberal Arts; and WARONG THAVARA, Assistant Dean for Student Competency Development and Internationisation of the School of Liberal Arts—all of King Mongkut’s University of Technology Thonburi, Thailand

TABLE 8

Free is my Favorite Flavor:
The Use of Free Digital Resources (OER) in General Studies Classes

Learn how open educational resources (OER) can save students and institutions significant money but also improve student performance and success. This roundtable will discuss the pros and cons of implementation given preliminary success metrics.

NATHAN MITCHELL, Associate Professor of Political Science; MICHAEL NOJEIM, Professor of Political Science; and MEGAN COLLINS, Assistant Professor of Sociology—all of Prairie View A&M University

TABLE 9
TABLE 10
Why “Great Books” at Community College?

Building solid, sustainable first-year foundations for liberal learning that prepares students for college, and their lives beyond college, requires not only good teachers and good curriculum but integration with a broad range of college resources. In this session, faculty who have worked on developing and teaching the Great Questions seminars at Austin Community College will discuss how we have worked to create, implement, and revise these courses over the past several years. The Great Questions Seminar provides students with discussion-based, core-text focused seminars led by an interdisciplinary team of faculty, while serving as a college-readiness course and satisfying a college-wide student success initiative. Our discussions will focus on outlining the approach to curriculum and course design and revision, highlighting our faculty-led, collaborative approach; structured engagement with other areas of the college; and qualitative, meaningful assessment.

TED HADZI-ANTICH JR., Department Chair and Associate Professor of Government; GRANT POTTIS, Department Chair and Associate Professor of Philosophy, Religion, and Humanities; JEAN LAUER, Associate Professor of Humanities; and ARUN JOHN, Associate Professor of English—all of Austin Community College

TABLE 11
Blackboard to Ballot: Using Curriculum to Educate Students as Voters

Just as we teach students to analyze critically and communicate effectively in the classroom, we can educate students as voters to participate in democracy. Participants in this roundtable discussion will share their successes and challenges on classroom voter engagement, and discuss resources to make nonpartisan voter education accessible to students and faculty. We will consider questions such as: What voter education lessons have successfully been integrated into curriculum? In which learning outcomes can voter education manifest? How do we encourage faculty across all academic disciplines to bring voter education into the classroom? What bridges can be built across student and academic affairs to create a culture of voter engagement?

NICOLE COSTA, Campus Outreach Lead, Democracy Works; ARIELLE DEL ROSARIO, Program Manager, Project Pericles; ABRAHAM GOLDBERG, Executive Director, James Madison Center for Civic Engagement, James Madison University

TABLE 12
Cost Effective Learning Models to Engage Students for Career Preparation in STEM and Beyond

Higher education is facing challenges to address lifelong learning and career preparations for students to work in dynamic and versatile workplaces. Furthermore, in this globally connected world, liberal arts education has a unique role to equip students with a sense of civic duties, community engagement, and cultural competence while delivering an affordable, accessible, and cost-effective education. Therefore, it is pivotal to develop new learning paradigms in connecting learners with real-world applications. In these learning models, faculty members revise their existing courses by infusing practical skills to help students connect knowledge and skills to workforce. These mentoring experiences were built into faculty workloads to create cost-effective learning models. Students acquire critical thinking, problem solving, communications, and many more work-related skills. This presentation is aimed to engage the audience in broader dialogues of creating cost-effective learning models while addressing the challenges from various types of institutions.

TSU-MING CHIANG, Professor of Psychological Science; and JENQ-FOUNG YAO, Professor of Computer Science—both of Georgia College & State University

TABLE 13
High-Impact Practice Infusion and Student Success

Many institutions are implementing High-Impact Practices (HIPs) in the curriculum or cocurriculum to improve student success. How do we know if HIPs are helping our students be successful? The Community College of Baltimore County has been working to infuse HIPs into highly enrolled general education courses for three years and now have encouraging data that indicates that the HIPs are correlated with higher rates of semester-to-semester retention and narrowing of equity gaps. Hear about the process CCBC used to infuse HIPs into seven general education courses and how scaling is taking place. Learn about the challenges along the way. Come prepared to discuss how CCBC’s model might be applicable to other institutions and what other models institutions are utilizing to deliver HIPs.

DALLAS DOLAN, Assistant Dean, Faculty Training and Development; and MONICA WALKER, Dean, Developmental Education and Special Academic Programs—both of Community College of Baltimore County
TABLE 14

When Deans Align: An Integrative Partnership between Student Life and Academic Affairs

It is easy to say that holistic advising and student success involves every employee of a college or university, but what does that look like on the ground, day to day? And how do we ensure that all sectors of campus, not just Student Life, are integrated into the mission of student success, persistence, and graduation? At Allegheny College, a private liberal arts college in northwest Pennsylvania, the answer has been to integrate academic affairs deans, faculty, and other personnel into areas traditionally regarded as the purview of Student Life—specifically new student orientation and the weekly students of concern meeting. In this session we will share our insights and experiences and advocate for a revised model of collaboration between academic and student life deans and the areas they supervise.

IAN BINNINGTON, Dean of Curriculum, College Registrar, and Associate Professor of History; and APRIL THOMPSON, Vice President for Student Life and Dean of Students—both of Allegheny College

TABLE 15

Launching a Diversity, Equity, & Inclusion Concentration in STEM

At the University of Texas at Austin, our motto is “what starts here changes the world.” If we are producing tomorrow’s scientists, physicians, and other professionals, it’s imperative to equip them not only with the science education for their next steps, but with a toolkit to converse and think critically about diversity, equity, and inclusion (DEI) topics wherever they may land and flourish. The DEI Concentration aims to tackle diversity and inclusion through an asset-based diversity of lenses, featuring conversations about topics like identity and identity salience, intersectionality, and imposter syndrome. Participants will hear about development of the concentration and have an opportunity to reflect with others on steps and strategies to open or continue these conversations in their areas.

BECKY KESTER, Assistant Dean, College of Natural Sciences Undergraduate Education; ANNEKE CHY, Deputy Director, Office of the Provost Student Success Initiatives; and BRIANA ORTIZ, Student Leader, College of Natural Sciences—all of The University of Texas at Austin

TABLE 16

The Promise and Challenge of Dialogue in Higher Education

What does dialogue really mean on college campuses? Are we open to hearing all perspectives—even hateful ones? What does an organization committed to equity and inclusion do to promote openness and dialogue about contentious issues so people with multiple perspectives can participate? This roundtable session will explore these issues with the board chair of the Difficult Dialogues National Resource Center (DDNRC). The roundtable will provide strategies for creating dialogue that focuses on understanding and perspective-taking. Participants will be encouraged to share dialogic practices that have worked on their campuses and to raise challenges they would like to discuss. The DDNRC is a national higher education organization committed to helping campuses advance innovative practices that promote respectful, transformative dialogue on controversial topics and complex social issues.

