AAC&U VIRTUAL ANNUAL MEETING

JANUARY 20–23, 2021

HIGHER EDUCATION AFTER COVID-19

JANUARY 20
Pre-Meeting Symposium
“Higher Education’s Response to this Moment of Racial Reckoning”

JANUARY 22-23
12th Annual Forum on Digital Learning and ePortfolios

Held in conjunction with the 77th Annual Meeting of the American Conference of Academic Deans
“Charting the Course in a Rapidly Changing Landscape”
ABOUT THE ANNUAL MEETING

In this moment of unprecedented transformation and uncertainty, and in the broader context of an urgent need to educate students for democracy, can higher education harness the resilience, creativity, and innovation that have been unleashed by the COVID-19 crisis and emerge from it strengthened? Will the inevitable restructuring and reorganization intentionally prioritize quality, equity, and inclusion?

The 2021 Annual Meeting will bring together campus leaders at all levels and from institutions of all types to explore the most pressing questions now facing higher education, to share effective educational practices and explore new financial models, and to work out what undergraduate education will look like in a post-pandemic future.

OPENING NIGHT FORUM

Wednesday, January 20
5:00 – 6:30 p.m. ET

The Ongoing Fight for Equity in Education

Jelani Cobb is a journalist, educator, and diversity speaker who writes about the enormous complexity of race in America as a columnist for the New Yorker. The recipient of the Sidney Hillman Prize for Opinion and Analysis Journalism, Cobb was praised for combining “the strengths of an on-the-scene reporter, a public intellectual, a teacher, a vivid writer, a subtle moralist, and an accomplished professional historian”—qualities he brings to his gripping talks. Cobb is prominently featured in Ava DuVernay’s 13th, an Oscar-nominated documentary about the current mass incarceration of Black Americans, which traces the subject to its historical origins in the Thirteenth Amendment. Cobb teaches in the Columbia University Graduate School of Journalism and was formerly an associate professor of history at the University of Connecticut, where he also directed the Africana Studies Institute. Cobb has written a remarkable series of articles about race, the police, and injustice, including “The Anger in Ferguson,” “Murders in Charleston,” and “What We Talk About When We Talk About Reparations.” He is also the author of the books Substance of Hope: Barack Obama and the Paradox of Progress; To the Break of Dawn: A Freestyle on the Hip Hop Aesthetic; and The Devil & Dave Chappelle and Other Essays.

AAC&U thanks Canvas (Instructure) for its sponsorship of the Opening Plenary.
Sparking the Revolution: Catalyzing Change in Higher Education

An open discussion—moderated by AAC&U President Lynn Pasquerella—with speakers Frank Bruni, op-ed writer, the New York Times; Cathy Davidson, distinguished professor of English and in the MA in Digital Humanities and MS in Data Analysis and Visualization at the Graduate Center, CUNY; and Earl Lewis, founding director of the Center for Social Solutions and professor of history, University of Michigan.

Frank Bruni is a best-selling author and op-ed columnist with the New York Times. Having spent three decades as a professional journalist—the last two of them in high-profile roles at the Times—Bruni speaks with enormous authority about this extraordinary inflection point in American politics, which have become more tribal than ever; about how a profoundly altered media landscape plays into this tribalism; about the cultural forces driving Americans apart; and about how we might repair our frayed social fabric, including through a better approach to higher education. In addition to being the Times’s first openly gay op-ed columnist, Bruni is also the author of three New York Times bestsellers, the most recent of which, Where You Go Is Not Who You’ll Be: An Antidote to the College Admissions Mania, was published in March 2015 to widespread acclaim. He has been named GLAAD’s “Newspaper Columnist of the Year” several times and, in the fall of 2016, was given the Randy Shilts Award for his lifetime contributions to LGBT Americans by the National Lesbian and Gay Journalists Association.

Cathy Davidson is an award-winning author and educator committed to higher education reform in support of a more just society. She is a distinguished professor in the English department at the Graduate Center, City University of New York, and also teaches in master’s programs on digital humanities and data analysis and visualization. Davidson founded and directs the Futures Initiative, a program dedicated to advancing equity and innovation in higher education. At Duke University, she is the R. F. DeVarney Professor Emerita of Interdisciplinary Studies, and also served as Duke’s first vice provost for interdisciplinary studies. An author of about twenty books, Davidson’s most recent work is The New Education: How to Revolutionize Higher Education to Prepare Students for a World in Flux (Basic Books), the recipient of AAC&U’s 2019 Frederick W. Ness Annual Book Award. Davidson has served numerous organizations, including as codirector and cofounder of the Humanities, Arts, Science and Technology Alliance and Collaboratory (2002 to present); as a board director for Mozilla (2012–2018); and as a member of the National Council of the Humanities appointed by President Barack Obama (2011–2017).