KELLY MAXWELL, Assistant Dean for Undergraduate Education, University of Michigan and Board Chair, Difficult Dialogues National Resource Center, University of Michigan

TABLE 17

Reimagining Capstones—Looking Both Ways with Springboard Projects

This presentation will explain how to adopt a reimagined capstone project (a “Springboard” project) that links the high-impact practices of capstone projects with ePortfolios and includes a true opportunity for students to engage with diverse, interdisciplinary interests and publish their projects to a wide and interactive audience. This type of pilot could be implemented at any college, in any program. The costs are minimal and the threshold for adoption is low. The presentation will include multiple opportunities for audience discussion and presentations of individual campus goals, obstacles, and innovations. The Springboard model has been in place at Macaulay Honors College for four years beyond the initial pilot, and we have a wide range of student projects to draw on as examples. Student presenters will discuss their process and the benefits of this model, and we will compare outcomes of the Springboard model to the traditional capstone.

JOSEPH UGORETZ, Senior Associate Dean and Chief Academic Officer; and LISA BRUNDAGE, Director of Teaching, Learning and Technology—both of Macaulay Honors College, CUNY
TABLE 18

SET for Success! (Student Engagement Techniques)

Chemistry, mathematics, and English courses traditionally have students who are under-prepared. Amarillo College is implementing a multifaceted approach to increase student achievement by implementing high-impact practices while being cost-effective for the students. Our Mathematics and English courses have implemented a corequisite model for developmental education students. To increase student achievement, all three of these courses have recently completed a course redesign to include more student-centered pedagogies, high-impact practices, and adaptive courseware. The adaptive courseware will help the instructor monitor a student’s progress through the course and will personalize the learning for the student. We will demonstrate new approaches to student engagement and a developed framework to create your own student-engaged classroom using high-impact practices in traditionally lecture-based courses. Through these multifaceted approaches, we will demonstrate that our Center for Teaching and Learning and Office of Institutional Effectiveness have become partners in student learning, faculty development, and assessment.

TINA BABB, Director of Institutional Effectiveness; BECKY BURTON, Dean of Academic Outreach and Support Services; and LORI PETTY, Curriculum Redesign Specialist—all of Amarillo College

TABLE 19

Creating Civic Engagement Programming as a Basis for Leadership Development

The Levine Scholars Program (LSP) at UNC Charlotte selects students from across the country for a comprehensive merit-based scholarship that supports students to build on demonstrated academic achievement, and commitment to service to “graduate fully prepared to begin their next chapter as versatile intellectuals, thoughtful leaders, and compassionate humanitarians.” In this discussion session, LSP is presented as a model for honors, scholarship, and other university programs seeking to develop or enhance their civic engagement components.

Focusing on three aspects of LSP’s programming—preparation and local placement of students for summer nonprofit internships; a civic engagement granting program; and faculty-led “alternative” spring and end of semester service trips—we will share how LSP has utilized a combination of curriculum, community partnerships, mentoring, and resource development strategies to guide students from diverse disciplines to become well-versed in the practice of civic engagement and its application in both local and global contexts.

DIANNA ZABLOTSKY, Director, Levine Scholars Program; and HEATHER SMITH, Faculty Fellow, Levine Scholars Program—both of the University of North Carolina at Charlotte

TABLE 20

Vocation vs. Vocational: Retooling Higher Education for the Future

Thought provoking in order to generate solutions, this roundtable discussion aims to engage the challenge of effectively and efficiently communicating the value of liberal education to students, parents, community members, employers, and policy makers. Opening discussion is the idea that higher education positions graduates for leadership and active citizenship in an increasingly complex global society that requires strategic thinking, problem solving, and effective written communication that is transferable across jobs, while vocational education tends to focus on specific job training often in support roles. The term “liberal” education will be examined for retooling to effectively communicate meaning and value to constituent groups.

YAN SEARCY, Dean, College of Social and Behavioral Sciences, California State University–Northridge

TABLE 21

Translating Learning Outcomes from an Interdisciplinary Capstone Course to Close the Articulation Gap for Employer-Valued Skills

Learn how the interdisciplinary capstone course at the University of the District of Columbia develops employer-valued skills as students work collaboratively in a yearlong course to address challenges presented by community partners. Faculty members, students, an employer and community partner, and the executive director of career services will discuss how to articulate skills learned in the classroom to employers. Panelists will share their experience piloting an ePortfolio program for displaying student artifacts to employers and graduate schools.

KIMBERLY CREWS, Assistant Director of General Education Program and Assistant Professor, University of the District of Columbia; KEVIN BRYANT, Resource Developer and Planning Manager, United Planning Organization; JARED MOFFETT, Executive Director of Career Services, University of the District of Columbia
High-Impact Practices: Leveling the Playing Field

How does a small liberal arts institution with a diverse student body ensure that all students are able to access and benefit from high-impact, ethical practices and opportunities that will prepare them to become engaged citizens in an increasingly polarized social and political world with an uncertain future? We focus on how these questions are addressed by three offices at Vassar College: the Office of International Programs, The Career Development Office, and the Office of Community-Engaged Learning.

We focus on unseen and often unarticulated challenges that prevent students from fully accessing opportunities and provide examples of some structures that we have in place that allow students to benefit equitably from our high-impact practices while discussing ongoing challenges. Attendees are invited to contribute ideas and reflections during this discussion.

LISA KAUL, Director, Office of Community-Engaged Learning, KERRY STAMP, Director of International Programs, and STACY BINGHAM, Associate Dean of the College for Career Development—all of Vassar College

First-Year Connections Courses: Supporting Student Engagement with Data-Driven Partnering across Divisional Lines

California State University, Chico has received national attention for working across disciplines to integrate high-impact practices and pedagogies, real-world civic learning, and community engagement into required first-year general education courses. The Connection Course program is the result of a highly productive cross-divisional collaboration between academic and student affairs. It is a course-based initiative designed to help first-term, first-year students with the successful academic and social transition from high school to CSU, Chico. In this discussion, we will explore how these and other collaborative cross-campus programs can change the landscape of the first year, and provide strong academic transitions for all incoming students. We will share initial findings related to student engagement and success.