Earl Lewis is the Thomas C. Holt Distinguished University Professor of History, Afroamerican and African Studies, and Public Policy, and director of the Center for Social Solutions at the University of Michigan. From 2013 to 2018, he served as president of the Andrew W. Mellon Foundation. An author and esteemed social historian, he is past president of the Organization of American Historians. A fellow of the American Academy of Arts and Sciences (2008) and the recipient of eleven honorary degrees, he has held faculty and administrative appointments at the University of Michigan (1989–2004) and the University of California–Berkeley (1984–89). From 2004 to 2012, he served as Emory University’s provost and executive vice president for academic affairs and the Asa Griggs Candler Professor of History and African American Studies. In addition to prior service on a number of nonprofit and governmental boards, Lewis chairs the board of regents at Concordia College, is a trustee of ETS, and is a director of 2U and the Capital Group, American Funds.
CLOSING PLENARY

Friday, January 22
5:45 – 6:45 p.m. ET

The Bandwidth Tax of Uncertainty: Helping Students Recover

Cia Verschelden has recently retired as vice president of academic and student affairs at Malcolm X College, one of the City Colleges of Chicago. Before moving to Chicago, she was the executive director of institutional Assessment at the University of Central Oklahoma, where she taught in sociology and the first-year program, and the vice president of academic affairs at Highland Community College in rural Kansas. At Kansas State University, where she was on the faculty for twenty-one years, she taught social welfare and social policy, women’s studies, and nonviolence studies. Cia has a BS in psychology from Kansas State University, an MSW from the University of Connecticut, and an EdD from Harvard University. Her book, Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization, was published in 2017. Her new book, Bandwidth Recovery for Schools: Helping Pre-K-12 Students Regain Cognitive Resources Lost to Poverty, Trauma, Racism, and Social Marginalization, was released in October 2020.

NETWORKING EVENT FOR FACULTY AND ADMINISTRATORS OF COLOR

Thursday, January 21
6:00 – 7:00 p.m. ET

Identity Leadership

Stedman Graham is chairman and CEO of S. Graham and Associates, a management and marketing consulting firm. He is the author of twelve books, including two New York Times bestsellers and one Wall Street Journal bestseller. As a businessman, educator, and speaker, Graham lectures and conducts training programs for corporations and educational organizations worldwide on the topic of identity leadership, based on the philosophy that one cannot lead anyone else until you first lead yourself. He has delivered identity leadership programs in the Netherlands, Germany, China, Canada, the United Kingdom, Bermuda, and South Africa. His proven Nine Step Success Process® drives his powerful message based on the principle that it doesn’t matter how the world defines you, it only matters how you define yourself. Graham is honored as a distinguished visiting professor at colleges and universities throughout the country, founded several community organizations, served in the US Army, and played professional basketball in the European League. He is a former adjunct professor at the Northwestern Kellogg School of Business, where he taught a course titled The Dynamics of Leadership.

AAC&U thanks Google for its sponsorship of the Faculty and Administrators of Color Networking Event.
Higher Education’s Response to This Moment of Racial Reckoning

Wednesday, January 20
1:00 – 4:00 p.m. ET

As individuals around the world were adjusting to the uncertainty and transformation that has resulted from the COVID-19 crisis, longstanding inequities came to the forefront and prompted a global outcry against racial injustice. People rose up in protest in every US state and in more than sixty countries. While not new, the call for racial justice has taken on a new urgency and is having an impact on institutions of all types—including higher education.

The symposium will provide opportunities for all campus stakeholders to come together for sustained discussion of how higher education is—or ought to be—responding to this moment of racial reckoning. How can the role higher education plays in perpetuating inequities be addressed? How can institutions move beyond making statements and act to create meaningful change? How can individual institutions effectively confront their own complex histories? How has the current global climate contributed to the increase in racist and other discriminatory incidents on campus, and what can be done to reverse the trend? How are faculty being prepared to address racism and equity issues in the classroom? What role should student well-being play in institutional change? In exploring these and other related questions, symposium participants will consider relevant research, promising practices, and new strategies for meeting the moment.

NETWORKING MORNING DISCUSSIONS

“Big Questions” Global Conversation

Thursday, January 21
10:00 – 11:00 a.m. ET

During this conversation, participants will discuss contemporary issues in higher education that are global in nature. It is critical for all students to have experience engaging with global perspectives as they explore contemporary problems and issues, and they need to be willing and able to solve those problems in collaborative, interdisciplinary teams. Participants will discuss what these contemporary issues are—from the COVID-19 crisis to global cries for racial and social justice—and consider strategies, tools, activities, and experiences that prepare students to engage in solving these global challenges across disciplines.