NATE MILLARD, Assessment Coordinator, First-Year Experience Program; ELLIE CLIFFORD ERTLE, Director, First-Year Experience Program; MARY WALLMARK, Interim Associate Director, Student Life and Leadership; and EMILYN SHEFFIELD, Chair, Department of Recreation, Hospitality and Park Management—all of California State University, Chico

Experiential Digital Global Engagement (EDGE) at PSU

Many years ago, students in public school were given pen pals as a way of cultural exchange. Penn State University, through the Experiential Digital Global Engagement (EDGE) program, is working on bringing an even more in-depth cultural exchange to their students. Nursing faculty will introduce how, despite a rigorous academic curriculum, they are working with The Hague University to bring global experiences to students who routinely do not have the flexibility in their program nor financial means to embrace their global community through study abroad options. Informational exchange is encouraged during this session.

VALERIE VANDERHOFF, Assistant Teaching Professor, and MAUREEN DUNN, Assistant Teaching Professor—all of Pennsylvania State University

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CONCURRENT SESSIONS

Themes and Meta-Trends in Assessment: Ideas, Opportunities, and Issues

Monument (Level M4)

What trends are shaping assessment and improvement of learning in higher education today? What do these trends tell us about the educational values of our internal and external stakeholders? This session considers these questions and offers ten “meta-trends” in assessment identified in our edited volume, *Trends in Assessment: Ideas, Opportunities, and Issues for Higher-Education* (Stylus, 2019), which draws on work presented at the Assessment Institute in Indianapolis (which we direct) as well as the broader assessment literature. Spotlighting an ongoing shift from the “teaching paradigm” to the “learning paradigm,” we argue that today’s assessment trends reflect growing emphases on holistic student development and increasing use of authentic assessment approaches that illuminate why and how, as well as what, students learn. In this presentation/discussion session, you will hear our take on assessment trends (and perennial principles of assessment) and consider how the trends might be applied in your context.

SUSAN KAHN, Director, Planning and Institutional Improvement Initiatives; STEPHEN HUNDELY, Senior Advisor to the Chancellor for Planning and Institutional Improvement—both of Indiana University-Purdue University Indianapolis

DISCUSSION SESSION

“We’re Building the Ship as We Sail It”: Transforming Our Institutions with and for Equity-Seeking Students

Mint (Level M4)

To address the question, “How do equity-minded goals transform campus climates and practices” and to share strategies that can change campus climates and recraft institutional frameworks, we bring together students, faculty members, and professional staff from Bryn Mawr, Haverford, Holy Cross, and Smith who work on programs that support equity-seeking students i.e. students who are racialized, first generation low income FGLI, LGBTIQ for a set of roundtable discussions focused on three different programmatic approaches to creating institutional change: FGLI-focused programs, academic support and learning centers, and proactive faculty mentoring practices. Facilitators will share their own expertise in practices that center students’ narratives, that make explicit and hidden curricula, and that draw a wider bandwidth of faculty into the mentoring of increasingly diverse communities of students. Participants are invited to share strategies, to cross-pollinate ideas, and to curate playbooks adapted to their own institutions’ needs and aspirations.

JESSICA BACAL, Director, Reflective and Integrative Practices and the Narrative Project, Smith College; JUSTINE FISHER, Associate Director/Passport Director, Academic Services and Learning Resources, College of the Holy Cross; CHRISTINA ROSE, Assistant Dean of the Undergraduate College, Bryn Mawr College; BRIAN CUZZOLINA, Associate Dean of Student Academic Success and Persistence; Director of the Office of Academic Resources; RAQUEL ESTEVES-JOYCE, Assistant Dean of First-Generation/Low-Income Student Support & Programming; Associate Director of The Office of Academic Resources; BARBARA L. HALL, Academic Year Director, Chesick Scholars Program; Lecturer, Writing Program; Specialist for Multilingual and Developing Writers, Writing Center; THERESA TENSUAN, Associate Dean of the College; Dean for Diversity, Access and Community Engagement; Director of the Office of Multicultural Affairs—all of Haverford College

Future Faculty Program Prepares for Changing Faculty Roles and Improves Graduate Student Quality of Life

Our Pedagogical Fellows Program, a preparing future faculty program, prepares graduate students for the changing roles required on the academic job market today as well as supporting their mental health by fostering an interdisciplinary community. Developed in 1989, this program was one of the first of its kind and has served as a model for subsequent programs nationwide. After decades of refinement and consistent positive feedback, we designed a mixed-methods study to formally assess its impacts. By the end of the program, fellows reported increased preparation for the faculty application process, usage of evidence-based teaching practices, benefits of participating in an interdisciplinary community, and remarkably, improvement in quality of life. This session will share the strengths and challenges of our program and will encourage attendees to consider and discuss how they may be able promote future faculty preparation at their own institutions or professional contexts.

DANIEL MANN, Director of Graduate Student and Postdoctoral Scholar Instructional Development; and MATTHEW MAHAVONGTRAKUL, Postdoctoral Scholar, Division of Teaching Excellence & Innovation—both of the University of California, Irvine

Are You Sure You Want to Pursue that Major?: When Expanding Access Increases Gatekeeping in Learning Communities

Learning Communities (LCs) are promoted as a high-impact practice that improves student access as well as a broad set of student outcomes, especially for minoritized populations (Finley & McNair 2010; Kuh 2008). The student outcomes that institutions desire, however, do not always align with the student outcomes that faculty and staff desire, nor those of student communities or of individual students themselves. This session is an interactive exploration of the following tension: What happens when LCs are created not to expand access but to reinforce the gatekeeping functions of historically gatekeeping programs? After a brief discussion of this tension at our own site of practice and research, we will lead participants through discussions of the multiple constituencies and goals (congruent and incongruent) of LCs, especially LCs serving highly competitive programs. Participants will leave with at least one tangible action item to broaden the design considerations for High-Impact Practices at their home campus.

JENNIFER GRIMM, Director of Academic Initiatives, Center for High-Impact Practices; LAURA SMITHERS, Assistant Professor, Educational Foundations & Leadership; LANAH STAFFORD, Director of Planning & Project Management, Center for High-Impact Practices; HEIDI FISCHER, Graduate Research Assistant, Educational Foundations & Leadership—all of Old Dominion University
**NSF Interactive Session:**
**STEM Education for the Future**

Treyuary (Level M4)

If you could redesign STEM undergraduate education, what would you do differently? Join us for a highly interactive session in which you are presented with a problematic scenario, and you will collaborate to construct the future of science education. Participants will identify the structures, knowledge, skills and experiences, networks and relationships that are essential to achieving the well-prepared and innovative science, technology, engineering, and mathematics (STEM) workforce that is crucial to our nation’s prosperity and security. Collectively, we will create a vision of what we hope undergraduate education will look like in 2026 or 2050. Ideas gathered in this workshop will inform a nationwide dialogue that the National Science Foundation’s Division of Undergraduate Education is preparing to have with the STEM communities and industry partners. Participants in previous versions of the workshop appreciated the new perspectives gained through their dialogue with colleagues.