DISCUSSION LEADER: Dawn Michele Whitehead, Vice President, Office of Global Citizenship for Campus, Community, and Careers, AAC&U

Tackling Contemporary Issues Networking Conversation

Friday, January 22
10:00 – 11:00 a.m. ET

Designed to provide an opportunity for AAC&U meeting participants to engage in collaborative, action-oriented discussions focused on the meeting theme within the context of contemporary campus issues. Participants from all institutional types will identify strategies for transformation during uncertainty and while prioritizing and safeguarding quality, equity, inclusion, and educating for our democracy.

WELCOMING REMARKS: Tia Brown McNair, Vice President for Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing & Transformation Campus Centers, AAC&U

(Participation is limited to 30 individuals, so please register in advance.)
A VOICE & A FORCE: CONVERSATIONS FOR A TIME OF CHANGE

Friday, January 22

10:30 – 10:40 a.m. ET

Welcome & Overview of Symposium

Lynn Pasquerella, President, AAC&U; Mary Dana Hinton, President, Hollins University, and Chair, AAC&U Presidents’ Trust

10:45 – 11:30 a.m. ET

Taking the Long View: Strategic Thinking and Planning in the Midst of an Ongoing Crisis

COVID-19 has college and university leaders focused on immediate operational and educational challenges. Yet ensuring institutional viability and competitiveness in a post-pandemic environment requires that leaders not lose sight of the long view.

William Craft (moderator), President, Concordia College Moorhead, and Chair, AAC&U Board of Directors; Sarah Bolton, President, College of Wooster; David Greene, President, Colby College; Lenore Rodicio, Executive Vice President and Provost, Miami Dade College; David Strauss, Principal, Art & Science Group

11:45 a.m. – 12:30 p.m. ET

Life After Higher Education’s Perfect Storm: Opportunities for Shaping the Post-Pandemic Recovery

Through deepened and sustained collaboration with business, government, and local communities, higher education can play a leading role in developing a more integrated and equitable human capital strategy to bolster US competitiveness in a post-pandemic global economy.

Elsa Núñez (moderator), President, Eastern Connecticut State University; Mary Davis, President, Davis Consulting Group, LLC; Matthew Bishop, Visiting Fellow, Brookings Institute; Jeanne Difrancesco, Executive Director and Board Member, American Millenium Society

12:30 – 1:00 p.m. ET

Break

1:15 – 1:45 p.m. ET

Leveraging Technology and Collaboration to Lower Costs

Achieving equity in higher education access and completion is significantly constrained by tuition costs. This session examines the role of technology and collaboration between departments and other campuses to lower tuition costs without affecting the quality of instruction.

John Katzman, CEO, Noodle; Wayne Frederick, President, Howard University
2:00 – 2:45 p.m. ET

National Covid-19 Higher Education Student Impact Study

Preliminary findings from a newly launched cohort study conducted in partnership between AAC&U and Columbia University and designed to examine the ongoing and long-term effects of the COVID-19 pandemic focus on student well-being and decision-making.

Gilda Barabino (moderator), President, Olin College; Larkin McReynolds, Assistant Professor of Psychiatry and Epidemiology, Columbia University; Christina Hoven, Professor of Clinical Epidemiology, Columbia University

3:00 – 3:45 p.m. ET

Why a Vaccine Won’t Solve Our Problems: Social and Legal Considerations for the Road Ahead

Notwithstanding the lessons learned since the onset of the pandemic, many questions remain about the future of higher education. Among the most sensitive topics confronting college and university presidents during these tumultuous times are vaccine compliance, white supremacy, and the legal and ethical boundaries of free speech and academic freedom.

Cynthia Miller-Idris, Professor of Education and Sociology, Director of Research, Center on University Excellence, American University; Elena Savoia, Senior Research Scientist, Harvard T.H. Chan School of Public Health; Paul Lannon, Partner, Holland and Knight LLP

4:00 – 4:45 p.m. ET

The Inclusive Campus: What Does It Mean? Who Decides? And How Does It Happen?

A new national and global racial reckoning has ignited student activism, reframed curricular reform and policy decisions, and inspired transformative campus dialogue. In the urgency of the moment, what short- and long-term strategies can support the creation of a truly inclusive campus that promotes systemic equity, belonging, and democratic engagement?