**PUSHPA RAMAKRISHNA**, Program Director, Division of Undergraduate Education/Education and Human Resources Directorate, National Science Foundation

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**CLOSING PLENARY**

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

Independence Salons E/F/G/H (Level M4)

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), and 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.

**MICHAEL S. ROTH, President, Wesleyan University**

**CHAIR:** WILLIAM CRAFT, President, Concordia College-Moorhead

AAC&U thanks Google for sponsoring the Closing Plenary.

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

Archives (Level M4)

Inside Higher Ed (IHE) Editor Scott Jaschik will present and lead a discussion of findings from a survey of chief academic officers (CAOs) sponsored by IHE.

**MODERATOR: DAWN MICHELE WHITEHEAD**, Vice President, Office of Global Citizenship for Campus, Community, and Careers, AAC&U; **SCOTT JASCHIK**, Editor, Inside Higher Ed

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

AAC&U is delighted to be joined again by the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) and the International Journal of ePortfolio (IJeP) as partners of the Forum.

WELCOME
Liberty Salon L/M (Level M4)
TERREL RHODES, Vice President for Quality, Curriculum, and Assessment; and C. EDWARD WATSON, Chief Information Officer, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives—both of AAC&U

OPENING PLENARY

Metacognition: The Key to Producing Effective ePortfolios

ePortfolios are a powerful learning tool that students can use to both document the learning process and produce evidence that learning has occurred. Whereas developing an ePortfolio has been shown to produce improvement in metacognitive awareness, less emphasis has been placed on using metacognition as a tool to improve the quality of ePortfolios. This interactive keynote will discuss the importance of metacognition in producing high quality ePortfolios as well as the ways in which producing ePortfolios increases metacognitive reflection.

SAUNDRA MCGUIRE, Director Emerita of the Center for Academic Success, retired Assistant Vice Chancellor and Professor of Chemistry, Louisiana State University

CONCURRENT SESSIONS

ePortfolios to Integrate Learning Across the Curriculum and Beyond:
Promoting Digital Citizenship and Civic Scientific Literacy

Liberty Salon I

A biologist and a writing specialist share the strategies, successes, and challenges experienced by faculty members incorporating ePortfolios into natural science and technical writing courses. We show how ePortfolios are being used to connect student coursework in and across disciplines, and to other learning opportunities, such as undergraduate research, community involvement, and career exploration. We demonstrate how ePortfolios can be used to integrate curricular knowledge into solutions for authentic, real-world STEM problems to increase student motivation and to develop the critical thinking and communication skills necessary to share their learning with academic audiences, community members, and potential employers. We share examples of ePortfolios in biology and applied technical writing and help attendees envision how they might use ePortfolios effectively to enhance their own students’ digital citizenship and their civic scientific literacy.

THERESA CONEFREY, Lecturer, Santa Clara University; DAVIDA SMYTH, Associate Professor of Biology, Eugene Lang College of Liberal Arts, The New School

AAC&U thanks PebblePad for their Bronze sponsorship of the ePortfolio Forum.

AAC&U thanks Watermark for their generous Gold sponsorship of the ePortfolio Forum.
Putting It All Together: Integrative Learning Using Portfolios

Liberty Salon J

Assessment of student learning plays a central role at Universidad de Las Américas. UDLA is committed to ensuring student learning across all programs and to making learning more meaningful as a result of an integrative approach designed to help students benefit from and reflect upon their experiences in the classroom and beyond. The general education courses that make up the UDLA Experience integrate service learning with institutional learning outcomes that align to core competencies, such as communication, collaborative work, and responsible global citizenship. A key aspect of these courses is that students demonstrate and reflect upon their learning through an ePortfolio. This ePortfolio provides a structure for students to “put it all together” by connecting authentic experiences to course content. Join UDLA to learn how students work collaboratively to design, execute, and document their service learning with assessment tasks, including critical essays, debates, presentations, and the ePortfolio in Via by Watermark.

GWEN BLOOMSBURG, Director of Institutional Effectiveness and Accreditation Liaison Officer, Universidad de Las Américas–Ecuador

This session is presented by Watermark.

SAIL: Self-Authored Integrative Learning

Liberty Salon K

Self-Authored Integrated Learning (SAIL) is a conceptual framework, an online/mobile platform, and a philosophy of learning and development. Created by Northeastern University, SAIL is designed to support and increase learners’ capacity to derive meaning from experience, perceive developmental patterns, set goals, and tell the story of their strengths. The platform provides learners with an online database of formal and informal learning opportunities that are mapped to the framework, as well as a graphical interface that supports visualization of accomplishments and identification of areas for growth. Other components of the platform include support for student-advisor-peer networking and an interactive tool that helps learners draw connections across experiences. SAIL includes many ePortfolio-like elements, and it also includes elements that are not often found in ePortfolio initiatives. This session will position SAIL within the ePortfolio learning landscape, including a platform demo, user interview videos, and discussion of lessons learned through development and deployment.

GAIL MATTHEWS-DENATALE, Senior Associate Director, Center for Advancing Teaching and Learning Through Research, Northeastern University

Meaningful, Authentic, and Actionable: ePortfolios and Digital Storytelling for Leadership Development

Liberty Salon N

As anthropologist Mary Catherine Bateson (1989) notes, “storytelling is fundamental to the human search for meaning.” Yet despite having many stories about learning and teaching from their deep, direct experience in their field, leaders in educational institutions often do not take the time to intentionally write and reflect on their experiences. As such, they limit their ability to situate their own narratives within the broader social and historical milieu of their careers and their institutions (Adams, Holman Jones, & Ellis 2015; Ellis & Bochner 2000; Maréchal 2010; Plummer 2001) and to consider the implications of their stories for their practice as educational leaders, teachers, and researchers. ePortfolios provide an important opportunity and space for educational leaders to write and critically reflect on their stories and the ways that they shape their leadership practices. Documenting their stories enables them to frame and reframe their experiences and, as a product, creates an avenue for them to share their experiences and learning with colleagues (Ellis, Adams, & Bochner 2011; Starr 2010), making their learning meaningful, actionable, and authentic. In this session, we will explore the ways that creating digital stories in ePortfolios can foster leadership development with a specific focus on continuous professional growth for educational leaders and the colleagues with whom they work.

TRACY PENNY LIGHT, President of Association for Authentic, Experiential and Evidence-Based Learning, Director of the Teaching and Learning Center and Professor, Department of Educational Services, St. George’s University (Grenada, West Indies)

Leadership and Social Change: A Capstone ePortfolio Perspective

Liberty Salon O

Capstone courses have proven to be a valuable experience in leadership education as well as a valuable tool for programmatic assessment. Within the capstone course, ePortfolios are an excellent tool to collect evidence, reflect on coursework, and apply formal class concepts to nonformal experiences. This session highlights the framework for a capstone course and ePortfolio requirement for Virginia Tech’s undergraduate minor in Leadership and Social Change. Results include anecdotal evidence of student learning within the academic minor and include direct attention to the capstone course objectives.

ERIC KAUFMAN, Professor; and RICHARD RATEAU, Assistant Professor of Practice—both of Virginia Polytechnic Institute and State University
9:15 – 10:15 a.m.
Projects, Institutes, and Publications: Initiatives and Resources Serving to Foster ePortfolio Excellence in Higher Education

Liberty Salon I

The larger ePortfolio community is incredibly vibrant and consists of well-established projects, newly emerging initiatives, and sister endeavors all designed to provide rich opportunities to learn how to improve the quality of learning and assessment through the use of ePortfolios. This session is designed to foreground this rich tapestry by highlighting this work and providing a clear roadmap regarding how to get involved and leverage these resources. As an example, those who attend this session will learn about AAC&U and AAEEBL’s new “Institute on ePortfolios and Student Success,” an emerging project designed to help campus and state system teams advance student success by leveraging the affordances of ePortfolios. Other projects highlighted during this session include the International Journal of ePortfolio, the AAEEBL ePortfolio Review (AePR), the VALUE Institute, the ePortfolio Action and Communication Community of Practice (ePAC), and PEARL (an archive of ePortfolio research and citations). Those who attend this session will learn about publication expectations, applications timelines, submission deadlines, and the benefits of key initiatives supporting ePortfolios in higher education.

AMBER NICOLE PFANNENSTIEL, Assistant Professor of Digital Media; MARISA KOULEN, Graduate Student; and MARIAH LYNCH, Graduate Student—all of Millersville University

10:30 – 11:30 a.m.

Social Media Activity to Support ePortfolio Thinking

Liberty Salon P

While it is the hope of most programs that students continually reflect on their learning and transfer across semesters, most learners don’t make these important connections until the work of the ePortfolio. At that time, the goal of reflecting on assignments, artifacts, and learning experiences from prior semesters is new thought work for students. This presentation describes how a social media activity can support student understanding of how to think through ePortfolios. This activity supported graduate and undergraduate student engagement with goal setting, documenting learning, reflecting on learning, and curating artifacts to practice the thought work of their final ePortfolio for class. The instructor and students will present on their experiences with social media use to support their critical engagement with ePortfolio decision making. Participants are invited to engage with ways social media spaces can be used in their institutional contexts to support ePortfolio development.

AMBER NICOLE PFANNENSTIEL, Assistant Professor of Digital Media; MARISA KOULEN, Graduate Student; and MARIAH LYNCH, Graduate Student—all of Millersville University

Supporting High-Impact Practices with PebblePad: The Learning Journey Platform

Liberty Salon J

Learning from experience is an essential component of any contemporary curriculum. AAC&U’s inclusion of ePortfolios as a high-impact practice (HIP) reinforces the value of collecting, curating, sharing, and showcasing evidence of each student’s unique learning experiences. It is important to note that “ePortfolio as HIP” is qualified as successful only “when done well” and includes the essential early stages of planning and preparing for an experience and then reflecting on and reviewing that experience. In this presentation, we will provide world-wide examples of ePortfolio projects “done well,” drawn from across the student journey and encompassing everything from preparation for university to preparation for career. We will spotlight the work being done at Portland State University, beginning with first-year projects as early as high school dual enrollment courses and applications throughout degree seeking experiences, and including capstone projects. The examples presented will demonstrate holistic, constant, and lifelong learning experiences.

MELISSA PIRIE CROSS, Implementation Specialist, Portland State University/PebblePad; GAIL RING, Director of Learning Partnerships; and SHANE SUTHERLAND, Founder and Chief Executive Officer—both of PebblePad

This session is presented by PebblePad.

Creating Spaces on Your Campus for an Intentional ePortfolio Curriculum

Liberty Salon K

This workshop-style panel focuses on designing intentional moments for ePortfolio curriculum at a single university. The director of ePortfolio initiatives discusses the importance of both intentionality and disruption in building campus partnerships and new curricula. An assistant professor of writing describes the importance of multimodality for strengthening undergraduates’ design and reflection in ePortfolios from a required first-year seminar course. A clinical assistant professor in the College of Education offers insight on the use of ePortfolios for both student reflection and programmatic assessment at the graduate level, and an instructional designer from the Office of Teaching and Learning asserts the importance of intentional support and tailored resources for both faculty and students participating in ePortfolio curriculum. Throughout, panelists will prompt participants to make specific connections to their own institutional contexts, goals, and purposes for intentionally integrating ePortfolio curricula.

KARA TACZAK, Teaching Associate Professor; AUBREY SCHIAVONE, Teaching Assistant Professor; LAURA SPONSLER, Clinical Assistant Professor, Higher Education; and HEATHER TOBIN, Instructional Designer—all of the University of Denver

TERREL RHODES, Vice President for Quality, Curriculum, and Assessment and Executive Director of VALUE, AAC&U; TRACY PENNY LIGHT, President of AAEEBL, Director, Teaching and Learning Center, and Professor, Department of Educational Services, St. George’s University (Grenada, West Indies); HELEN CHEN, Research Scientist, Designing Education Lab, Department of Mechanical Engineering, Stanford University; C. EDWARD WATSON, Chief Information Officer, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives, AAC&U
Do Students Use Their ePortfolio After Graduation?
A Study of Alumni Professional Experiences with ePortfolio

Liberty Salon N

Research has shown that ePortfolios can help students prepare for the professional world, yet little is known about how students use their ePortfolios after graduation. To better understand how ePortfolios can impact professional development, it is critical to know how, if at all, students use their ePortfolios when they are no longer in college. This session will present the findings of a qualitative study about how alumni from a large southeastern university have used their ePortfolios since their graduation. The study also examined how students describe the value of ePortfolios to their careers. The presenters will discuss the research design and methods, share pertinent excerpts from the interviews, and discuss the implications for ePortfolio teaching and practice.