Lynn Pasquerella (moderator), President, AAC&U; Pam Eddinger, President, Bunker Hill Community College; David Theo Goldberg, Director, University of California Humanities Research Institute; Mary Ann Villareal, Vice President for Equity, Diversity, and Inclusion, University of Utah

4:45 – 5:00 p.m. ET

Closing Remarks

Lynn Pasquerella, President, AAC&U; Mary Dana Hinton, President, Hollins University, and Chair, AAC&U Presidents’ Trust
PRE-MEETING WORKSHOPS

Wednesday, January 20
1:00 – 4:00 p.m. ET

Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Other “Differentisms”

Many students’ cognitive resources for learning are being diminished by the negative effects of persistent economic insecurity, discrimination, and hostility against non-majority groups based on race, ethnicity, national origin, sexual orientation, gender identity, and other aspects of difference. Lately, these effects have been worsened by high levels of uncertainty related to the pandemic and social unrest. Recognizing that students contending with these issues are no different than their peers in terms of cognitive capacity, we can implement strategies and interventions—inside and outside the classroom—that show promise in helping students regain the cognitive resources to be successful in college.

Cia Verschelden, retired as Vice President of Academic and Student Affairs at Malcolm X College, one of the City Colleges of Chicago

PR²ISM: A Pandemic Response to Advancing Equity-Minded Educational Development, Inclusive Excellence, and Social Justice Advocacy

Prior to the pandemic, educational developers acknowledged an increased need for providing programming and resources on inclusive teaching to support faculty. As COVID-19 cases exploded across the country, institutions moved their programs and services online, altering every part of the educational experience. We contend that strong synergistic partnerships between academic administrators, student affairs professionals, faculty, and educational developers are necessary to create equity-minded learning environments and increase student engagement. This interactive workshop offers a model for partnerships between student affairs professionals and academic colleagues by leveraging educational development to provide holistic and supportive learning environments. This session should particularly benefit (1) academic administrators invested in equity-minded curricular innovations, (2) student-facing professionals who provide direct services to minoritized students, (3) higher ed professionals interested in initiatives to enhance the success of minoritized students and faculty, and (4) institutional leaders working to advance racial equity and social justice efforts at their home institutions.

Isis Artze-Vega, Vice President for Academic Affairs, Valencia College; Tam’ra-Kay Francis, Postdoctoral Fellow, Rickey Hall, Vice President of the Office of Minority Affairs and Diversity, Ed Taylor, Vice Provost and Dean Undergraduate Academic Affairs and Professor of Education, and Chadwick Allen, Associate Vice Provost for Faculty Advancement, Professor of English and Codirector, Center for American Indian and Indigenous Studies—all of the University of Washington; and Carolyn Hodges, Professor Emerita, German, Department of Modern Foreign Languages and Literatures, Former Chair, Africana Studies Program, and Vice Provost and Dean Emerita, Graduate School, University of Tennessee, Knoxville
ACAD Pre-Meeting Workshop #1:

A Parallax View of the Future of Shared Governance

Academic leaders must simultaneously promote the academic mission of their institutions while also integrating new programs in response to market pressures. By necessity, these strategic decisions include a variety of institutional actors and proceed through systems of shared governance. This workshop provides an opportunity to discuss these challenges from the different perspectives of faculty, academic administrators, presidents, and board members. The first section of the workshop will focus on a brief discussion of contemporary governance issues from the varied perspective of the workshop presenters. In the second part of the session, participants will discuss the challenges facing the fictional Mingus University. Participants will receive a basic institutional profile and work in small groups to generate responses to an initial prompt and address scenarios within a shared case study. We anticipate that the closing plenary discussion will be focused and substantive. All of the participants in the workshop will also have access to a web page devoted to the session that includes resources and additional readings.

Frank Boyd, Professor of Political Science, Guilford College; Pareena Lawrence, Senior Administrative Fellow, Yale University; Joerg Tiede, Senior Program Officer, American Association of University Professors; John Ottenhoff, Senior Consultant, AGB Consulting, Association of Governing Boards

ACAD Pre-Meeting Workshop #2:

Assistant/Associate Deans: Facilitators of Rapid Change

Assistant and associate deans are often caught “in-between”: in-between faculty and the dean, in-between different departments, in-between academic affairs and other offices, and even in-between career steps. This “in-betweenness” creates challenges (mistrust, lack of power, confusion), but it also opens opportunities to build bridges that can lead to institutional transformation and professional growth. During times of crisis or rapid change, this in-between work becomes both additionally complicated and especially essential. Assistant and associate deans have the opportunity to build community when it is most needed, to promote innovations that otherwise might stall, and to provoke and support the creative thinking that is the heart of higher education. In this interactive session, participants will consider many elements of associate deaning—such as beginning administrative work, (re)building trust with faculty colleagues, launching and leading academic initiatives, working across the entire institution, supervising staff, prioritizing a seemingly endless workload, communicating with grace, and preparing for next professional steps. Using case studies and shared insights, the workshop will explore challenges and develop practical strategies that can apply to a variety of institutional settings. This is a valuable development and networking opportunity for both new and not-as-new assistant and associate deans.