HEATHER STUART, Senior Program Administrator; MEGAN HASKINS, Program Administrator; and LUCAS ADELINO, Program Assistant—all of the Office of University Writing, Auburn University

Evolving ePortfolios: Scaling Up the UB Capstone

Liberty Salon O

Since the inception of the UB Curriculum Capstone in the spring 2016 semester, the course has undergone considerable changes as the number of students has scaled up. The demographics of students in the capstone have also begun to change and normalize as we approach the 4th year of the capstone. This session will examine the ways in which the capstone has evolved over this time from both practical administrative considerations as well as pedagogical perspectives.

DAVID TERRY, Capstone Clinical Instructor; and JEFFREY KOHLER, Capstone Clinical Instructor—both of State University of New York at Buffalo (SUNY)

Combining ePortfolio Implementation and Curricular Change: No, Really; You Can Do Both at Once!

Liberty Salon P

One of the most vexing challenges for smaller and modestly resourced institutions involves accomplishing significant institutional curricular change to improve student learning without overloading faculty and staff. This session will present the work of two institutions that have undertaken two significant curricular initiatives—broad curriculum reform and the development of an inclusive ePortfolio—at the same time. The session will demonstrate how the ePortfolio can serve to complement and enable curricular change while enhancing the effect of curricular revision on student learning. Using two case studies, the session will highlight how to manage such change, how to situate the ePortfolio within it, and how to maximize the effect of ePortfolio. This will have on pedagogy, integration of learning, and student outcomes. In addition, the session will highlight the usefulness of collaboration between institutions when calibrating the development of an ePortfolio.

PATRICK HAYDEN-ROY, Associate Provost for Integrative and Experiential Learning, Nebraska Wesleyan University; Hiram College; COLIN ANDERSON, Associate Professor of Philosophy, Hiram College; KATHY WOLFE, Dean of Undergraduate Programs, Nebraska Wesleyan University
Expanding the ePortfolio Curriculum: Digital Citizenship in the Next Decade

Liberty Salon J

ePortfolio and folio-thinking practices are approaching a 60% adoption rate in the US. As we move into the late majority of ePortfolio adopters, building upon established pedagogical ePortfolio practices requires that we look closely at the pressing need to focus on developing approaches to support expanded curriculum that includes the concepts of digital citizenship. Attendees of this session will be exposed to factors that are now intersecting with ethical ePortfolio development. They will create a digital ecosystem map, examine the impact of digital geographies, review the “internet treaties” (laws that control our rights in digital spaces), evaluate the benefits to maintaining a free and open internet, and the impact of digital access inequities, and begin to interpret information regarding digital colonialism. Utilizing digital thinking activities applied at Portland State University, we will participate in digital ecosystem mapping and facilitate a discussion on suggested curriculum content regarding these topics related to digital citizenship.

MELISSA PIRIE CROSS, Implementation Specialist; and CANDYCE REYNOLDS, Professor & Chair of the Educational Leadership and Policy Department—both of Portland State University

Testing the Impact of Experiential Learning and ePortfolio Use On College Students’ Retention and Grade Point Average

Liberty Salon K

Career Connect, a university-wide program to enhance student learning outcomes, was implemented in fall 2017 and spring 2018 and tested for impacts on student retention and grade point averages across the following semesters among thousands of students. This session will begin by outlining the key components (e.g., ePortfolio use) of the Career Connect program model and how it attempts to address AAC&U’s LEAP Challenge and to impact student retention and grade point averages. The session will also briefly describe the key components of the quasi-experimental designs and how several were used to specifically test the difference ePortfolio use can make to student retention. The remainder of the session will present the aggregate and subgroup regression results, along with estimates of return on investment; discussing approaches to support expanded curriculum that includes the concepts of digital citizenship.

SCOTT PEECKSEN, Outcomes Assessment Specialist, and REGINA BRANTON, Professor of Political Science—both of the University of North Texas

Ensuring Student Success with ePortfolio Development: Sharing Practical Models for ePortfolio Student Support

Liberty Salon N

As ePortfolio use increases in higher education, student support emerges as a significant factor in successful implementation. However, idiosyncrasies across departments, programs, and institutions can make it challenging to name best practices for offering student support or to understand what student support can look like. This presentation shares practical and evolving models for generating mechanisms to address such concerns. This session will provide examples of a variety of established student support strategies used at large, four-year institutions. Topics will include the following: models of peer mentor positions, tutorial development procedures, class visit and workshop procedures, online support options, opportunities for cross-campus networking, strategies for connecting student support with instructor advising, and methods for connecting students to outside audiences. Student speakers will join the discussion, sharing their experiences as peer mentors and ePortfolio authors.

JENAE COHN, Academic Technology Specialist, Stanford University; MEGEAN MIZE, Associate Director for ePortfolios and Digital Initiatives, Old Dominion University; HELEN CHEN, Research Scientist, Designing Education Lab, Department of Mechanical Engineering, Stanford University

Students as Partners in the Design of an ePortfolio

Liberty Salon O

Much of the current research on ePortfolio use focuses on the implementation and analysis of institutions and programs that have utilized ePortfolios in their classrooms. There is less research on how ePortfolios are designed and constructed. This presentation will share an example of a student-faculty partnership between one faculty member and ten students to design an ePortfolio as the culminating assignment of a MA in Higher Education program. We will share tips on how to design an ePortfolio and engage students in the process, and the multiple uses of an ePortfolio for reflection, professional development, and assessment. Examples of student work will also be shared.

LAURA SPONSNER, Clinical Assistant Professor, and LORYN RUMSEY, Graduate Student—both of the University of Denver

Transforming the Liberal Arts Experience through ePortfolios at Connecticut College

Liberty Salon P

At Connecticut College, ePortfolios have made critical aspects of our new integrative curriculum, Connections, possible. ePortfolios are also contributing to an important cultural shift as we move away from individualistic and siloed courses and departments towards an integrative and collaborative curriculum. We will share strategies for implementing ePortfolios into the curriculum, communicating the value of ePortfolios with the college community, and identifying the challenges of our curricular implementation. Attendees will engage in discussion on these topics in order to learn and to find inspiration from each other.

JESSICA MCCULLOUGH, Director of Research Support and Curricular Technology; and SARAH QUEEN, Professor of History—both of Connecticut College
CONCURRENT SESSIONS

If You Build It, They Will Come: Scaling an ePortfolio Program Tenfold
Liberty Salon I

Unlike high-impact practices (e.g., internships and study abroad), which are often inaccessible to some groups of students, ePortfolios are within reach of every student. At UNC Charlotte, we are actively broadening a current ePortfolio initiative involving 100 students enrolled in an accredited undergraduate public health program to a new undergraduate degree program (health systems management) that has grown to over 1,000 students in two years. Like others, we have worked to address top-down and bottom-up processes that facilitate and impede economies of scale. In this session, we will discuss our priority issues, including the following: building collections of recommended artifacts, coaching students in reflective practice, developing intentional assignments, documenting student learning outcomes, reducing faculty fatigue especially among part-time colleagues, and surmounting multiple ePortfolio platforms. Presenters and audience alike will share best practices encountered in widening the reach of an effective high-impact educational practice that engenders inclusive learning opportunities.

ANDREW HARVER, Professor; DEBORAH BEETE, Lecturer; JESSAMYN BOWLING, Assistant Professor; HEATHER BASTIAN, Associate Director; and KAREN SINGER-FREEMAN, Director of Academic Planning and Assessment—all of University of North Carolina at Charlotte

Overcoming ePortfolio Resistance: Successful ePortfolio Adoption Strategies
Liberty Salon J

As faculty working in different areas at Portland State University, the three of us have encountered different challenges when it comes to the implementation of ePortfolios. In this session, we will discuss some of those challenges and share the strategies we have developed in order to work through these hurdles. In addition, we will discuss the efficacy of the strategies we have used and highlight the components that have been the most successful. Our association with different program levels allows us to provide experienced feedback that will include multiple contexts, such as dual credit, undergraduate, and graduate programs.

SONJA TAYLOR, Senior Inquiry Coordinator; CANDYCE REYNOLDS, Professor and Chair of the Educational Leadership and Policy Department; and LESLIE BATCHELDER, Assistant Professor—all of Portland State University

The Role of ePortfolios in Making Hiring Decisions: Feedback from Large and Small Business Representatives
Liberty Salon K

Development of career ePortfolios by students is often encouraged by faculty and career center personnel to showcase students’ work to employers. Literature on ePortfolios in the workplace often indicates that this is an excellent practice, yet literature on employers’ perspectives on the importance of ePortfolios in the hiring process is scant. College personnel need to know if, and how, employers are using the ePortfolios in their hiring decisions. What is needed, as we look to the future of higher education and a broader incorporation of the ePortfolios in academia, are perspectives of the local and regional employers. These perspectives help with crafting assignments, developing rubrics, and guiding students in organizing their artifacts for employer review. This session will present the results of a study done on the use of ePortfolios for making hiring decisions in the workplace based on feedback from small and large company representatives in New Jersey.

DIANE HOLTZMAN, Associate Professor of Business Studies and Management, Stockton University; ELLEN KRIFT, Associate Professor of Business Studies, Business Analytics, Galloway; EMMANUEL SMALL, Assistant Professor of Business Studies, Management, Stockton University

ePortfolios as a “meta-HIP”: Evidence From a Summer Study Abroad Experience
Liberty Salon N

Following its designation as a high-impact practice (HIP), G. Kuh in a foreword to Enyon and Gambino’s (2017) book suggested that ePortfolios may possibly even be a “meta-HIP.” Weber and Myrick (2018) recently found support for this idea in their study of ePortfolio use in a summer undergraduate research program. Additionally, the authors called for further research into ePortfolios as meta-HIPs, including those implemented with a study abroad program. In response to this call, we will explore ePortfolios in the workplace often indicates that this is an excellent practice, yet literature on employers’ perspectives on the importance of ePortfolios in the hiring process is scant. Development of career ePortfolios by students is often encouraged by faculty and career center personnel to showcase students’ work to employers. Literature on ePortfolios in the workplace often indicates that this is an excellent practice, yet literature on employers’ perspectives on the importance of ePortfolios in the hiring process is scant. College personnel need to know if, and how, employers are using the ePortfolios in their hiring decisions. What is needed, as we look to the future of higher education and a broader incorporation of the ePortfolios in academia, are perspectives of the local and regional employers. These perspectives help with crafting assignments, developing rubrics, and guiding students in organizing their artifacts for employer review. This session will present the results of a study done on the use of ePortfolios for making hiring decisions in the workplace based on feedback from small and large company representatives in New Jersey.

KALI MORGAN, Postdoctoral Fellow; CRISTI BELL-HUFF, Lecturer; ADRIANNA BERNARDO, Undergraduate Research Assistant; BRENTA MORRIS, Corporate Relations Manager; and JOE LEDOUX, Associate Chair, Undergraduate Learning & Experience—all of Georgia Institute of Technology
**e-Portfolio Forum**
Saturday, January 25

**2:15 – 3:00 p.m. (continued from previous page)**

**ePortfolio as Metacognitive Epiphany: Perspectives from Then and Now**

Liberty Salon O

Many ePortfolio initiatives stall when confronted by the overwhelming hows of implementation: How do we get students to participate? How do we incentivize faculty to do the teaching and assessment necessitated by ePortfolios? But the obstacles presented by these hows can be overcome by a carefully articulated statement of the why of ePortfolios. Drawing on the insights of two college graduates—one recent, and one from nearly forty years ago—this session argues that both students and faculty should be encouraged to view ePortfolios as vehicles for unsurpassed self-understanding. Many in higher education believe that the best way to get students to complete an ePortfolio is to frame it as a tool to help get a job after graduation. The deeper purpose, though, of the ePortfolio—and its lasting value to the learner who undertakes seriously the work of compiling it—lies in its unmatched capacity for prompting transdisciplinary reflection. Through a guided examination of ePortfolios separated by nearly four decades, attendees will take away a widely adaptable rationale for ePortfolios that will motivate students and faculty alike.

**HANNAH SCHNEIDER,** Program Assistant and Assistant to the Vice President, AAC&U; **MATTHEW SCHNEIDER,** Associate Dean and Professor of English, High Point University

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**How Design Principles Can Help Students Build Stronger ePortfolios**

Liberty Salon P

There are many parallels between design portfolios and ePortfolios. ePortfolios are becoming more accepted across all academic disciplines for a variety of applications. Unfortunately, many students fail to capitalize on the potential of their ePortfolio because they lack an understanding of the principles of ePortfolio design. This session will provide the basic methodology for creating a meaningful ePortfolio while addressing user experience and user interface (UX/UI) concepts that apply across disciplines. Participants in this session will see how these principles can help students lay out and assemble their work in a meaningful way to demonstrate learning, reflection, career development, and/or job placement.