James Sloat, Associate Provost and Associate Dean of Faculty, and Russ Johnson, Associate Provost for Academic Programs—both from Colby College; Aslaug Asgeirsdottir, Associate Dean of the Faculty, Bates College; Nathan Goodale, Associate Dean of Faculty, Hamilton College
77th Annual Meeting

Charting the Course in a Rapidly Changing Landscape

The current pandemic is a dramatic instance of what is already a “new normal” of rapid, significant, and sometimes unexpected change in higher education. External forces—be they demographic trends, changing expectations for higher education, a rapidly evolving student population, or COVID-19—can derail academic leaders’ plans to advance their institutions and the higher ed profession. The ACAD program includes presentations and other sessions that explore how academic leaders can respond to and anticipate a dynamic environment in ways that advance their institutions into the future. Our sessions are known for their emphasis on practice and the use of interactive methods of presentation. Participants will find the ACAD sessions to be useful, challenging, and enriching.

ACAD 10th Annual Deans’ Institute

Wednesday, January 20
11:00 a.m. – 3:30 p.m. ET

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 and provosts, and other academic leaders above the rank of department head.

The featured opening plenary speaker for the day is Matt Reed, vice president for academic affairs, Brookdale Community College. The closing plenary will feature a panel discussion on “Making a Difference: How Academic Leaders Can Lead Their Institutions toward Racial Justice.” The institute will also include a series of roundtable discussion opportunities on over twelve different topics/themes.

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

A full institute program can be found by visiting the ACAD website at www.acad.org.
Adapt or Fail: Transformational Leadership in Rapidly Evolving Environments

Dan L. Monroe, retired Rose-Marie and Eijk van Otterloo Executive Director and CEO, Peabody Essex Museum

Rapidly evolving operating environments present entirely new institutional and personal challenges and opportunities. Deeply embedded behaviors, especially the fear of losing something an organization or individual already possesses, create serious impediments to adapting quickly to new conditions. Institutional leadership strategies that have yielded success in “normal” times often become prescriptions for decline or failure in rapidly changing environments. Major disruptive environmental changes, like those generated by Covid-19, not only present immediate, profound, and new challenges to institutions and their leaders but also amplify longstanding underlying issues and problems. In such situations, transformational leadership is often required to fundamentally recalibrate institutional goals, priorities, values, and practices. Transformational leadership is, by definition, an exception to the rule. This talk will focus on strategies and principles leaders may employ to help transform their institutions and adapt them to new operating conditions, challenges, and opportunities.

ACAD Sessions

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

- “Will You Be Ready to Lead? The Importance of Professional Leadership Development During Changing Times”
- “Achieving Equity through Intentional Design of Academic Programs”
- “Trauma-Informed Conflict Management in the Remote Work Environment”
- “The Academic Leader’s Toolkit: Linking Strategic Planning and Assessment to Successfully Navigate Change”
- “Assistant/Associate Deans: Facilitators of Rapid Change”
- “Becoming Stronger on the Other Side of Adversity: Leading Transformational Change during Times of Crisis”
- “Leadership in a Space of Discomfort: Reckoning with Race, Gender, and Sexuality in the Age of COVID”
- “Crisis Management for Different Institutional Environments: Lessons for New Administrators”

A full program with a list of all ACAD sessions can be found on the ACAD website at: www.acad.org.
The K. Patricia Cross Future Leaders Session

The K. Patricia Cross Future Leaders Award recognizes graduate students who show exemplary promise as future leaders of higher education and who are committed to academic innovation in the areas of equity, community engagement, and teaching and learning.

The awards are given in honor of the work of K. Patricia Cross, professor emerita of higher education at the University of California–Berkeley.

Winners will be announced in December 2020.

2020 Delphi Award Lecture

The annual Delphi Award—supported by The Teagle Foundation—is presented annually in recognition of those working to support non-tenure-track, contingent, and/or adjunct faculty in pursuing strategic priorities such as student learning and community engagement.

Congratulations to the 2020 Winners:
Louisiana State University and Northcentral University

NESS Book Award Lecture

Established in 1979 to honor AAC&U’s ninth president, the Frederic W. Ness Book Award recognizes outstanding contributions to the understanding and improvement of liberal education.

To be eligible for the award, a book must focus on liberal education as an evolving tradition, on the role and value of liberal education in a particular context or setting, or on an issue or topic in postsecondary education that is discussed substantially in relation to liberal education. Nonfiction and fiction books by single or multiple authors in print or digital formats are all eligible for consideration.

Congratulations to the 2020 Winner:
Moving Up without Losing Your Way: The Ethical Costs of Upward Mobility,
Jennifer M. Morton

2021 Boyer Award

Thursday, January 22
2:45 – 3:45 p.m. ET

The Empowered University: Shared Leadership, Culture Change, and Inclusive Excellence

Dr. Freeman Hrabowski, president of the University of Maryland, Baltimore County (UMBC) will deliver this address as the recipient of the 2021 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.

The Boyer Award Lecture is presented by the New American Colleges & Universities
FORUM ON EPORTFOLIOS

AAC&U thanks Watermark for sponsoring the Forum on ePortfolios.

Opening Keynote
Friday, January 22
12:45 – 1:45 p.m. ET

Where Can We Go from Here? Preparing to Teach in the Time of COVID-19 and Beyond

Tracie Marcella Addy, Associate Dean of Teaching and Learning and Director of the Center for the Integration of Teaching, Learning, and Scholarship, Lafayette College

Saturday Morning Keynote
Saturday, January 23
9:45 – 10:30 a.m. ET

Reflections and Recommendations from Two Decades of ePortfolio Practice

Debra Hoven, Professor in Online and Distance Learning, Athabasca University

Closing Keynote
Saturday, January 23
12:45 – 1:45 p.m. ET

Covid Strategies for Equity and Quality in Digital Learning

José Antonio Bowen, Author of Teaching Naked and Teaching Naked Techniques, Former President, Goucher College
AAC&U’s Annual Meeting will offer more than 100 presentations. The following is a sampling of sessions that will be offered.

**The New Nimble: Learning from COVID-19**
José Antonio Bowen, Senior Fellow, AAC&U

**The Fierce Urgency to Claim the Heart of Higher Education: Love, Beauty, and Healing in the Age of Despair**
Joshua Caulkins, Assistant Director of Undergraduate Programs, Arizona State University; Mays Imad, Coordinator, Teaching and Learning Center, Pima Community College; Brad Wuetherick, Executive Director, Centre for Learning and Teaching and Office of the Provost and Vice President (Academic), Dalhousie University

**Intersectional Strategies for Supporting Women Faculty in STEM at PUIs in a COVID-19 Era**
Claire Bailey, Program Manager, COPLAC, University of North Carolina Asheville; Wendy Pogozelski, Distinguished Teaching Professor of Chemistry, Karleen West, Associate Professor of Political Science and International Relations—both of SUNY Geneseo; Chavonda Mills, Chair, Department of Chemistry, Physics, and Astronomy, Georgia College; Sally Wasileski, Chair and Professor, Analytical and Computational Chemistry, University of North Carolina Asheville

**Reinventing the Post-Pandemic Liberal Arts College**
Steven Volk, Co-Director, Consortium for Teaching and Learning and Professor of History Emeritus, Oberlin College and Great Lakes Colleges Association; Beth Benedix, Professor Emerita, World Literature, Religious Studies and Community Engagement, DePauw University

**Relationship-Rich Education: How Human Connections in College Drive New Majority Students to Succeed and Thrive**
Leo Lambert, Professor and President Emeritus, Elon University; Isis Artze-Vega, Vice President, Academic Affairs, Valencia College; Adriana Aldana, Assistant Professor, Department of Social Work, California State University-Dominguez Hills; Peter Felten, Executive Director of the Center for Engaged Learning, Assistant Provost for Teaching and Learning, and Professor of History, Elon University; Ed Taylor, Vice Provost and Dean of Undergraduate Academic Affairs, University of Washington

**Retention Begins with Admission: Effective Partnership in Support of a Successful Transition to College**
Rachel Bergstrom, Associate Professor of Biology, Director of the Advanced Mentoring Program; Leslie Davidson, Vice President for Enrollment Management, and Joy de Leon, Dean of Students—all from Beloit College; Dawn Abt-Perkins, Associate Dean, Faculty for Student Success, and Michael Cohen, Director of Admissions and Strategic Development—both of Lake Forest College
Strengthening Guided Pathways and Career Success by Ensuring Students are Learning

Jim Cronmiller, Professor of Biology, and Susan Hall, Assistant Director of Curriculum and Assessment—both of Monroe Community College; Tina Babb, Director of Institutional Effectiveness, Amarillo College; Tia Brown McNair, Vice President for Diversity, Equity, and Student Success, and Executive Director for the TRHT Campus Centers, AAC&U

“Creating a Meal From ‘Small Bites’”: Enabling Students to Achieve Coherence in a Fragmented Environment