**KIMBERLY BURKE,** Assistant Professor of Architecture and Interior Co-op Advisor, University of Cincinnati

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**Concurrent Sessions**

**Connecting HIPs to Careers: Outcome-driven Evidence Records using ePortfolios**

Liberty Salon I

Based in an experiential learning framework, Career Connect is the SACSCOC Quality Enhancement Plan for the 2016-2026 school years at the University of North Texas (UNT). Connect works collaboratively with UNT faculty, staff, and other community partners to enhance, assess, and showcase UNT students’ marketable skills by engaging them in high-impact practices (HIPs). experiential learning, reflection, and ePortfolio activities in and outside of the classroom. The ePortfolio encourages institutional change by increasing the transparency while linking HIPs to university-adopted learning outcomes on highly regarded skills, such as written/oral communication, teamwork, and critical thinking. Further, these changes allow students to recognize their experiences and help the institution to better recognize where students are being supported and how to better fill gaps without saturating the student experience with HIPs. Preliminary outcomes research using the first semester of implementation data found a significant positive impact, a 1.35% increase in retention for the following semester.

**MEENA NAIK,** Program Director, Career Connect; and **JORDAN ROGERS,** Faculty Development Specialist, Career Connect—both of University of North Texas

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**Expanding ePortfolio Usage Via Strategic Introductions, Inclusive Definitions, and Vertical Integration**

Liberty Salon J

Developing cross-campus buy-in for new technologies and assessment strategies can be challenging. At Keuka College, ePortfolios were initially adopted for use in our Field Period™ program. A universal template was created to simplify student and faculty adoption, but usage varied widely. Last year, faculty required ePortfolios, broadly defined, as a signature assignment in our Freshman Seminar in order to strategically introduce platform-neutral ePortfolios both to incoming freshmen and to faculty members teaching seminar sections. Some faculty required a specific platform while others allowed students to choose any platform. This platform-neutral approach encouraged thoughtful decision-making about platform choice with respect to pedagogical or personal preference. This experience, in turn, fertilized a favorable disposition toward ePortfolio usage among faculty and students. initiating a soft spread of ePortfolio usage in other courses and contexts. In one program, an early ePortfolio adopter incorporated this platform-neutral approach in the capstone course for program assessment. In this session, we will share, in detail, our decision-making processes as well as the challenges we faced and the solutions we developed.

**NICHOLAS KOBERSTEIN,** Assistant Professor of Psychology; **LAUREL HESTER,** Assistant Provost and Associate Professor of Biology; **TARA BLOOM,** Director of Field Period™ Program & Internships; and **TIM SELLERS,** Associate Provost and Professor of Biology and Environmental Science—all of Keuka College
Metacognitive Factors in Student ePortfolio Success
Liberty Salon K

Why do some students engage fully with ePortfolio practice while others in the same course do not? In this session, we present the initial results of a study in which we seek to identify which factors, both student related and instructor-related, are critical in supporting the metacognitive understanding necessary for full student engagement in the ePortfolio process in two world language programs.

EMILY SCIDA, Professor; KAREN JAMES, Associate Professor, and YITNA FIRDYIFIK, Instructional Designer—all of University of Virginia

A HIP Taxonomy for High-Impact ePortfolio Implementation
Liberty Salon N

ePortfolios have been recognized as a high-impact practice (HIP) when “done well” (Kuh 2017). But what does it mean to do ePortfolios well? To answer this question, experienced ePortfolio practitioners at IUPUI developed a pilot taxonomy identifying essential elements of effective ePortfolio implementation at the course, program, and institutional levels. Taxonomy descriptors incorporate the eight elements of HIPs (Kuh & O’Donnell 2013), along with attributes unique to ePortfolios. Supported by IUPUI’s Institute for Engaged Learning, which brings all campus HIP programs under one organizational umbrella, the taxonomy leaves IUPUI poised to undertake a renewed ePortfolio initiative wherein all undergraduate students will integrate learning from the first-year experience through the capstone, including four HIPs, general education and degree coursework, and cocurricular activities. In this interactive session, we will share the pilot ePortfolio taxonomy, engage participants with applying it to their own contexts, and seek input to refine this work in progress.

AMY POWELL, Executive Director, ePortfolio; TYRONE FREEMAN, Assistant Professor of Philanthropic Studies, Director of Undergraduate Programs; and SUSAN KAHN, Director, Planning and Institutional Improvement Initiatives—all of IUPUI

Utilizing the “Holy Grail of Rubrics” and ePortfolio Peer Assessment to Facilitate Student Learning
Liberty Salon O

Future Generations University is committed to centering our Masters of Arts in Applied Community Development around ePortfolio methodologies. The final core course in this program, Synthesis and Integration, utilizes peer assessment for feedback on the ePortfolio collections students make at the culmination of the program. This session will share the processes utilized in this course to systematically facilitate students’ ePortfolio journeys, which are built upon the create, select, reflect, and connect model (Parkes, Dredge, and Hicks 2013). A highlight of this session will be how we have leveraged the “Holy Grail of Rubrics,” created by fellow ePortfolio champions at the ePortfolio Unconference (Dublin 2018), to facilitate the development ePortfolio skills as a key component of this learning community.

KELLI FLEMING, Director of Educational Technologies & Instructor, Future Generations University

Cultivating Faculty and Student Development Programs to Support a Longitudinal ePortfolio Using Design Thinking
Liberty Salon P

This session will focus on the creation, implementation, and evaluation of a longitudinal ePortfolio and the development programs needed to support such an endeavor. By utilizing the design thinking framework, educational leaders can engage faculty and students in the development of an ePortfolio and the training programs needed to support such an initiative from the perspective of multiple stakeholders. During the session, we will discuss 1) how the R2C2 model can support the coaching needed to assist students in identifying goals and developing actionable strategies to achieve them (aka professional identity formation) and 2) how to construct a faculty and student development program using the R2C2 coaching model and design thinking framework, all in support of a longitudinal professional identity formation ePortfolio.

MICHIEL SCHMIDT, Associate Professor and Associate Dean of Admissions, Enrollment Management and Financial Aid; and TANJA ADONIZIO, Assistant Professor and Associate Dean of Student Affairs—both of Geisinger Commonwealth School of Medicine
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