Paul Gaston, Trustees Professor Emeritus, Kent State University Kent Campus; Isis Artze-Vega, Vice President of Academic Affairs, Valencia College; Amber Duncan, Strategy Director, Lumina Foundation; Aaron Thompson, President, Kentucky Council on Education

From Triage to Triumph: How Teaching and Learning Centers at Public Liberal Arts Colleges Supported the Shift to Remote Instruction and Beyond

Cole Woodcox, Executive Director, Council of Public Liberal Arts Colleges (COPLAC); Jim Berger, Director, Center for Teaching and Learning, Georgia College & State University; Melissa Hemelein, Dean of Social Sciences, University of North Carolina Asheville; Justin Lipp, Director, Center for Teaching and Learning & Educational Technology, Sonoma State University; Beverly Schneller, Provost, Kentucky State University

COVID-19 as an Accelerator of Globally Networked Liberal Learning

Stephanie Doscher, Director, Office of Global Learning Initiatives, Florida International University; Alex Rendon, Director of Operations, Office of International Programs, Universidad San Francisco de Quito; Sherry Andre, Director, Osher Lifelong Learning Institute and Adjunct Professor, Chaplin School of Hospitality and Tourism Management, Florida International University; Franklin Velasco, Director, Marketing Center and Associate Professor, Marketing, Universidad San Francisco de Quito

Interrupting Privilege: Building Anti-Racist Spaces of Dialogue and Critique in the Classroom and in the Community

Kathleen Woodward, Professor and Director, Simpson Center for the Humanities, Ralina Joseph, Professor of Communication, Meshell Sturgis, Doctoral Candidate, Communication, and Chardonnay Beaver, Undergraduate, Communication—all of University of Washington–Seattle; LaNesha Debardeleben, Executive Director, Northwest African American Museum

Civic and Global Engagement in a Time of Pandemic

Felice Nudelman, Executive Director, American Democracy Project, and Catherine Copeland, ADP Program Coordinator—both of American Association of State Colleges and Universities

Best Practices in Minority Faculty Recruitment & Retention

Jamal Watson, Contributor, Diverse: Issues In Higher Education; Damon Williams, Assistant Dean, Diversity & Inclusion, The Graduate School, Northwestern University; Leslie Gonzales, Associate Professor, College of Education, Michigan State University; Tomika Ferguson, Interim Assistant Dean, Student Affairs and Inclusive Excellence, Assistant Professor, Educational Leadership, Virginia Commonwealth University; Rowena Tomaneng, President, San Jose City College and Damani White-Lewis, Postdoctoral Scholar, University of Maryland
Using Data for Holistic Learning: Lessons from the Field

Pam Bowers, Associate Vice President for Planning, Assessment, and Innovation, University of South Carolina–Columbia; Helen Chen, Research Scientist, Designing Education Lab, Mechanical Engineering, Stanford University; Ken O’Donnell, Vice Provost, California State University– Dominguez Hills; Amelia Parnell, Vice President for Research and Policy, NASPA: Student Affairs Administrators in Higher Education

World Building: Collectively Reimagining Higher Education

Noah Martin, Senior Program Designer, Red House, and Ijeoma Njaka, Inclusive Pedagogy Specialist—both of Georgetown University; Sarah Chamberlain, Program Manager, College Excellence Program, The Aspen Institute

Support of Undergraduate Research Mentoring: Connecting Institutional Practices with Student and Faculty Outcomes

Anne Boettcher, Director, Undergraduate Research Institute and Honors Program, Embry-Riddle Aeronautical University; Jillian Kinzie, Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Indiana University Bloomington; Janet Morrison, Professor of Biology, Department of Biology, The College of New Jersey; Karen Resendes, Associate Professor of Biology, Director Drinko Center for Undergraduate Research, Department of Biology, Westminster College; Juliane Strauss-Soukup, Professor of Chemistry, Director of Center for Undergraduate Research and Scholarship, Chemistry Department, Creighton University

“Shout It Out Loud! You Have a Liberal Arts Education and You’re Proud:” How to Change Negative Perceptions of Liberal Arts Degrees, Forge Ahead, and Have a Meaningful Career Path

Kristina Markos, Associate Professor of the Practice, Simmons University

From Christopher Columbus to Black Lives Matter: Why Anti-Racist Education Requires Interfaith Literacy

Jacqueline Bussie, Professor of Religion, Director of Forum on Faith and Life, Concordia College–Moorhead

Diversifying the Faculty: Pathways Toward Equity and Engagement, a Massachusetts Initiative

Cindy Vincent, Associate Professor, Media and Communication, Roopika Risam, Associate Professor, English, and Cynthia Lynch, Executive Director, Center for Civic Engagement—all of Salem State University; John Reiff, Founder, Civic Learning and Engagement, Massachusetts Department of Higher Education; Asher Jackson, Archives and Special Collections, Fitchburg State University

Interpretations of Equity in Institutional Responses to COVID-19

Suzanne Summers, Special Assistant to the Provost, Austin Community College District; Gabriela Weaver, Professor of Chemistry, University of Massachusetts-Amherst; Kara Rabbit, Dean of College of Humanities and Social Sciences, William Paterson University; Kristi Hottenstein, Vice Chancellor for Enrollment Management, University of Michigan–Flint; Rhonda Phillips, Dean of Honors College, Purdue University
NEW AAC&U RESEARCH

During the 2021 Annual Meeting, AAC&U will release findings from several major research efforts. Results will be presented and discussed at the featured sessions described below.

The Landscape of Learning: Findings from 5 Years of AAC&U’s Nationwide VALUE Assessment Initiative

AAC&U’s inaugural Landscape of Learning report spans five years (2014–2019) of findings on student learning outcomes gathered from samples of student work submitted by campuses and evaluated by national panels of scorers using the VALUE rubrics. Aggregate results focus on equity, diversity across higher education sectors, and quality of learning within the undergraduate curriculum.

And Now a Word from Our Employers: Findings from AAC&U’s 2020 Employer Survey

Findings from the latest in AAC&U’s ongoing series of employer surveys focus on the educational practices employers value most, the breadth of skills and the specific learning outcomes that employers say contribute to initial and longer-term career success, and the growing relevance of inter- and intrapersonal skill development as a component of workforce preparation.

Top Issues and Priorities for Higher Education, 2021

Findings from the most inclusive survey of campus stakeholders AAC&U has conducted to date reveal the most pressing challenges now facing colleges and universities—including challenges related to the ongoing pandemic and the racial climate on campus as well as challenges related to student success and curricular reform.

National Covid-19 Higher Education Student Impact Study

Preliminary findings from a newly launched cohort study conducted in partnership between AAC&U and Columbia University and designed to examine the ongoing and long-term effects of the COVID-19 pandemic on student well-being and decision-making.

This session will be presented as part of the Presidents’ Trust Symposium.
**Wednesday, January 20**
(All times listed are in Eastern Time.)

11:00 a.m. – 3:30 p.m.
ACAD Annual Deans’ Institute

11:00 a.m. – 1:00 p.m.
Exhibit Hall Hours

1:00 – 4:00 p.m.
Pre-Meeting Symposium

1:00 – 4:00 p.m.
Pre-Meeting Workshops

4:00 – 4:30 p.m.
Members’ Meeting

5:00 – 6:30 p.m.
Opening Night Forum

**Thursday, January 21**

10:00 – 11:00 a.m.
Big Questions Global Conversation

11:00 a.m. – 1:00 p.m.
Exhibit Hall Hours

11:30 a.m. – 1:00 p.m.
Opening Plenary

1:30 – 2:30 p.m.
Concurrent Sessions #1

2:45 – 3:45 p.m.
Concurrent Sessions #2

4:15 – 5:15 p.m.
Concurrent Sessions #3

5:30 – 6:30 p.m.
Concurrent Sessions #4

6:00 – 7:00 p.m.
Faculty/Administrators of Color Event

**Friday, January 22**

10:00 – 11:00 a.m.
Tackling Contemporary Issues Networking Conversation
Morning Roundtables

10:30 a.m. – 12:30 p.m.
2:00 – 5:00 p.m.
 Presidents’ Trust Symposium

11:00 a.m. – 1:00 p.m.
Exhibit Hall Hours

11:15 a.m. – 12:15 p.m.
Concurrent Sessions #5

12:45 – 1:45 p.m.
Opening Session: 12th Annual Forum on Digital Learning and ePortfolios

12:45 – 1:45 p.m.
Concurrent Sessions #6

2:00 – 3:00 p.m.
ACAD Keynote Event

2:00 – 3:00 p.m.
ePortfolio Forum Concurrent Sessions #1

3:15 – 4:15 p.m.
Concurrent Sessions #7
ePortfolio Forum Concurrent Sessions #2

4:30 – 5:30 p.m.
Concurrent Sessions #8
ePortfolio Forum Concurrent Sessions #3

5:45 – 6:45 p.m.
Closing Plenary

**Saturday, January 23**

9:45 – 10:30 a.m.
12th Annual Forum on Digital Learning and ePortfolios
Saturday Morning Plenary

10:45 – 11:30 a.m.
ePortfolio Concurrent Sessions #4

11:45 a.m. – 12:30 p.m.
ePortfolio Concurrent Sessions #5

12:45 – 1:45 p.m.
Closing Plenary: Forum on Digital Learning and ePortfolios